



International Language Centres (Prague) Ltd
Cambridge / RSA Certificate in ELTA

This is to certify that

RICHARD BLOODWORTH

attended 120 out of 120 hours of the

Cambridge / RSA Certificate in English Language Teaching to Adults

from 15th November 1999 to 17th December 1999



International Language Centres (Prague) Ltd

from 15th November 1999 to 17th December 1999

TRAINEE ATTENDANCE RECORD

Name: RICHARD BLOODWORTH

As part of CELTA regulations you must keep your personal attendance record for the duration of the course. We assume 100% attendance, just as for a job, and keep our own records of any absences. We would like you to do the same so the two records can be compared regularly. The total number of hours you have attended will be recorded on the report you receive upon completion of the course. Should you fall below 80% attendance of any part of the course, a certificate cannot be awarded.

<u>DATE</u>	<u>WHEN ABSENT</u>	<u>REASON</u>
eg: Friday week 1	9.30 - 10.40	Doctor's appointment

At the end of the course we will ask you to sign below:

Total Hours Attended:120..... Maximum Hours:120.....

Signed: *Richard G. Bloodworth* (Trainee) Signed: *Simon Adler* (Tutor)

tel: 248 11043;

tel: 248 11047;

ILC PRAGUE - NOV/DEC 1999 CELTA

COURSE TIMETABLE

WEEK ONE (15th - 19th November)

✓ Monday 15th

10.00 - 11.15 Warmers
Course Overview

Wash copies when finished

11.30 - 12.15 Foreign language lesson

~ LUNCH
13.15 - 15.00 TP Preparation

BREAK
16.00 - 18.10 Teaching Practice - *every day*

18.15 - 18.50 TP Preparation

✓ Tuesday 16th

10.00 - 11.00 Vocabulary 1

20 min. class -

11.15 - 12.30 TP Preparation

2 weeks written guidance -

LUNCH
13.30 - 15.00 Candidate files
Language learners

16.00 - 18.10 Teaching Practice

✓ Wednesday 17th

CPE

10.00 - 11.00 Phonology 1

11.15 - 12.30 TP Feedback/Preparation

L
13.30 - 15.00 Assignments overview
Introduction to analysing language

16.00 - 18.10 Teaching Practice

✓ Thursday 18th

10.00 - 11.20 Presenting language

11.30 - 12.45 TP Feedback/Preparation

L
13.45 - 15.00 Controlled oral practice

16.00 - 18.10 Teaching Practice

□ 1 7

✓ Friday 19th

10.00 - 10.45 TP Feedback/Preparation

11.00 - 12.30 Listening skills

L
12.45 - 13.15 Lesson planning

Dekun:

WEEK TWO (22nd - 26th November)

Monday 22nd

- 10.45 - 11.45 Classroom management
- ✓ 12.00 - 12.30 TP Preparation
- ✓ 13.30 - 15.00 Speaking skills: accuracy & fluency
- 16.00 - 18.10 Teaching Practice

Tuesday 23rd

- 10.00 - 11.00 Checking understanding
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- 13.30 - 15.00 LA: The Present Simple
Using grammar books
- 16.00 - 18.10 Teaching Practice

Wednesday 24th

- 10.00 - 11.00 Functions
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- 13.30 - 15.00 Reading skills
- 16.00 - 18.10 Teaching Practice

Thursday 25th

- 10.00 - 11.00 Phonology 2
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- 13.30 - 15.00 Errors & correction
- 16.00 - 18.10 Teaching Practice

Friday 26th

- ✓ 10.00 - 10.45 TP Feedback
- ✓ 11.00 - 12.55 Timetabling TP
Tutorials 1 ←
- 12.55 - 13.15 TP preparation

WEEK THREE (29th November - 3rd December)

Monday 29th

10.45 - 11.45 Introduction to coursebooks

✓ 12.00 - 12.30 TP Preparation

✓ 13.30 - 15.00 Timetabling for new TP level

16.00 - 18.10 Teaching Practice

Tuesday 30th

10.00 - 11.00 Vocabulary 2

✓ 11.15 - 12.30 TP Feedback/Preparation

13.30 - 15.00 Exploiting coursebooks

16.00 - 18.10 Teaching Practice

Wednesday 1st December

10.00 - 11.00 "But they already knew it !" - challenging the learners

✓ 11.15 - 12.30 TP Feedback/Preparation

13.30 - 15.00 LA: The Future

16.00 - 18.10 Teaching Practice

Thursday 2nd

✓ 10.00 - 11.00 Phonology 3

11.15 - 12.30 TP Feedback/Preparation

13.30 - 15.00 A career in TEFL 1 - Getting the job

16.00 - 18.10 Teaching Practice

Friday 3rd

✓ 10.00 - 10.45 TP Feedback/Preparation

✓ 11.00 - 12.15 LA: The Past

12.30 - 13.15 Lesson planning revisited

WEEK FOUR (6th - 10th December)

Monday 6th

- 10.45 - 11.45 Review
- ✓ 12.00 - 12.30 TP Preparation
- ✓ 13.30 - 15.00 Supplementary published materials - an overview
- 16.00 - 18.10 Teaching Practice

Tuesday 7th

- 10.00 - 11.00 LA: Modal verbs
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- 13.30 - 15.00 How do we learn languages ?
- 16.00 - 18.10 Teaching Practice

Wednesday 8th

- 10.00 - 11.00 Vocabulary 3
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- ✓ 13.30 - 15.00 Tutorials 2 ←
LA workshop
Timetabling TP
- 16.00 - 18.10 Teaching Practice

Thursday 9th

- ✓ 10.00 - 11.00 Speaking revisited
- ✓ 11.15 - 12.30 TP Feedback/Preparation
- 13.30 - 15.00 Writing skills
- 16.00 - 18.10 Teaching Practice

Friday 10th

- 10.00 - 10.45 TP Feedback/Preparation
- ✓ 11.00 - 12.00 Phonology 4
- 12.15 - 13.15 Using video

WEEK FIVE (13th - 17th December)

Monday 13th

Materials Assignment Due, (redo Case Study)



10.45 - 11.45 Teaching in companies

12.00 - 12.30 TP Preparation

13.30 - 15.00 Using Cuisenaire Rods

16.00 - 18.10 Teaching Practice

Tuesday 14th

• *Reflections on Teaching and Learning - Aim/Rationale due*

10.00 - 11.00 Learner independence



11.15 - 12.30 TP Feedback/Preparation

13.30 - 15.00 Testing

16.00 - 18.10 Teaching Practice

Wednesday 15th

10.00 - 11.00 LA: Conditionals



11.15 - 12.30 TP Feedback/Preparation

13.30 - 15.00 Exams and exam courses

16.00 - 18.10 Teaching Practice - *Last one hour lesson 5:10 to 6:10*

Thursday 16th

10.00 - 11.00 A career in TEFL 2: Doing the job



11.15 - 12.30 TP Feedback

13.30 - 15.00 Tutorials 3: Career advice ← *optional*

16.00 - 18.10 Teaching Practice *unobserved.*

Friday 17th



10.00 - 11.15 Using drama

11.30 - 13.15 End-of-course feedback

End-of-course admin

Revelry

bold is 60

CELTA NOV/DEC 99 - TP & OBSERVATION TIMETABLE															
TEACHING PRACTICE							Observation of Trained Teachers							Notes	
	A	B	C	D	E	F	A	B	C	D	E	F			
Mon 1	Unobs	Unobs	Unobs	Unobs	Unobs	Unobs	-	-	-	-	-	-	Mon 1		
Tue 1	20	20	20	20	20	20	-	-	-	-	-	-	Tue 1		
Wed 1			30	30	30	30	60	60					Wed 1		
Thu 1	30	30			30	30			60	60			Thu 1		
Fri 1	No TP	No TP	No TP	No TP	No TP	No TP	-	-	-	-	-	-	Fri 1		
Mon 2	30	30	30	30			90	90			60	60	Mon 2	C/D teach last	
Tue 2			30	30	30	30			90	90			Tue 2	E/F teach last, A/B watch other TP gp	
Wed 2	30	30			30	30					90	90	Wed 2	A/B teach last, C/D watch other TP gp	
Thu 2	30	30	30	30			90	90					Thu 2	C/D teach last, E/F watch other TP gp	
Fri 2	No TP	No TP	No TP	No TP	No TP	No TP	-	-	-	-	-	-	Fri 2		
Mon 3	40	40	40	40	40	40	60	60	90	90			Mon 3	D teaches first	
Tue 3	40	40	40				change TP level					90	90	Tue 3	
Wed 3				40	40	40	-	-	-	-	-	-	Wed 3		
Thu 3	40	40	40						90	90	90	90	Thu 3	C can't teach last	
Fri 3	No TP	No TP	No TP	No TP	No TP	No TP	-	-	-	-	-	-	Fri 3		
Mon 4				40	40	40	90	90			90	90	Mon 4	D teaches last	
Tue 4	40	40	40						90	90			Tue 4	C can't teach last	
Wed 4				40	40	40			60		60	60	Wed 4		
Thu 4	40	40	40				90	90					Thu 4	C teaches last	
Fri 4	No TP	No TP	No TP	No TP	No TP	No TP	-	-	-	-	-	-	Fri 4		
Mon 5	Case Study: Anita [E]												Mon 5		
Tue 5	Materials Eval.					60	60				60		Tue 5		
Wed 5	60	60											Wed 5		
Thu 5	Unobs	Unobs	Unobs	Unobs	Unobs	Unobs	-	-	-	-	-	-	Thu 5		
Fri 5	No TP	No TP	No TP	No TP	No TP	No TP	-	-	-	-	-	-	Fri 5		

My Czech Students

TP

LOW

15.11. - 17.12. 1999



	15/11	16/11	17/11	18/11	19/11	22/11	23/11	24/11	25/11	26/11	29/11	30/11	1/12	2/12	3/12
Bártová Kateřina															
Brtková Gabriela								✓	✓			✓			
Czerná Jana								✓							
Hejlová Miluše								✓							
→ Kuthan Jan								✓	✓			✓			
Lukešová Denisa								✓	✓						
Micháliková Vladimíra											x	x	x	x	x
Nováková Pavla								✓							
Pávodá Vladislava								✓	✓			✓			
▢ Soldátek Pavel								✓	✓	✓					
Stellmacherová Dana								✓	✓						
Šrámková Hana <i>Nová</i>								✓	✓		x	x	x	x	x
Štarmanová Ivana											x	x	x	x	x
Vávrová Pavla											x	x	x	x	x
Višelka Jiří	x	x	x	x	x										

RICHARD BLOODWORTH

ILC PRAGUE

CELTA

NOVEMBER/DECEMBER 1999

Susanne - dir of studies

Tutors

Sian Adler - high level

Jim Chapman - Sudan, 9 years in Prague, Greece

Fiona Stranack - 10 years Portugal, Egypt, Br

Poland dylan -

Candidates

- B • Richard Bloodworth - Jim, Fiona - ^{Start} low level TP group

- A • Michelle Castillo
- E • Karl Chatfield-Moore
- Darryl Doherty
- Louise Garnier F
- F • Marianne Humble
- Ben Lenihan D
- Leila Jones
- C • Ivana Masaříková
- Charlie Russell
- Sarah Taylor
- D • Stephen Walsh hobbies

Edvis Proslav
Michael Jack
James Bond
Mickie

16 students max, 15

propositions
alphabet game - letters of categories
Sports
jobs
animals
foods
names
countries

My name is ?
who are you & you're ...
what like to you like ?
find some body who likes - who has
kinds of foods, sports, ?
labels on the backs
Pictionary
fruit the lies -
make 3 pairs: ? to ... like

Contact Information

NAME	ADDRESS	E-MAIL	PHONE NO.	OTHER INFORMATION
Richard BLOODWORTH	P.O. Box 78123 Atlanta, GA 30357 U.S.A.	Bloodworth99 @yahoo.com	404.524.9252	
Michelle CASTILLO	? Wm...	Michelle michelle-castillo @yahoo.com	0604539950 (PRAGUE)	Anytime for a spa or a good place to get a haircut? Who can make carp?
Art CHATFIELD-MOORE	8, Abbeyfields Close Netley Abbey Southampton SO31 5GB ENGLAND	KarlACMoore@ aloss-Freeze.rue. co.uk	++44 1703 453857	
Styly DOHERTY	4614 Fortune Road S.E. Calgary, Alberta, Canada T2A-2A8	dsjd1964@hotmail.com (truenorthMM@...)	(405) 273-1954	
Louise GARNIER	1144 Southend Road Stanford-Le-Hope Essex SS17 7AL England		++44 1375 403877	Phone my house to hear an authentic cockney accent
Marianne HUMBLE	33 HOWELL ROAD EXETER DEVON EX4 4LT	mariannehumble @hotmail.com	++44 1392 218887	If you ever need any help email me!
Ben LENIHAN	Oldrichova 16 Nusle, Praha 2	Goosoid@hotmail. com	(02) 611 6379	
Seila JONES	Schikanedergasse 13/B A-1040 Wien, Austria	61805434@AT. IBM.com	00431 5814680	
Evana MASARIKOVA	SVOTŠOVICKA' C/2892 141 00 PRAHA 4	iranamas@ hotmail.com	mobile: 0604 1801 850	
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Sarah TAYLOR	2 HUNTSMEAD, BROMHAM, CHIPPENHAM, WILTSHIRE. SN15 2JP. ANGLIE.	taylorism@ hotmail.com	++44 1380 859491	
Stephen WALSH		egodram @yahoo.com	0604 54 0078	I'd be interested in knowing where I'm going to be living next week, too.

due Thursday, 6/10



International Language Centres (Prague) Ltd

CAMBRIDGE/RSA CELTA - Progress Report for Tutorial #1

Name: RICHARD BLOODWORTH

LESSON PLANNING	This includes: appropriacy of aims; ability to relate activities to aims and to include appropriate stages; anticipation of problems and appropriacy of assumptions.
Own comments	Lesson planning is always difficult since the future is never known and the unexpected occurs throughout the course of a lesson. So time schedules are difficult to adhere to and anticipation of all problems and solutions is impossible but if there are an outline is a good general roadmap to the one's destination.
Tutor's comments	What's missing is any evaluation of your own lesson planning. You do seem able to state a specific lesson aim, but what's lacking is evidence of clear thought applied to the procedural aspects of the lesson, which results in a lesson plan which often fails to support your main aims.

LESSON EXECUTION	This could include: motivating presence/style; rapport; grading language to level; ability to focus effectively on language; ability to focus effectively on skills; maximising student involvement; classroom management (instructions, seating, organisation etc.); sequencing of stages; use of aids & materials....
Own comments	I think it's a good idea to have a lesson plan but I think generally it's a good idea to keep the auxiliary materials to a minimum since too many props confuse the students (and the teacher). I think the more I do the lessons the more comfortable I'll become during their execution and the more open the students will become. My goal is to get the students talking more and more in addition to learning factual information.
Tutor's comments	This is a weaker area for you, Richard. There has been minor improvement in your ability to get the students to say a little more, and you do come across as a little less distant, but there are still areas requiring a lot of attention. Moreover, I'm afraid you have yet to show ability in the following areas: <ul style="list-style-type: none">- focusing effectively on language + skills;- instructions + general organisation- sequencing of stages. You frequently come across as muddled during your lessons, and this too is having an adverse effect on lesson execution.

AWARENESS

This includes: language awareness and ability to analyse language for teaching purposes; and insight into teaching, i.e. knowing why you're doing what you do in the classroom, the ability to apply classroom methodology to lesson execution.

Own comments

The why I ~~do~~ do a particular activity should be to demonstrate a principle (of grammar, for instance) or to get students to learn a concept or vocabulary.

Tutor's comments

I feel you are able to think about and analyse language, although you need to show evidence of this in your teaching.
The weak point here is that we have seen no evidence of your ^{ability} ~~ability~~ to apply methodology to lesson execution.

PROFESSIONAL DEVELOPMENT

Are you developing/progressing? Do you feel willing and able to respond to TP feedback? How do you feel about your ability to evaluate your own teaching?

Own comments

I think I develop and progress as I teach. One TP comment was they thought I was distant that may be an aspect of my personality - perhaps a type of shyness which, truthfully speaking, I've had to battle all my life, but it doesn't mean I am uncaring toward the students. I want them to progress as well as myself. I think I'm continuing to develop and ~~concern~~ ^{concern} to teach.

Tutor's comments

Many teachers (including myself) are naturally shy people - this is just something that we have to overcome.
In all, this is again a weak area. We have seen very little evidence of ability to respond to TP feedback, and therefore your rate of development is well below that which is required.

Overall feelings on the course / Any other comments

I am getting a lot of information and I think useful training and coaching during this course but in the teaching experience I've had I've never experienced the level of tension as I have during this course even though I was expecting a certain amount of this sort of stress to occur. I think that as the days progress I'll become more relaxed and I hope more natural feeling and acting during the presenting of instruction.



International Language Centres (Prague) Ltd

CAMBRIDGE/RSA CELTA - Progress Report for Tutorial #2

Trainee: ...Richard...Bloodworth

Add any significant changes/developments since the last tutorial

LESSON PLANNING This includes: appropriacy of aims; ability to relate activities to aims and to include appropriate stages; anticipation of problems and appropriacy of assumptions.

Own comments I think the lesson planning is the most difficult area primarily because of the timing factor or knowing how long some segment of a lesson will take. I think that planning is generally a helpful guideline and I hope my development of them is becoming more complete.

Tutor's comments You are still having problems incorporating appropriate stages and defining your aims adequately.

LESSON EXECUTION This could include: motivating presence/style; rapport; grading language to level; ability to focus effectively on language; ability to focus effectively on skills; maximising student involvement; classroom management (instructions, seating, organisation etc.); sequencing of stages; use of aids & materials.....

Own comments I think with each class the lesson execution becomes more fluid as the teachers and student become more comfortable. I mention this because, other than conveying the correct knowledge, this is one of factors that contributes to a successful class. Only having had taught 2 lessons to the high level class it's hard for me to assess my effectiveness on lesson execution though I think that at this second lesson more areas of execution went more smoothly.

Tutor's comments

I'm afraid this is still one of your fundamental problem areas. There are still consistent problems with:

- focusing on meaning
- actively involving students in both skills and language lessons.
- clear instructions and classroom management.

Generally you seem unable to apply the methodological input to your teaching.

see over

AWARENESS

This includes: language awareness and ability to analyse language for teaching purposes; and insight into teaching, i.e. knowing why you're doing what you do in the classroom, the ability to apply classroom methodology to lesson execution.

Own comments

I think the awareness can involve the teacher's awareness or ~~know~~ knowledge of the subject being taught as well as the teacher's awareness of the students' level and level of understanding. I think I generally understand the reason or grammatical point of what I am teaching and I hope I convey or transmit the knowledge to the student. It's good to go over the lessons with the tutors to include several areas of the topic covered (e.g. form and meaning).

Tutor's comments

Your language analysis assignment showed that you have the ~~There is no evidence that you have incorporated~~ ability to analyse language on paper but this does not come through in the classroom.

PROFESSIONAL DEVELOPMENT

Are you developing/progressing? Do you feel willing and able to respond to TP feedback? How do you feel about your ability to evaluate your own teaching?

Own comments

I feel that as I teach and continue to learn that I become better at teaching and at understanding the needs of the students. I want to make the teaching as enjoyable and effective as I can for the students since that is my reason for ~~teaching~~ teaching.

Tutor's comments

There is no evidence that you have been able to incorporate the advice and suggestions made in feedback in your teaching.

Any other comments

Lesson Plan Form

LESSON PLAN

NAME: **DATE:**
LEVEL: **TIME:**
MATERIAL:

PRELIMINARY INFORMATION

LESSON AIM(S):

PERSONAL AIMS:

ANTICIPATED PROBLEMS:

ANTICIPATED SOLUTIONS:

ASSUMPTIONS: