



CAMBRIDGE ASSESSMENT ENGLISH

Teaching Qualifications CELT-P AND CELT-S EXPLAINED





Good teachers never stop learning



Where to start?



Have a plan

Where am I?

Where do I want to go?

How do I get there?



Cambridge English Teaching Framework





Cambridge English Teaching Framework

Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	<p>Has a basic understanding of some language–learning concepts.</p> <p>Demonstrates a little of this understanding when planning and teaching.</p>	<p>Has a reasonable understanding of many language–learning concepts.</p> <p>Demonstrates some of this understanding when planning and teaching.</p>	<p>Has a good understanding of many language–learning concepts.</p> <p>Frequently demonstrates this understanding when planning and teaching.</p>	<p>Has a sophisticated understanding of language–learning concepts.</p> <p>Consistently demonstrates this understanding when planning and teaching.</p>
Teaching, learning and assessment	<p>Has a basic understanding of some key principles of teaching, learning and assessment.</p> <p>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</p> <p>Can use available tests and basic assessment procedures to support and promote learning.</p>	<p>Has a reasonable understanding of many key principles of teaching, learning and assessment.</p> <p>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</p> <p>Can design simple tests and use some assessment procedures to support and promote learning.</p>	<p>Has a good understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</p> <p>Can design effective tests and use a range of assessment procedures to support and promote learning.</p>	<p>Has a sophisticated understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</p> <p>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</p>
Language ability	<p>Provides accurate examples of language points taught at A1 and A2 levels.</p> <p>Uses basic classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2 and B1 levels.</p> <p>Uses classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</p> <p>Uses classroom language which is consistently accurate throughout the lesson.</p>	<p>Provides accurate examples of language points taught at A1–C2 levels.</p> <p>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</p>
Language knowledge and awareness	<p>Is aware of some key terms for describing language.</p> <p>Can answer simple learner questions with the help of reference materials.</p>	<p>Has reasonable knowledge of many key terms for describing language.</p> <p>Can answer most learner questions with the help of reference materials.</p>	<p>Has good knowledge of key terms for describing language.</p> <p>Can answer most learner questions with minimal use of reference materials.</p>	<p>Has sophisticated knowledge of key terms for describing language.</p> <p>Can answer most learner questions in detail with minimal use of reference materials.</p>
Professional development and values	<p>Can reflect on a lesson with guidance and learn from feedback.</p> <p>Requires guidance in self-assessing own needs.</p>	<p>Can reflect on a lesson without guidance and respond positively to feedback.</p> <p>Can self-assess own needs and identify some areas for improvement.</p>	<p>Can reflect critically and actively seeks feedback.</p> <p>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</p>	<p>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</p> <p>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</p>



Framework competency statements

1. Learning and the learner				
Learning theories	<ul style="list-style-type: none"> Has started to develop a basic understanding of general learning theories and language-learning concepts, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of general learning theories and many of the key language-learning concepts, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of general learning theories and many of the key language-learning concepts, and often uses many of the key terms. Lesson plans and classroom practice demonstrate frequent use of these theories and concepts. 	<ul style="list-style-type: none"> Has a sophisticated understanding of general learning theories and most of the key language learning concepts, and regularly uses most of the key terms. Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning.
	FLA and SLA	<ul style="list-style-type: none"> Has started to develop a basic understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of theories of first and second language learning, key language-learning concepts, and classroom SLA research findings, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of first and second language learning, key language-learning concepts, and classroom SLA research findings, and regularly uses many of the key terms. Lesson plans and classroom practice demonstrate a high level of understanding of the theories and concepts and how they relate to student learning.
Language-teaching methodologies		<ul style="list-style-type: none"> Has started to develop a basic understanding of approaches and methods for language teaching and language-learning concepts, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of approaches and methods for language teaching and language-learning concepts, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of approaches and methods for language teaching and language-learning concepts, and regularly uses many of the key terms. Lesson plans and classroom practice demonstrate a high level of understanding of the theories and concepts and how they relate to student learning.
	Understanding learners	<ul style="list-style-type: none"> Has started to develop a basic understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and is aware of some key terms. Lesson plans and classroom practice may demonstrate some of this understanding. 	<ul style="list-style-type: none"> Has a reasonable understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and has started to use some of the key terms. Lesson plans and classroom practice demonstrate some grasp of the connection between the concepts and student learning. 	<ul style="list-style-type: none"> Has a good understanding of concepts such as intercultural competence, learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and regularly uses many of the key terms. Lesson plans and classroom practice demonstrate a high level of understanding of the theories and concepts and how they relate to student learning.
				<ul style="list-style-type: none"> Has a sophisticated understanding of the personal theories developed as a result of observing learners and reflecting on teaching.



Teaching Qualifications



TKT

Teaching Knowledge Test



CELTA

Certificate in Teaching English to Speakers of Other Languages



DELTA

Diploma in Teaching English to Speakers of Other Languages

DELTA will help you develop professionally, and give you an advanced blend of theory and practical skills that will help you throughout your career. DELTA is suited to experienced teachers working in any context.

TKT modules overview

TKT: Module 1

Language and background to language learning and teaching

TKT: Module 2

Lesson planning and use of resources for language teaching

TKT: Module 3

TKT: Young Learners
Teaching Knowledge
Test for Teachers of
Young Learners

TKT: CLIL
Content and Language
Integrated Learning

1 hour 20 minutes

3 parts

80 questions



Cambridge English Teaching

CELT-P / CELT-S

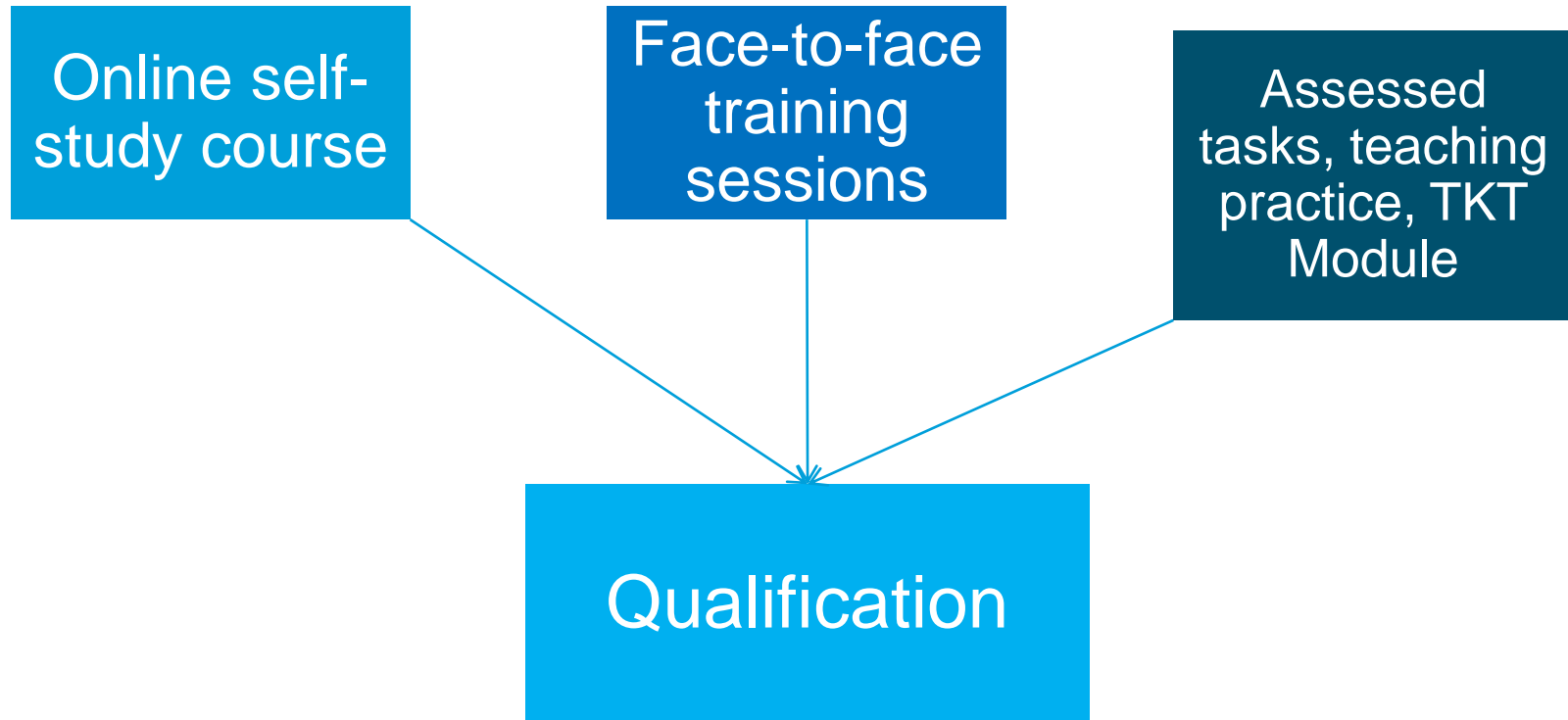
Certificate in English Language Teaching –
Primary

Certificate in English Language Teaching –
Secondary



CELT-P and CELT-S

The complete development package



Cambridge English Teaching

CELT-P





CELT-P

Practical, communicative focus on **primary** English teaching context

- Designed to meet the needs of English teachers in primary education (6 – 12 year-olds)
- Online / blended study
- 120 hours online input, and assessment, + 27 hours of face-to-face training



CELT-P

Content

9 Modules of study:

Module 1 – The young learner, language and the primary classroom

Module 2 – Developing listening and speaking skills in the primary classroom

Module 3 – Developing reading and writing skills in the primary classroom

Module 4 – Developing language use in the primary classroom

Module 5 – Managing the primary classroom

Module 6 – Planning language learning in the primary classroom

Module 7 – Resources for primary young learners

Module 8 – Assessing language learning in the primary context

Module 9 – Language awareness for teaching



Each of the modules

- key concepts and principles related to the overall topic
- provides a range of activities which ensure that participants engage with course content
- ensures participants can apply what they have learned to their own classrooms
- Includes regular progress tests to check learning

120 hours

Teaching Practice

Practical portfolio tasks

- For each module there is a **practical written task** to enable participants to apply their learning in their own classrooms.





CELT-P

Assessment

To gain the CELT-P qualification, teachers successfully complete:

- **Portfolio tasks**
 - at the end of each Module
 - **Assessed teaching practice**
 - 2 developmental observations, and 1 assessed observation of teaching practice
 - **Written assessment**
 - TKT: **Young Learners**
- Grades**
- Pass
 - Pass with Merit



CERTIFICATE IN ENGLISH LANGUAGE TEACHING - PRIMARY



- ▶ Participants
- ▶ Grades
- ▶ Getting Started
- ▶ Studying Online
- ▶ Module 1
- ▶ Module 2
- ▶ Module 3
- ▶ Module 4
- ▶ Module 5
- ▶ Module 6
- ▶ Module 7
- ▶ Module 8
- ▶ Module 9
- ▶ Teaching Practice
- ▶ Teaching Knowledge Test (TKT)
- ▶ Glossary
- ▶ Feedback

Getting Started

Welcome to the *Certificate in English Language Teaching - Primary* course.

Before you start, please check the **technical requirements** for your device.

We recommend you use Google Chrome, Firefox, or Internet Explorer 9 or 10, with Windows 7 or 8 or Safari on a Mac or iPad.

- The complete course is approximately 120 hours over 9 modules.

Studying Online

A guide to studying online.

Module 1

Language awareness for teaching

Module 1 helps you to refresh your own knowledge of grammar, vocabulary and pronunciation. You'll revise the terminology that teachers use when they talk about language with colleagues and older primary learners. You'll see this terminology in later modules of the course and you'll need it to do your language research. There will be opportunities for you to research areas of language, both within the module and in the portfolio task.


SCORM packages: 50 Assignment: 1





CERTIFICATE IN ENGLISH LANGUAGE
TEACHING - PRIMARY



- ▶ Participants
- ▶  Grades
- ▶ Getting Started
- ▶ Studying Online
- ▶ Module 1
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- ▶ Module 3
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- ▶ Feedback



- ▶ Participants
- ▶ Grades
- ▶ Getting Started
- ▶ Studying Online
- ▶ Module 1
- ▼ Module 2
 - ▶ M2 L1 S1 Introduction
 - ▶ M2 L1 S2 Including listening practice in the prima...
 - ▶ M2 L1 S3 The challenges of listening practice in t...
 - ▶ M2 L1 S4 Helping young learners with listening pra...
 - ▶ M2 L1 S5 Over to you ...
 - ▶ M2 L2 S1 Introduction
 - ▶ M2 L2 S2 A framework for listening practice for ol...
 - ▶ M2 L2 S3 Using different exercise types to develop...
 - ▶ M2 L2 S4 Adapting listening practice for multileve...
 - ▶ M2 L2 S5 Over to you ...
 - ▶ M2 L3 S1 Introduction

M2 L3 S3 Using stories to develop listening skills with younger primary learners

Using stories to develop listening skills with younger primary learners

Teachers can use many different activities to help young learners understand when they listen to English. They can:

- ask learners to predict what will be in a text that they are about to hear
- ask questions and talk about topics related to what learners are listening to
- use gestures, mime, pictures and videos
- use different tones of voice to show different attitudes
- encourage learners to guess the meanings of words.

These kinds of activities encourage learners to use different strategies and to develop their listening skills.

In this activity, you'll see how you can use these activities with stories and younger primary learners.

Continue to the next slide.





Using stories to develop listening skills with younger primary learners

How can I use stories to develop listening skills with younger primary learners?

Discussion

Cristina Siqueira

Hello!

I teach English to primary learners aged 6/7. I use English in the classroom as much as I can, and I'd like to give my learners more listening practice. Unfortunately, I can't use audio recordings in my classroom. I've heard that stories are a great way to get young learners listening to English. But I'm not sure how to use them. Has anyone got any tips?

Cristina

Reply

A teacher wants her younger primary learners to have more listening practice. She has written a message on an online discussion forum for teachers of English.

Read her message. Can you think of any tips to give her?

Continue to the next slide to read some tips.






M2 L3 S3 Using stories to develop listening skills with younger primary learners


Isabel
Serra
Molina

[Reply 1]

Hi Cristinal I use stories with my primary learners. They really enjoy listening to English story books - ones with pictures are the best, you can do all kinds of things with these. For example, before I read a story, I show the cover pictures to my learners and ask them to guess what the story is about.


Yuksel
Oguz

[Reply 2]

I do the same with stories in the coursebook. I tell my learners to cover most of the pictures with a piece of paper, and just look at the first one or two pictures. Then I ask them what they think will happen in the story. Or you can use the pictures to ask your learners about words they already know. If the picture shows a jungle, you could ask them to say the names of jungle animals.


Cristina
Sequeira

[Reply 3]

Great ideas! And I guess they can use their own language for these activities, because they are to get them interested in the story. What do you do if there are no pictures? For example, if you want to tell a traditional story?


Isabel
Serra
Molina

[Reply 4]

You can draw pictures on the board. Or cut some out of magazines. Or bring in some real objects from home. Maybe you could tell your learners the title. For example, ask your learners what they think will happen in a story called: *The Bird King*. This gets them thinking about all the things they know about birds.



Using stories to develop listening skills with younger primary learners

A teacher has asked a question on an online discussion forum: How can I use stories to develop listening skills with younger primary learners?

Read the replies and decide if the sentence below is true or false.

Reply 1
Hi (Teacher) I use stories with my primary learners. They really enjoy listening to English audio stories I make with pictures and the best you can do at the end of things with these. For example, before I read a story, I show the cover picture to my learners and ask them to guess what the story is about.

Reply 2
Do the same with stories in the playground. I ask my learners to look at one of the pictures with a picture of a tiger, and just look at the picture on the picture. Then I ask them what they think will happen in the story. Or you can use the pictures to ask your learners about words they already know. If the picture shows a jungle, you could ask them to say the names of jungle animals.

Reply 3
Great idea! And I guess they can use their own language for these activities because they are to get them interested in the story when to you do it. There are no pictures! For example, if you wanted to tell a traditional story!

Reply 4
They perform on the stage. Or act some out of magazines. Or bring in some real objects from home. Maybe you could let your learners be the. For example, ask your learners what they think will happen in a story called 'The first king'. The girl gets them thinking about all the things they know about kings.

1. The teachers are discussing activities you can do after learners have listened to a story.

- True
- False

Slide 3 of 15



submit



Using stories to develop listening skills with younger primary learners

A teacher has asked a question on an online discussion forum: How can I use stories to develop listening skills with younger primary learners?

Read the replies and decide if the sentence below is true or false.

Reply 1
Hi Christine I use stories with my primary learners. They really enjoy listening in English and I think I show with pictures are the best, you can do all kinds of things with them. For example, before I read a story, I show the cover pictures to my learners and ask them to guess what the story is about.

Reply 2
As the same with stories in the classroom, I tell my learners to look at all the pictures with a piece of paper, and get back at the end of the story. Or you can use the pictures to ask your learners about events that already happen. If the picture shows a jungle, you could ask them to tell the names of jungle animals.

Reply 3
Great idea! And I guess they can use their own language for these activities, because they can talk about the pictures in the story. What do you do if there are no pictures? Is there a traditional story?

Reply 4
Or get some cut-out magazines. Or bring in some pictures from your learners' life. For example, an old-fashioned story called 'The first thing' the girl got up this morning about birds.

1. The teachers are talking about activities learners can do before listening to a story.

- True
- False

Correct

That's right. The teachers are talking about activities learners can do before listening to a story

Continue

Slide 3 of 15



submit



Cambridge English Teaching

CELT-S





CELT-S

Practical, communicative focus on **secondary** English teaching context

- Designed to meet the needs of English teachers in **secondary** education
- Online / blended study
- 120 hours online input, and assessment, + 24 hours of face-to-face training



CELT-S

Content

8 Modules of study:

Module 1 – Classroom management in the secondary classroom

Module 2 – Language learning and the teenage learner

Module 3 – Teaching language skills (reading, writing, listening and speaking)

Module 4 – Language awareness for teaching

Module 5 – Teaching language (grammar, lexis and phonology)

Module 6 – Planning language learning (lessons and courses)

Module 7 – Language learning resources and materials

Module 8 – Assessing language learning



CELT-S

Assessment

To gain the CELT-S qualification, teachers successfully complete:

- Portfolio tasks
 - at the end of each Module
 - Assessed teaching practice
 - 2 developmental observations, and 1 assessed observation of teaching practice
 - Written assessment
 - **TKT: Module 1**
- Grades
- Pass
 - Pass with Merit



CELT-S

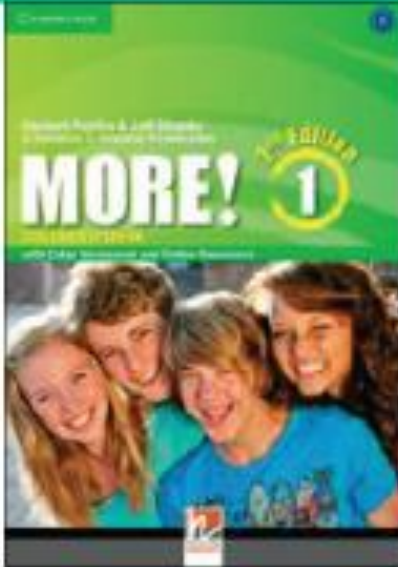
Introduction

Read the statement and choose the option that is true for you. There are no wrong answers in this activity. This is about what you do in your lessons.




I use the class coursebook in every lesson I teach.

False

True



Slide 3 of 8

CELT-S



Cambridge English
CELT-S
Certificate in English Language Teaching - Secondary

My home CELT-S Sample CELT-S Sample 2 Understanding Coursebooks

2 Understanding Coursebooks

7.1.3 Input 1

Listen to the teachers talking about the advantages and challenges of using a coursebook.

Which advantages do the teachers talk about? There may be more than one correct option.

- The coursebook has extra materials for reading, writing, listening and speaking activities.
- The coursebook helps my learners to improve their English.
- The coursebook has extra grammar and vocabulary exercises and tests.
- The coursebook matches the school syllabus.
- The coursebook helps me save time when I'm planning.

Slide 2 of 41 transcript

submit



CELT-S

Using Coursebooks

7.1a.9 Theory to practice

Look at the contents page and answer the questions.

Does the material in your coursebook generally match your learners' needs and interests?

- Yes
- No



CELT-S

4 Using Coursebooks

7.1a.9 Theory to practice

Look at the contents page and answer the questions.

Does the material in
interests?

Yes

No

Many teachers have this problem. Maybe your learners need more speaking practice or perhaps they need to spend more time on a difficult grammar point. Maybe your learners find it difficult to make any personal connection with the texts in your coursebook.

If you have time in class, use extra coursebook resources or supplementary materials to help you bring fresh materials to the classroom, or create your own materials. You could:

- Try to get learners interest and attention by bringing in pictures or drawing pictures on the board.
- Start a lesson with a fun, personalised activity to get learners interested in the topic of the lesson and help them practise their speaking.
- Bring in texts from magazines or online articles, or record yourself talking about a topic your learners are interested in.

Continue

Slide 5 of 6



submit



CELT-S

Many teachers have this problem. Maybe your learners need more speaking practice or perhaps they need to spend more time on a difficult grammar point. Maybe your learners find it difficult to make any personal connection with the texts in your coursebook.

If you have time in class, use extra coursebook resources or supplementary materials to help you bring fresh materials to the classroom, or create your own materials. You could:

- Try to get learners interest and attention by bringing in pictures or drawing pictures on the board.
- Start a lesson with a fun, personalised activity to get learners interested in the topic of the lesson and help them practise their speaking.
- Bring in texts from magazines or online articles, or record yourself talking about a topic your learners are interested in.

Continue



M1 1.5 Over to you ...

Think about your classroom language

Read the question and write your answer in the space below.

1. You want to set up some pair work. The learners will be asking and answering questions in pairs.

What do you say to them?



type your text here

Slide 2 of 23



submit



TKT glossary

Printer-friendly version

TKT glossary

Search



Search full text

Add a new entry

Browse the glossary using this index

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | **ALL**

Page: (Previous) 1 2 3 4 5 **6** 7 8 9 10 ... 37 (Next)

▲ ▼



Concept questions

noun

Also **concept checking** verb.

A **concept question** is a question asked by the teacher to make sure that a learner has understood the meaning of new language, e.g. teaching the new **grammatical structure** 'used to', using the example *He used to live in Paris* concept question – *Does he live in Paris now?* Answer – *No*.

Concept checking is the technique of asking **concept questions** or using other techniques to check that learners have understood the **meaning** of a new structure or **item** of **vocabulary**.





Further reading recommendations

Further reading

If you would like to find out more about the topics from this lesson, you may find the following reading useful:

Brewster, J, Ellis, G and Girard, D (2002) *The Primary English Teacher's Guide*, Harlow, Essex: Pearson Education. See Chapter 8, Reading and Writing, pages 110–117.

Cameron, L (2001) *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press. See Chapter 6, Learning Literacy Skills, pages 134–150.

Nixon, C and Tomlinson, M (2005) *Primary Reading Box*, Cambridge, Cambridge University Press.

Pinter, A (2006) *Teaching Young Language Learners*, Oxford: Oxford University Press. See Chapter 6, Reading and Writing, pages 65–72.

Ruttle, K and Budgell, G (2014) *Cambridge Primary English: Phonics Workbook A*, Cambridge: Cambridge University Press.

Continue to the next slide.



CELT-S

Cambridge English
CELT-S
Certificate in English Language Teaching - Secondary

My home CELT-S Sample CELT-S Sample 5 Test Exit activity

NAVIGATION


- My home
 - Site home
 - Site pages
 - My profile
- Current course
 - CELT-S Sample
 - Participants
 - CELT-S Sample
 - 1 Introduction - Coursebooks
 - 2 Understanding Coursebooks
 - 3 Evaluating Coursebooks
 - 4 Using Coursebooks
 - 5 Test**
- My courses

ADMINISTRATION

- Course administration
- My profile settings

5 Test

7.1a.11 Test



This test is for you to check your knowledge of the content from this unit.

You can review the correct answers at the end of the test.

Continue to the next slide to start.



CELT-P & CELT-S

Minimum requirements

CELT-P & CELT-S candidates

- B1 English
- Practising teachers of English of the required age group

CELT-P & CELT-S

Course Schedules

Course orientation		5 hours	1 day
Modules 1 - 4 Online Portfolio Tasks 1 - 4		55 hours	3.5 months
Modules 1 - 4 F2F workshop	1 st observed TP	12 hours	2 days
Module 5 - 8 Online Portfolio Tasks 5 - 8	2 nd observed TP	60 hours	3.5 months
Modules 5 - 8 F2F workshop	TKT Module	12 hours	2 days
	3 rd observed TP		
Total		150 hours	7 – 9 months



Certificări CELT-P & CELT-S pentru profesori

Twinkle Star is the first center in Romania to provide English language teachers with the opportunity to gain the internationally acknowledged CELT-P (Certificate in English Language Teaching – Primary) and CELT-S (Certificate in English Language Teaching – Secondary) qualifications.



The Cambridge Certificate in English Language Teaching – Primary (CELT-P) is a qualification designed for English language teachers working in primary education (ages 6–12).



The Cambridge Certificate in English Language Teaching – Secondary (CELT-S) is a qualification designed for English language teachers working in secondary education (ages 11–18)

CELT- P testimonial

Tudor Frunza,
Twinkle Star

Thank You

