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Unit 1 - Teaching Skills

Teaching Practice Evaluation

The TP grade reflects performance in the following areas:

- Lesson preparation and quality of lesson plan
- Material adaptation/creation and use
- Appropriateness of lesson aims
- Achievement of teaching objectives
- Teaching techniques and methods applied in lesson
- Dealing with / analysing language
- Class rapport
- Reflecting on teaching

You are also assessed on your ability to evaluate your own teaching practice accurately during the feedback discussion, and to improve and develop your own teaching skills based on self evaluation, peer evaluation and tutor evaluation.

In order to receive a pass grade for Unit 1 you must pass a minimum of **five out of the six hours** of observed and assessed teaching practice. Failure of more than one hour of TP *will result in a provisional referral which may subsequently result in a fail grade for the course.*

Each lesson will either be graded above standard, to standard or below standard.

You can receive 1 below standard grade and still meet the required number of teaching hours to pass the course. If you receive a below standard grade for a second lesson you will have the opportunity to re-do this lesson in Week 4 of the course. A third below standard will equal a provisional fail for TP.

In order to achieve **above standard**:

The trainee demonstrates exceptional awareness of classroom management, language teaching techniques and principles, material use and lesson staging in relation to the stage in the course. The trainee is able to formulate appropriate lesson aims and incorporates a variety of the above, although not every attempt needs to be successful, in order to obtain the desired learning outcomes. The trainee shows exceptional independence in lesson planning and is willing to take risks and experiment with approaches and methodologies in dealing with language both planned and emerging during the lesson whilst facilitating learning and building rapport with the class.

In order to achieve **at standard**:

The trainee demonstrates good awareness of classroom management, language teaching techniques and principles, material use and lesson staging in relation to the stage in the course. The trainee is able to formulate appropriate lesson aims and incorporates or attempts incorporating some of the above, although not every attempt needs to be successful, in order to obtain the desired learning outcomes. The trainee shows some independence in lesson planning and is able to draw on some aspects of approaches and methodologies covered on the course in dealing with language both planned and emerging during the lesson whilst facilitating learning and building rapport with the class.

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In order to achieve **below standard**:

The trainee shows little or insufficient awareness of classroom management, language teaching techniques and principles, material use and lesson staging in relation to the stage in the course. The trainee is able to formulate appropriate lesson aims, however, fails to incorporate or attempt to incorporate some of the above in order to obtain the desired learning outcomes. The trainee shows little or no independence in lesson planning and struggles to draw on aspects of approaches and methodologies covered on the course in dealing with language both planned and emerging during the lesson whilst facilitating learning and building rapport with the class.

Self evaluations

You must complete a self evaluation after every assessed TP you do.

You will receive a pass for each self evaluation that is **fully** completed with relevant reflections and action points for the next class you will teach. Incomplete self evaluations will be considered a fail and your tutor may ask you to add more detail in order to receive a pass.

Write your evaluations in simple, note form to save time, under the following headings on part A of the self-evaluation form before group feedback takes place.

What went well?

Describe what you liked about this lesson and why. (This is at least as important as what did not go so well).

What didn't go so well and why?

Nearly always there is something which does not go according to plan. Identify a specific incident and reflect on why it did not work as you expected.

Personal aims

What were your personal aims? Did you achieve them?

Learning outcomes

What could the students do at the end of your lesson that they could not do at the beginning? Be objective and think about all of the individuals in the group.

How effective were your materials?

How well did they motivate the students? Did they help you achieve your learning outcomes? Would you use them again? Would you change them? If so, how?

Teaching Practice Portfolio (TPP)

Please see the assignment guidelines for information about the content and submission date for the TPP.

You will be assessed on all the components of the TPP as follows:

Assessment guidelines

- Lessons including the lesson plan are awarded a grade of at standard, above standard or below standard
- Self evaluations - pass or fail
- Final reflective summary - strong pass, pass or fail

Please note:

Lesson plans and self evaluations are graded and returned for analysis after every observed TP at the end of the day.

Final reflective summary

At the end of the course you will need to write around 600 words reflecting on the progress you feel you have made in your development as a teacher over the course. You should describe your strengths as a teacher and prioritise areas for future development. This should be the first page of your TPP. You will be provided with a proforma to help structure your reflections and answers. To pass this part of the TPP you are assessed on your ability to develop an insightful observation about your teaching style, your progress made on the course and your current teaching philosophy. You are expected to draw on examples from current methodologies as well as from the lessons you have taught. You will also be assessed on your overall awareness of teaching principles and your application of these.

Overall grade for the TPP

The TPP receives an overall strong pass, pass or fail based on the final grade for TP, the number of passed self evaluations and the final reflective summary.

Strong pass: TP grades are a mix of at and above standards, all self evaluations passed, a fully completed portfolio with all the relevant materials used in class and a strong pass grade for the reflective summary.

Pass: TP grades are mostly at standard, all self evaluations are passed, a complete portfolio with the occasional missing material, a pass for the reflective summary.

Fail: TP grades are at standard and 2 or more below standard lesson grades. An incomplete portfolio with some incomplete and failed self evaluations. A pass or failed reflective summary. *Receiving a fail grade for your TPP will result in a provisional referral and may result in a fail grade for the course.*

Guided Observation Journal (GOJ)

During the course you will undertake 4 hours of classroom observation. One of these may be a recorded lesson, but during the other 3 hours you will be observing teachers and learners in the school. For each lesson you observe, you will be given an observation task focusing on different aspects of the lesson each time. You must complete these tasks along with your reflections during observation or after the lesson has finished and submit the task to your tutor the following morning.

By the end of the course, you will have had a minimum of 6 hours of documented observation. These observation hours are divided into the following:

- Type1: Observation of a more experienced teacher
- Type 2: Peer observation

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The GOJ is awarded a pass or fail. Failure to fully complete the tasks and late submission will constitute a fail and the subsequent fail of the GOJ. *This will result in a provisional referral and may result in a fail grade for the course; you will need to resubmit the failed component in order to pass the course.*

Final Grade for Unit 1

Unit 1 incorporates the following:

- Teaching practice (60%)
- Teaching Practice Portfolio (25%)
- Guided Observation Journal (GOJ) (15%)

In order to pass the unit, trainees need to have passed all 3 components. Failure of any individual component constitutes a fail grade for Unit 1. *This will result in a referral provisional grade and may result in a fail grade for the course.*

Additionally, whilst there is no formal assessment for professional awareness, in order to pass Unit 1 you need to demonstrate your ability to:

- interact in a professional manner with your peers and tutors by liaising effectively with, and supporting, co-trainees when preparing, organising and conducting TP lessons
- participate appropriately in feedback by encouraging your peers, providing constructive criticism and useful suggestions after their TP and responding appropriately to praise, constructive criticism and useful suggestions from co-trainees after your teaching practice
- attend all required course sessions, meet assignment deadlines, inform course tutors and colleagues in the event of absenteeism

Unit 2 - Language Awareness & Skills

Language awareness homework assignments

During the course you will receive a total of 5 homework tasks:

1. Lexis homework
2. Pronunciation homework
3. Grammar 1 homework
4. Grammar 2 homework
5. Grammar 3 homework

You will be provided with the worksheet after the relevant input session and you must submit the homework on the due date stated on your input session timetable.

All homework assignments require full completion and submission by the due date. Failure to submit constitutes a Fail grade for the assignment.

TEFL Iberia Trinity CertTESOL Language Awareness Exam

At the end of the course on Thursday of Week 4 you will take a final Language Awareness exam, which will last 90 minutes and is taken during the normal input session time. The pass mark for the exam is 60%. You will receive an A, B, C or Fail for the exam:

- A: 80 - 100%
- B: 70 - 79%
- C: 60 - 69%
- Fail: below 60%

If you receive under 60% you can attempt to resit the exam within the following two weeks.

The final grade for the unit is based on the exam result. A failed and non-resubmitted homework assignment will lower the final exam grade by 10% thus, lowering the final grade for Unit 2 by one mark.

A fail grade will result in a provisional referral for Unit 2 and may result in a fail grade for the course.

Unit 3 - Learner Profile

The learner profile assignment can be graded A, B, C or Fail and is assessed according to the following criteria:

A. Needs Analysis	Too broad; non-specific to learner content	Sufficient analysis and/or description	Specific & in-depth analysis/description
1. Social and Cultural Background			
2. Experience of English			
3. Use of English now and in the future			
4. Reasons for learning English			
B. Learner Competency Analysis			
1. Reading competence			
2. Listening competence			
3. Communicative competence			
4. Speaking - Orthographic transcription of fragment of speech			
5. Speaking - Phonemic transcription of fragment of speech			
6. Speaking - Strengths of pronunciation			
7. Speaking - Errors of phonology			
8. Writing - Linguistic strengths			
9. Writing - Linguistic weaknesses			
10. Analysis of writing competence (register, cohesion, coherence)			
C. One-to-one Lesson			
1. Rationale for Lesson Objectives			
2. Lesson Aims & Anticipated Problems			
3. Language Analysis			
4. Lesson Procedure			
5. Post-Lesson Evaluation & Reflection			

Assessment guidelines

6. Further Study - Five Further Lessons with rationale and link to identified needs			
7. Summary and comparison of private and group classes			
D. Presentation and References	Not to standard	Standard	Above standard
1. Accuracy of writing and appropriacy of style			
2. Formatting			
3. Bibliography & Appendices			

A trainee will receive an A pass if:

- most of their marks are in the 'specific & in-depth analysis' column in the pro forma
- they use written language which is very clear and appropriate to the task
- they present and format all documents and appendices to a high standard
- they work with a high level of independence and comply with assignment deadline.

A trainee will receive a B pass if:

- they have an even spread of marks between the 'specific & in-depth analysis' column and 'sufficient analysis & description' column in the pro forma
- they use written language which is clear and appropriate to the task
- they present and format all documents and appendices to a good standard
- they work with a good level of independence and comply with assignment deadline.

A trainee will receive a C pass if:

- most of their marks are in the 'sufficient analysis & description' column in the pro forma
- they use written language which is suitably clear and appropriate to the task
- they present and format all documents and appendices to an acceptable standard
- they work with a reasonable level of independence and comply with assignment deadline.

A trainee will receive a fail if:

- most of their marks are in the 'too broad; non-specific to the learner' column in the pro forma
- they use written language which is not clear or appropriate to the task
- they present and format all documents, or appendices in an unacceptable way
- they do not work independently, or miss assignment deadline without prior tutor approval.

A fail grade will result in a referral provisional grade for Unit 3 and may result in a fail grade for the course.

Unit 4 - Materials Assignment

You are assessed on Unit 4 by an external moderator from Trinity College London. The total time allocated for the assessment of Unit 4 is 15 minutes per trainee.

Criteria for Pass and Refer on Unit 4

Trinity uses six criteria for written communication skills and six criteria for oral communication skills (see table on below for details). Moderators record an assessment in relation to these criteria. For each criterion, you can be awarded a maximum of two marks. You must obtain 14 marks out of 24 to obtain a Pass on Unit 4. Fewer than 14 marks in total will lead to a referral for Unit 4. This will involve re-moderation of a revised written rationale and a further interview with a moderator. For a re-moderation to take place, you will need to attend another moderation at either TEFL Iberia or another course providing organisation. In the event of re-moderation, candidates will again be assessed on both written and oral communication skills.

	Criterion	To obtain a pass, trainees must obtain 14 out of a possible 24 marks	
	The trainee is able to:	1 mark per criterion	1 mark per criterion
Written communication skills	<ul style="list-style-type: none"> identify a linguistic purpose and specific objectives 	Identification of a linguistic purpose	Identification of specific objectives
	<ul style="list-style-type: none"> explain how the materials were appropriate to the students' linguistic needs 	Identification of the class of needs	Explanation of how the materials met the class needs
	<ul style="list-style-type: none"> identify potential difficulties of the materials for the learners and solutions for dealing with them 	Identification of potential difficulties	Identification of potential solutions
	<ul style="list-style-type: none"> discuss effectively how the materials were used in the classroom 	Discussion of groupings used	Discussion of the wider context of using the materials in the lesson, e.g. stages of lesson
	<ul style="list-style-type: none"> evaluate the success of the materials 	Reasons for the success (or not) of the materials	Indication of the how the conclusion was reached
	<ul style="list-style-type: none"> suggest how the materials might be 	Suggestion(s) on how the materials might be	Suggestion(s) of how the materials might be

Assessment guidelines

	improved	improved in terms of relevancy to the linguistic needs of the students	improved in terms of their design and presentation
Oral communication skills	<ul style="list-style-type: none"> discuss the suitability of the materials both in terms of needs and motivations for the learners 	Discussion of the suitability of the materials in terms of learner needs	Discussion of the suitability of the material in terms of learner motivation
	<ul style="list-style-type: none"> discuss what problems arose from the materials and how these were dealt with 	Discussion of the actual problems that arose	Discussion of the solutions to these problems
	<ul style="list-style-type: none"> discuss how the learners responses to the materials and why the trainee thought this was the case 	Discussion of the learners' response to the materials	Reason(s) why the learners responded in this way
	<ul style="list-style-type: none"> discuss what the learning outcomes were from the materials and how the materials might be improved 	Discussion of the learning outcomes	Discussion of the potential improvements to the materials
	<ul style="list-style-type: none"> demonstrate what they have learnt about the selection and production of English language teaching materials 	Discussion of the point(s) made in relation to the selection of materials	Discussion of the point(s) made in relation to the production of materials
	<ul style="list-style-type: none"> Demonstrate what they have learnt about teaching English using materials from different sources 	Example(s) of what trainees have learnt	Justification for why using self-generated materials is beneficial

Assessment guidelines

Unit 5 - Unknown Language

Unknown Foreign Language Journal

You are assessed on the accuracy of analysis and the reflective nature of the journal. You will be provided with a pro forma to guide you in what to look for in the language lessons.

The unknown language journal is graded on the thoroughness of completion of all the tasks, the required number of examples and submission on time.

You will receive either a Strong Pass, Pass or Fail for the assignment.

Certification

Certification is dependent on the successful completion of the entire programme. The weighting for each unit is as follows:

- **Unit 1:** Teaching Skills - 50% (TP, TPP and GOJ)
- **Unit 2:** Language Awareness exam and completion of homework assignments - 10%
- **Unit 3:** Learner Profile (LP) - 20%
- **Unit 4:** Materials Assignment - 15%
- **Unit 5:** Unknown Language (UL) - 5%

Factors relating to professional awareness and development are taken into consideration when assessing your performance across all units, and include punctuality, attendance, preparedness, openness to feedback, contribution to the group, sensitivity to peers and learners and general manner.