



# Cambridge English Teaching Qualifications and Courses

Improving learner outcomes through  
teacher development and assessment



# Transforming English Language Education

Cambridge English provides strategic support, consultancy and training opportunities, helping to raise standards and enhance learner outcomes.

Our high-quality teacher development and assessment **ensures that teachers have the knowledge, skills and confidence they need** to teach effectively, and the qualifications that prove it.

We can help you to build teacher capacity, with a **range of specialised qualifications, courses and resources**. These are designed to improve both language proficiency and methodological competences to the highest standards.

We provide consultancy, research and teacher training services, **helping to deliver successful teacher development programmes and assess their impact**.

Teacher development is a key part of our Educational Services.  
Our qualifications, courses and resources deliver:

- language improvement
- awareness of methodology
- teaching practice
- trainer training.

# Why work with Cambridge English?

As a department of the University of Cambridge, research and validation plays a vital role in everything we do. Our qualifications and courses are comprehensively researched and developed by experts. They reflect and encourage best practice in teaching and teacher training, responding to changing contexts and the opportunities offered by new technologies.

Our qualifications and courses are:

- 1 Designed by experts in teacher development and assessment.
- 2 Designed for teachers working in a variety of teaching contexts.
- 3 Internationally respected as the quality standard.
- 4 Fair to those from different cultures, with different levels of English.
- 5 Flexible: part-time or full-time, face-to-face or online combinations.
- 6 Practical - with an emphasis on teaching practice to build essential skills and confidence.
- 7 Mapped onto the competencies on our Teaching Framework.
- 8 Widely accepted by employers worldwide.

# Providing a framework for professional development

Our entire teacher development portfolio, including teaching qualifications and courses, is linked to the Cambridge English Teaching Framework.

The framework describes teaching competencies across four stages of professional development and five categories of teacher knowledge and ability.

|                                     | Foundation   | Developing  | Proficient   | Expert   |
|-------------------------------------|--|---|--|--|
| Learning and the Learner            | <ul style="list-style-type: none"> <li>Has a basic understanding of some language-learning concepts.</li> <li>Demonstrates a little of this understanding when planning and teaching.</li> </ul>   | <ul style="list-style-type: none"> <li>Has a reasonable understanding of many language-learning concepts.</li> <li>Demonstrates some of this understanding when planning and teaching.</li> </ul>   | <ul style="list-style-type: none"> <li>Has a good understanding of many language-learning concepts.</li> <li>Frequently demonstrates this understanding when planning and teaching.</li> </ul>   | <ul style="list-style-type: none"> <li>Has a sophisticated understanding of language-learning concepts.</li> <li>Consistently demonstrates this understanding when planning and teaching.</li> </ul>   |
| Teaching, Learning and Assessment   | <ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of teaching, learning and assessment.</li> <li>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</li> <li>Can use available tests and basic assessment procedures to support and promote learning.</li> </ul> | <ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of teaching, learning and assessment.</li> <li>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</li> <li>Can design simple tests and use some assessment procedures to support and promote learning.</li> </ul> | <ul style="list-style-type: none"> <li>Has a good understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</li> <li>Can design effective tests and use a range of assessment procedures to support and promote learning.</li> </ul> | <ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</li> <li>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</li> </ul> |
| Language Ability                    | <ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1 and A2 levels.</li> <li>Uses basic classroom language which is mostly accurate.</li> </ul>   | <ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2 and B1 levels.</li> <li>Uses classroom language which is mostly accurate.</li> </ul>  | <ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</li> <li>Uses classroom language which is consistently accurate throughout the lesson.</li> </ul>   | <ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1-C2 levels.</li> <li>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</li> </ul>   |
| Language Knowledge and Awareness    | <ul style="list-style-type: none"> <li>Is aware of some key terms for describing language.</li> <li>Can answer simple learner questions with the help of reference materials.</li> </ul>   | <ul style="list-style-type: none"> <li>Has reasonable knowledge of many key terms for describing language.</li> <li>Can answer most learner questions with the help of reference materials.</li> </ul>  | <ul style="list-style-type: none"> <li>Has good knowledge of key terms for describing language.</li> <li>Can answer most learner questions with minimal use of reference materials.</li> </ul>   | <ul style="list-style-type: none"> <li>Has sophisticated knowledge of key terms for describing language.</li> <li>Can answer most learner questions in detail with minimal use of reference materials.</li> </ul>  |
| Professional Development and Values | <ul style="list-style-type: none"> <li>Can reflect on a lesson with guidance and learn from feedback.</li> <li>Requires guidance in self-assessing own needs.</li> </ul>   | <ul style="list-style-type: none"> <li>Can reflect on a lesson without guidance and respond positively to feedback.</li> <li>Can self-assess own needs and identify some areas for improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>Can reflect critically and actively seeks feedback.</li> <li>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</li> <li>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</li> </ul>  |

## Helping you to plan and track development

The framework helps you to:

- establish teachers' current skill levels
- identify competencies for teachers to achieve
- plan the development activity that will get teachers to where they need to be.

**Cambridge English**  
Teacher Development Tracker

Our Teacher Development Tracker helps teachers to work out exactly where they are on the framework. Trainers and managers can also review and compare teachers' skills profiles.

[www.cambridgeenglish.org/teaching-framework](http://www.cambridgeenglish.org/teaching-framework)

# Qualifications and courses for every stage

Our qualifications, courses and resources map to every stage of the framework.

| Foundation  | Developing | Proficient | Expert |      |
|---|------------|------------|--------|------|
| Courses and qualifications                                      |            |            |        | Page |
| Language for Teaching   |            |            |        | 7    |
| CELTA   |            |            |        | 14   |
| TKT   |            |            |        | 12   |
| CELT-P  |            |            |        | 8    |
| CELT-S  |            |            |        | 9    |
| ICELT   |            |            |        | 15   |
| Delta   |            |            |        | 16   |
| EMI Skills  |            |            |        | 17   |
| Train the Trainer   |            |            |        | 10   |
| Resources   |            |            |        |      |
| Online teaching support   |            |            |        | 19   |
| Face-to-face seminars   |            |            |        | 19   |
| Professional Development titles from Cambridge University Press |            |            |        | 19   |

# Scalable online delivery and support



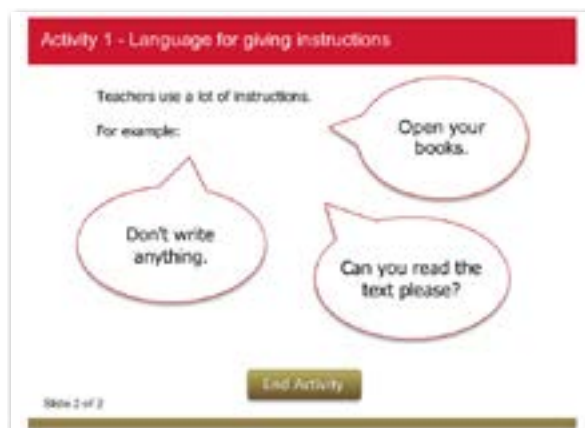
Many of our courses and qualifications can be delivered online to large numbers of teachers, with extra face-to-face options available.

These include:

- *Language for Teaching* ⇨ p7
- *CELT-P* ⇨ p8
- *CELT-S* ⇨ p9
- *Certificate in EMI Skills*. ⇨ p17

## Benefits of online delivery and administration

- Online delivery is cost-effective in comparison to face-to-face courses
- Large numbers of teachers can take the course simultaneously
- The course reporting tool makes it easy to track participants' progress
- Personalised learning is made possible through interactive activities
- Self-assessment tasks give teachers the opportunity to practise and reflect.



## Supporting you

We will:

1. Help develop a course programme to meet your training needs.
2. Train course administrators to enrol teachers onto online courses and to track their progress, using the course reporting tool.
3. Train local teacher trainers to deliver input sessions and oversee teaching practice, through the *Train the Trainer* course. ⇨ p10





# Cambridge English Language for Teaching



## Courses that build English language skills

These three **online** courses are for English language teachers working in **primary and secondary** education.

Teachers will **gain more confidence in communicating effectively in English**, both inside and outside the classroom.

[www.cambridgeenglish.org/language-for-teaching](http://www.cambridgeenglish.org/language-for-teaching)

### Key facts

|                         |  |
|-------------------------|--|
| CEFR* level requirement | A1 (for A2 course)<br>A2 (for B1 course)<br>B1 (for B2 course)   |
| Format                  | Online, self-study   |
| Optional                | Tutor-led support (face to face or online) for your specific requirements.<br>Cambridge English exam familiarisation module. |
| Hours                   | Up to 120  |
| Assessment              | <ul style="list-style-type: none"> <li>Online progress tests</li> <li>Optional Cambridge English exam.</li> </ul>            |

## Overview and outcomes

The three courses develop teachers' English language skills and knowledge. Teachers will improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom.

Each *Language for Teaching* course covers one level of the Common European Framework of Reference for Languages (CEFR). On completion, teachers can take a Cambridge English language exam. The three courses combined will take teachers from CEFR Level A1 to B2.

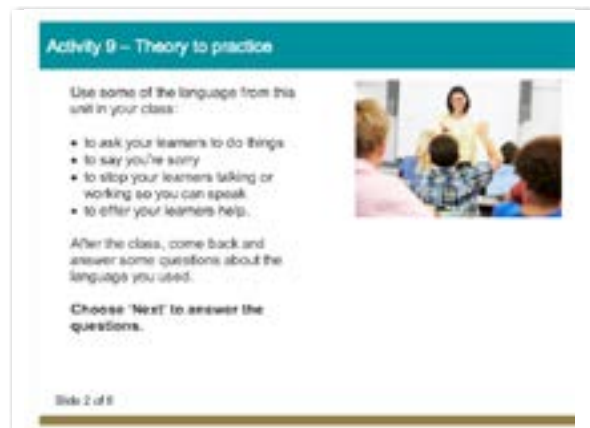
## Course outline

The course comprises three modules:



## Course progression

- Next *Language for Teaching* course level: A2 → B1 → B2.
- A Cambridge English exam.
- CELT-P (*Certificate in English Language Teaching - Primary*) ⇔ p8
- CELT-S (*Certificate in English Language Teaching - Secondary*) ⇔ p9



The modules have two components:

|                         |   |
|-------------------------|---|
| English for the Teacher | 15 hours, plus in-course assessment.<br>Teachers learn the professional language they need for effective communication in English, both inside and outside the classroom. |
| General English         | Up to 100 hours, plus in-course assessment.<br>Teachers study language in authentic contexts, and learn to use English with greater fluency and confidence.               |

\*Common European Framework of Reference for Languages (CEFR) – the international standard for describing language ability. Find out more: [www.cambridgeenglish.org/cefr](http://www.cambridgeenglish.org/cefr)



### Develops primary teachers' knowledge and skills

CELT-P (Certificate in English Language Teaching - Primary) is for English language teachers working in **primary education (6-12 year olds)**.

Teachers learn how to improve their classroom performance through a **combination of online study and observed teaching practice**.

[www.cambridgeenglish.org/celt-p](http://www.cambridgeenglish.org/celt-p)

#### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | B1 and above  |
| Format                 | Online course<br>Face-to-face teaching practice   |
| Optional               | Tutor-led support (face to face or online) to consolidate and extend the online course.   |
| Hours                  | 120   |
| Assessment             | <ul style="list-style-type: none"> <li>Online progress tests and practical tasks throughout the course</li> <li>Written assessment</li> <li>Teaching practice.</li> </ul> |
| Award                  | Certificate   |

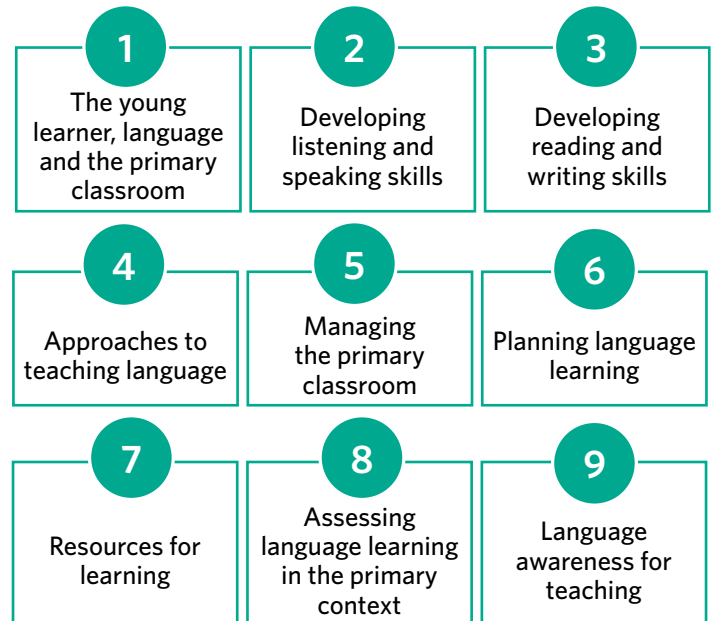
### Overview and outcomes

CELT-P is a practical teaching qualification that gives English language teachers the opportunity to refresh and build their knowledge and skills, and the confidence to:

- successfully implement the curriculum
- apply their learning to classroom situations
- improve their classroom teaching
- get the best from their students.



The course modules focus on primary school contexts:



#### Face-to-face teaching practice

Individual support and classroom observation from a teacher trainer.

### Course outline

#### Flexible online course content

The modules for the online input of the course have a practical, communicative focus on teachers with large classes and can be completed in any order.

### Course progression

- ICALT ⇒ p15
- Delta ⇒ p16
- Train the Trainer ⇒ p10





### Develops secondary teachers' knowledge and skills

CELT-S (Certificate in English Language Teaching - Secondary) is for English language teachers working in **secondary education (11-18 year olds)**.

Teachers learn how to improve their classroom performance through a **combination of online study and observed teaching practice**.

[www.cambridgeenglish.org/celt-s](http://www.cambridgeenglish.org/celt-s)

#### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | B1 and above  |
| Format                 | Online course<br>Face-to-face teaching practice   |
| Optional               | Tutor-led support (face to face or online) to consolidate and extend the online course.   |
| Hours                  | 120   |
| Assessment             | <ul style="list-style-type: none"> <li>Online progress tests and practical tasks throughout the course</li> <li>Written assessment</li> <li>Teaching practice.</li> </ul> |
| Award                  | Certificate   |

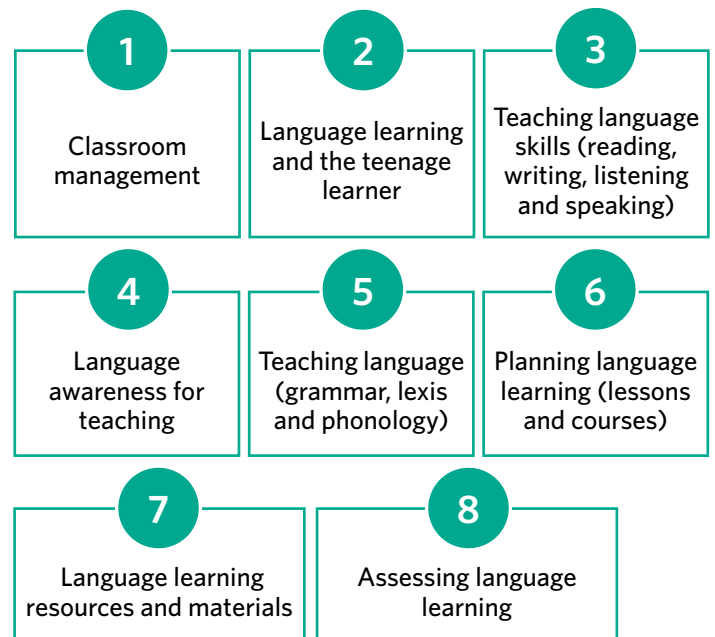
### Overview and outcomes


CELT-S is a practical teaching qualification that gives English language teachers the opportunity to refresh and build their knowledge and skills, and the confidence to:

- successfully implement the curriculum
- apply their learning to classroom situations
- improve their classroom teaching
- get the best from their students.




The course modules focus on secondary school contexts:



Face-to-face teaching practice 

Individual support and classroom observation from a teacher trainer.

### Course outline

Flexible online course content 

The modules for the online input of the course have a practical, communicative focus on teachers with large classes and can be completed in any order.

### Course progression

- ICALT ⇒ p15
- Delta ⇒ p16
- Train the Trainer ⇒ p10

# Cambridge English Train the Trainer



## Developing best practice for teacher training

This face-to-face course is for **experienced teachers to develop the knowledge and skills they need to train teachers working in the primary and secondary sectors.**

[www.cambridgeenglish.org/teaching-english/train-the-trainer](http://www.cambridgeenglish.org/teaching-english/train-the-trainer)

### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | B2 and above  |
| Format                 | Face to face <ul style="list-style-type: none"> <li>• 30 hours of contact time</li> <li>• 10 hours of preparation and post-course development.</li> </ul> |
| Hours                  | 40  |
| Assessment             | <ul style="list-style-type: none"> <li>• Practical tasks throughout the course</li> <li>• Portfolio of work.</li> </ul>                                   |

### Overview and outcomes

*Train the Trainer* is a practical course that gives experienced teachers the opportunity to develop their knowledge and skills to become teacher trainers.

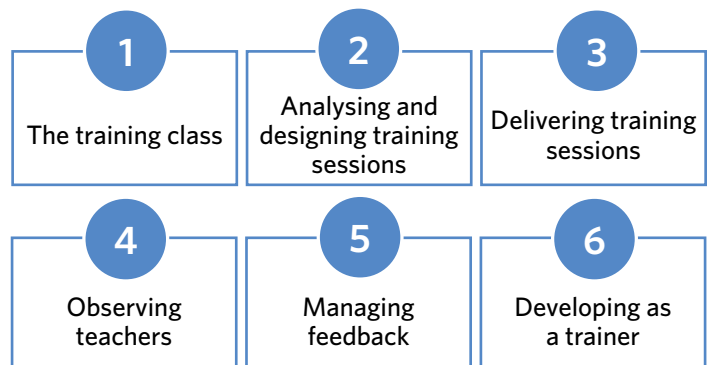
The course develops generic training skills. Completing the course will also enable participants to provide training on the *CELT-P*, *CELT-S* and *Language for Teaching* courses.

By the end of this course, participants will:

- be familiar with key issues in planning and delivering teacher training sessions and courses
- have developed skills for designing and delivering teacher training sessions and courses
- have developed an understanding of good practice in observing teachers
- be able to give supportive feedback to teachers and prioritise key strengths and areas for development
- be able to plan and deliver effective teacher training courses
- be able to design an action plan for further development as a trainer.

### Course outline

The six course modules have a practical focus:









## Develops teachers' potential and improves their teaching knowledge

TKT (*Teaching Knowledge Test*) is suitable for **new or experienced teachers** working in **language centres or in compulsory education**.

Teachers will gain an **increased knowledge and awareness of good practice**, and a **globally accepted qualification**.

[www.cambridgeenglish.org/tkt](http://www.cambridgeenglish.org/tkt)

### Key facts

|                        |  |
|------------------------|--|
| CEFR level requirement | B1 and above   |
| Format                 | <ul style="list-style-type: none"> <li>Core and specialist modular tests taken in any order</li> <li>Self-study, or local course preparation.</li> </ul> |
| Assessment             | <p>Modular tests</p> <ul style="list-style-type: none"> <li>1-hour 20-minute test paper, with 80 questions.</li> </ul>                                   |
| Award                  | Certificate per module   |

## Overview and outcomes

TKT formally recognises teaching experience, builds confidence and updates skills.

It offers a flexible set of five modular tests which build a foundation in the core areas of knowledge and practice needed for English language teaching.



## Modules

1

### Background to language teaching

Tests knowledge of the terms and concepts of English language teaching. It focuses on the factors underpinning the learning of English.

2

### Planning for language teaching

Focuses on the knowledge and skills needed to plan lessons. It also looks at assessment and resources that can guide lesson planning.

3

### Classroom management

Tests knowledge of what happens in the classroom during language learning, and the teacher's role in classroom management.

## Specialist modules

*TKT: Content and Language Integrated Learning (CLIL)*

*TKT: Young Learners*

# Assessing the impact: how teaching qualifications make a difference

**We regularly evaluate the effectiveness of our qualifications and can work with you to incorporate impact studies into your educational transformation programme.**

Cambridge English Language Assessment researchers have worked on a long-term, multi-stakeholder research study in Mexico, assessing the value of *TKT* to the country's education sector.

In Mexico, *TKT* is used extensively to benchmark teachers' pedagogic knowledge against international standards, and also helps public and private schools recruit suitably qualified teachers.

Given *TKT*'s extensive use, a long-term study was undertaken into the impact of *TKT* on both the Mexican educational sector and on society. Researchers analysed perspectives from 660 stakeholders across the 31 Mexican states, including: the State Ministries of Education, government departments, national education bodies, public and private schools, independent language schools, universities and publishers.

Results showed that individual teachers viewed *TKT* as a personal and professional development opportunity, and institutions saw *TKT* as **a way to improve the quality of teaching and the calibre of teaching staff**, with both effects having **a positive impact on institutional reputation**, and also on the ability of the State Ministry of Education to deliver reform initiatives.

**There was strong evidence that *TKT* increased teacher confidence, and strengthened commitment to the teaching profession by encouraging the view that teaching was a rewarding career.**

Khalifa, H, Papp, S, Valero, R and Videl, F (2014). Measuring the effectiveness of Teaching Knowledge Test (TKT): Mexico case study, *Research Notes* 58, (50-58). Available from [www.cambridgeenglish.org/research-notes](http://www.cambridgeenglish.org/research-notes)





# Cambridge English



Certificate in Teaching English to Speakers of Other Languages



## Opens up a world of English language teaching opportunities

*CELTA (Certificate in Teaching English to Speakers of Other Languages)* is an initial teaching qualification for **new teachers, or those without a formal qualification**, who are working in **language centres or in compulsory education**.

Trainees will gain **essential skills, knowledge and hands-on practice**, and a **globally accepted qualification**.

[www.cambridgeenglish.org/celta](http://www.cambridgeenglish.org/celta)

### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | Between C1 and C2 or above  |
| Format                 | <ul style="list-style-type: none"> <li>• Full time/part time</li> <li>• Face-to-face course with teaching practice</li> <li>• Online course with face-to-face teaching practice.</li> </ul> |
| Assessment             | <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Assessed teaching practice.</li> </ul>  |
| Award                  | Certificate   |

### Overview and outcomes

*CELTA* is an initial teaching qualification that gives trainees the skills, knowledge and hands-on teaching practice they need to teach English as a foreign language.

*CELTA* is taken by a variety of people:

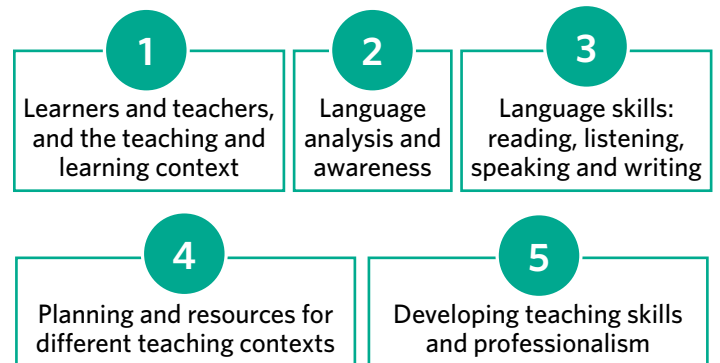
- Those who are completely new to English language teaching
- Those who have teaching experience but need a practical, initial qualification.

The *CELTA* course gives trainees:

- an understanding of the principles of **effective teaching**
- a range of **practical skills** for teaching English to adult learners
- valuable **hands-on teaching experience** with real English language students.

### Course outline

*CELTA* covers five key topics:



### Assessment

Trainees' written assignments, lesson planning and teaching practice all contribute to their final grade.

*"The CELTA course gave me the tools to stand confidently in front of a class and teach. The quality of the content, the tutors and the overall experience were of the highest calibre. I recommend this course to anyone with an interest in an internationally recognised ESL teaching qualification."*

*Ben Sang, CELTA graduate,  
Auckland, New Zealand*





### Develop as a teacher

ICELT (In-Service Certificate in English Language Teaching) is suitable for **experienced teachers** working in **all teaching contexts**.

Teachers will gain **improved or refreshed teaching knowledge and practice, transferable skills** when moving into a new teaching context and **a globally accepted qualification**.

[www.cambridgeenglish.org/icelt](http://www.cambridgeenglish.org/icelt)

#### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | B2 and above  |
| Format                 | <ul style="list-style-type: none"> <li>Part time</li> <li>Face-to-face course, with teaching practice</li> <li>Distance learning support option available.</li> </ul> |
| Assessment             | <ul style="list-style-type: none"> <li>Written assignments</li> <li>Assessed teaching practice.</li> </ul>  |
| Award                  | Certificate per module; overarching certificate   |

### Overview and outcomes

ICELT is an in-service qualification for practising teachers. It gives teachers further insight into the principles of effective English language teaching and equips them with practical skills.

ICELT is taken by a wide variety of teachers, including:

- those who have substantial previous English language teaching experience, but little practical training
- those who have been trained as primary or secondary teachers and now need to extend their skills to include English language teaching.

A major focus of ICELT is a range of practical skills for teaching English. Teachers are:

- observed teaching their own classes
- given opportunities to observe other experienced teachers in the classroom
- given support in developing their use of English for teaching purposes.

### Course outline

The course syllabus consists of seven units:

- Language Knowledge and Awareness.
- The Background to Teaching and Learning English.
- Resources and Materials.
- Planning and Management of Teaching and Learning.
- Evaluation, Monitoring and Assessment.
- Professional Development.
- Language for Teachers.

Courses may integrate all seven units, or select units to provide a modular course:

1

Language for Teachers

Unit 7 plus elements of Units 1-6

2

Teaching and Methodology

Units 1-6

### Assessment

Teachers complete written assignments and are also assessed teaching their own classes. This allows them to develop in their own specific teaching context, improving their day-to-day teaching, as they get feedback on their own classes.

#### Language for Teachers

Teachers complete tasks designed to improve their use of English for teaching purposes.

#### Teaching and Methodology

Teachers plan, teach and evaluate four lessons, and complete four classroom-related assignments.

*"I especially benefited from the fact there was a Cambridge tutor observing my lessons, making suggestions about what I should read, what I should observe in terms of lesson delivery, strategy and methodology."*

*Rosana Marques, ICELT graduate, Brazil*

*"In my first year after [taking] ICELT, my pass rate for my high school students taking Cambridge English: Advanced (CAE) improved by 25%."*

*Marcelo Romeu Dalpino, ICELT graduate, Brazil*

# Cambridge English

## Delta



Diploma in Teaching English to Speakers of Other Languages



### A flexible path to career development

*Delta (Diploma in Teaching English to Speakers of Other Languages)* is a flexible qualification for experienced teachers who are preparing for more senior roles or improving their knowledge and skills. It is **suited for first-language and non-first-language English speakers** working in **primary, secondary and adult education** contexts.

Teachers will gain a **deeper understanding of the principles and practice of English language teaching**, and a **globally accepted qualification**.

[www.cambridgeenglish.org/delta](http://www.cambridgeenglish.org/delta)

#### Key facts

|                        |   |
|------------------------|---|
| CEFR level requirement | Between C1 and C2 or above  |
| Format                 | Flexible, modular format.<br>Online and distance learning options available.  |
| Assessment             | <ul style="list-style-type: none"> <li>Module One: written exam, two 90-minute papers</li> <li>Module Two: portfolio of coursework, including written assignments and assessed teaching practice</li> <li>Module Three: extended written assignment.</li> </ul> |
| Award                  | Certificate per module; overarching certificate.  |

### Overview and outcomes

*Delta* gives teachers a deeper knowledge and understanding of the principles and practice of English language teaching, and helps to prepare teachers for more senior roles.

Studying for *Delta* helps teachers to:

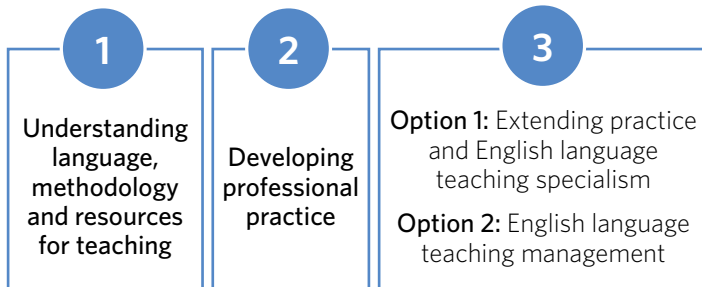
- **extend their knowledge and understanding** of the principles and practice of English language teaching
- **apply new knowledge and understanding** to their current teaching role
- **critically examine their current beliefs and practices** as a teacher.

*"Doing the Delta ... more than lived up to my expectations. I enjoyed the impetus the course gave me to read widely, to experiment and to be ambitious in the classroom. The practical element of the course meant that I could feel very directly the benefits I was gaining from it when working with my learners."*

*Jennifer Davey, Delta graduate, Portugal*

### Course outline

*Delta* consists of three modules, which can be taken together or separately, in any order and at any time.



Teachers receive a certificate and credit for each module successfully completed, and an overarching *Delta* certificate once they complete all three modules.





# Cambridge English

# Certificate in EMI Skills

English as a Medium of Instruction



## Helps Higher Education Institutions (HEIs) to deliver courses successfully in English

This flexible, online English language course is for **academic faculty whose first language is not English**. It **helps improve teaching quality and supports internationalisation**.

[www.cambridgeenglish.org/emi](http://www.cambridgeenglish.org/emi)

### Key facts

|                        |  |
|------------------------|--|
| CEFR level requirement | B1 and above   |
| Format                 | Online course  |
| Optional               | Tutor-led support (face to face or online) for your specific requirements. |
| Hours                  | 40   |
| Assessment             | In-course progress tests   |

## Overview and outcomes

The *Certificate in EMI Skills (English as a Medium of Instruction)* is for higher education teaching faculty. It improves English language proficiency, develops awareness of students' language issues and explores different methodological approaches to instruction in a foreign language.

Extensive video demonstrations of University of Cambridge lecturers and students from a variety of faculties form an integral part of the course.

By the end of the course, participants will:

- be able to use English more effectively
- know a variety of language options to use in different teaching situations, from lectures to tutorials
- have improved their skills in delivering instruction in English to students from a range of cultural backgrounds.



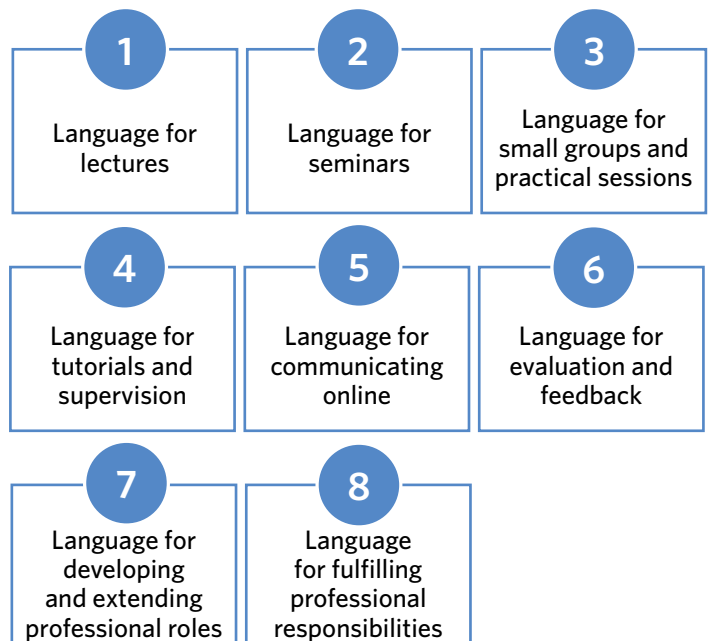
## Course outline

### Flexible online course content

Participants will use content from a range of academic disciplines to learn the language they need to teach with confidence.

The eight modules have a practical, communicative focus and can be completed in any order.

Each module is also available separately.



# Continuing Professional Development, resources

Alongside our teaching qualifications and courses, we provide a range of resources to support teachers in their Continuing Professional Development (CPD). These can be built into teacher development programmes to meet your needs.

## Face-to-face seminars and events

[www.cambridgeenglish.org/events](http://www.cambridgeenglish.org/events)

We run a worldwide seminar programme, and present at national and international teacher conferences.



## Professional Development titles from Cambridge University Press

[www.cambridge.org/elt](http://www.cambridge.org/elt)

A comprehensive range of Cambridge University Press titles, which focus on meeting the practical and theoretical needs of language teachers, teacher trainers, academics and other English Language Teaching professionals around the world.



# and support



## Free online teaching support

[www.cambridgeenglish.org/teaching-english](http://www.cambridgeenglish.org/teaching-english)

Our free online teaching resources include:

- quick, practical help, such as lesson plans and ideas for classroom activities
- essential Cambridge English exam information, including handbooks and teacher guides, sample exam papers (paper and computer based) and sample Speaking test videos
- fun, free English language games and apps to use with learners
- free webinars, presented by experts – join live online, or watch the replay on Cambridge English TV.

Discover more about our Teaching Qualifications and Courses:  
[www.cambridgeenglish.org/teaching-english](http://www.cambridgeenglish.org/teaching-english)

Read more about Transforming Language Education:

- find out more about our education reform and capacity-building consultancy and services
- read case studies of our research and practice.

[www.cambridgeenglish.org/consultancy](http://www.cambridgeenglish.org/consultancy)



## Contact us

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Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year. Around the world over 20,000 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

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