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AWARD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL AWARD)

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AWARD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL AWARD)

STANDARDS, GUIDELINES AND PROCEDURES FOR THE APPROVAL OF TRAINING COURSES LEADING TO CERTIFICATION OF THE ELT COUNCIL TEFL AWARD.

1. THE TEFL AWARD COURSE

The TEFL Award course is administered by accredited course centres/providers and regulated by the ELT Council. Accredited Course Centres/Providers are responsible for the provision of courses that are approved and assessed by the ELT Council.

All teachers in ELT schools in Malta and Gozo are required to attend and pass an approved TEFL Award course, i.e., the TEFL Award or the Cambridge ESOL CELTA or the Trinity Cert. TESOL, or any other recognized comparable qualification (subject to ELT Council approval) irrespective of whether, for example, they intend to work for an employer or be self-employed, or whether they intend to work face-to-face or online, in an ELT School or from a private home, and whether they intend to teach General English or English for Special Purposes (including, for example, English for Professionals, English for Business, English for Legal Purposes, English for Academic Purposes, etc).

Any teacher applying for an ELT permit for the first time on the basis of having completed and passed an approved TEFL Award course more than thirty-six months previous to the date of application will need to show evidence of relevant CPD. If they are unable to provide such documented evidence, they will be required to renew their knowledge and skills by again attending and passing an approved TEFL Award course.

2. RATIONALE

This document sets out to:

- standardise course provision (and includes full descriptive course components and candidate assessment criteria) with a focus on the end result to qualify candidates for face-to-face teaching, or blended teaching, or only virtual teaching (e-Learning);
- offer support to trainers and centres/providers;
- put the emphasis on assessing the quality of course provision, again with clear guidelines and an inbuilt support mechanism;
- ensure an ongoing, inbuilt course development mechanism within the ELT Council course assessment procedures.

All references to 'classroom' mean either physical or virtual. All references to training/teaching/learning are applicable to face-to-face or virtual modes.

It tries to move away from a top-down, subjective 'inspection' approach to one that is:

- a. more horizontal, in that Course Assessors, when discussing, making suggestions and making recommendations, will be able to share good practice gleaned from watching different courses, and
- b. constructed from the base (i.e., by the trainers themselves) by offering them opportunities to develop and experiment on their courses, principally, by means of the inclusion of a minimum core content rather than prescribing the entire programme content.

3 TARGET CANDIDATURE

The Award in Teaching English as a Foreign Language (TEFL Award) is an introductory course for candidates who have little or no previous ELT/ESOL teaching experience.

Note: because the term 'TEFL course' is well branded in Malta, the TEFL acronym is retained and covers the teaching of English to learners for whom English is not a first language.

4 COURSE AIMS

The course enables candidates to:

- acquire the necessary knowledge, competences and skills to teach English to speakers whose first language is not English;
- acquire essential subject knowledge;
- acquire a range of practical skills in the application of digital technology for teaching and learning.

5 SYLLABUS OVERVIEW

This document outlines the syllabus and assessment criteria for the TEFL Award. The syllabus consists of six units of learning that deal with specific topic areas in the teaching of English to learners for whom English is not a first language. The units describe the subject knowledge and pedagogic knowledge and skills required for beginner TEFL teachers:

- Module 1: Learners and Teachers and the Teaching and Learning Context
- Module 2: Language Analysis and Awareness in the Classroom and Teaching Language Systems: Vocabulary, Grammar, Phonology, Functions and Discourse
- Module 3: Developing Language Skills: Speaking, Listening, Reading and Writing
- Module 4: Planning Lessons
- Module 5: Developing Classroom Teaching and Management Skills
- Module 6: e-Learning

6 SYLLABUS AND ASSESSMENT IN DETAIL

| MODULE 1: LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT | |
|---|--|
| Syllabus content | Learning outcomes |
| | <i>Successful candidates can:</i> |
| 1.1 Cultural, linguistic and educational backgrounds | Demonstrate an understanding of the range of backgrounds and experiences that learners bring to their classes |
| 1.2 Motivations for learning English | Demonstrate an understanding of the different motivations and expectations that (adult and teenage) learners may bring to learning English |
| 1.3 Teaching styles | Demonstrate an awareness of the different roles that teachers may adopt at different stages of teaching and in different teaching/ learning contexts and modes |
| 1.4 Rapport | Establish and maintain good rapport with learners |
| 1.5 Manner | Conduct lessons in an appropriately supportive and motivating manner |
| 1.6 Respect and sensitivity | Show respect and sensitivity towards individual learners, groups and the class as a whole |

MODULE 2: LANGUAGE ANALYSIS AND AWARENESS IN THE CLASSROOM AND TEACHING LANGUAGE SYSTEMS: VOCABULARY, GRAMMAR, PHONOLOGY, FUNCTIONS AND DISCOURSE

| Syllabus content | Learning outcomes |
|---|--|
| | <i>Successful candidates can:</i> |
| 2.1 Teacher language | Adjust their own use of language in the classroom according to the learner group, context, and mode of lesson delivery |
| 2.2 Correcting errors | Identify errors and sensitively correct learners’ oral and written work production |
| 2.3 Accurate language models | Provide accurate and appropriate models of oral and written language |
| 2.4 Clarifying meaning/use, form and phonology | Focus on language items in the classroom by clarifying relevant aspects of meaning/use, form and phonology for learners to an appropriate depth |
| 2.5 Register | Show awareness of differences in register |
| 2.6 Practice | Provide appropriate oral and/or written practice of language items |
| 2.7 Grammar, lexis and phonology | Help learners to focus on and practise the meaning/use, form and pronunciation of: <ul style="list-style-type: none"> 2.7.1 grammatical items 2.7.2 lexical items 2.7.3 functional exponents within communicative contexts |
| 2.8 Key terminology | Understand key terminology used in ELT to talk about language and apply this to planning and teaching |
| 2.9 Grammar | Demonstrate a basic working knowledge of grammatical features, use and terminology, such as: <ul style="list-style-type: none"> • parts of speech • tense and aspect • voice • subject, verb, object • modality • hypothetical meaning • finite and non-finite forms • countability and non-countability |
| 2.10 Lexis | Demonstrate familiarity with basic principles of word formation and lexical meaning, and related topics such as: <ul style="list-style-type: none"> • meaning and definition • pronunciation • spelling • register • collocation • connotation |

| | |
|-----------------------|--|
| 2.11 Phonology | Demonstrate a working knowledge of: 2.11.1 the sounds of English 2.11.2 phonemic symbols (IPA) 2.11.3 prosody at both word and sentence level (stress and intonation) |
|-----------------------|--|

Candidate Assessment: Planning and Teaching; Assignment 1 Language-related tasks

MODULE 3: DEVELOPING LANGUAGE SKILLS: SPEAKING, LISTENING, READING AND WRITING

| Syllabus content | Learning outcomes |
|------------------------------|--|
| | <i>Successful candidates can demonstrate a familiarity with:</i> |
| 3.1 Speaking fluency | Helping learners to develop speaking fluency |
| 3.2 Listening fluency | Helping learners to understand natural spoken language listening texts |
| 3.3 Reading fluency | Helping learners to understand written language |
| 3.4 Writing skills | Helping learners to develop writing skills |

Candidate Assessment: Planning and Teaching; Assignment 2 Language skills tasks

MODULE 4: PLANNING LESSONS

| Syllabus content | Learning outcomes |
|----------------------------------|---|
| | <i>Successful candidates can:</i> |
| 4.1 Aims | State appropriate aims/outcomes for individual lessons |
| 4.2 Ordering activities | Order activities so that they achieve lesson aims |
| 4.3 Presenting materials | Present materials for classroom use with a professional appearance, and with a regard to copyright requirements |
| 4.4 Describing procedures | Describe the procedure of the lesson in sufficient detail |

MODULE 5: DEVELOPING CLASSROOM TEACHING AND MANAGEMENT SKILLS AND PROFESSIONALISM

(THE 'CLASSROOM' MAY BE THAT OF A PHYSICAL OR VIRTUAL LEARNING ENVIRONMENT).

| Syllabus content | Learning outcomes |
|---|---|
| | <i>Successful candidates can:</i> |
| 5.1 Setting up the classroom | Arrange the features of the classroom appropriately, for teaching and learning |
| 5.2 Classroom presence and control | <p>5.2.1 Set up, monitor, close and change whole class activities and/or group/pair activities and/or individual activities as appropriate to the lesson type</p> <p>5.2.2 Demonstrate an appropriate teaching presence using, for example, appropriate:</p> <ul style="list-style-type: none"> • voice volume and projection • eye contact • naming techniques • facial and other gestures • clarity and speed of speech • level of teacher language • communication skills through technology |
| 5.3 Engagement and involvement | <p>Demonstrate appropriate classroom management and teaching techniques to ensure that learners are actively engaged at all times in the learning process. These techniques include:</p> <p>5.3.1 Using appropriate means to make tasks and activities clear to learners</p> <p>5.3.2 Using a range of questions effectively for the purposes of eliciting and checking of understanding</p> <p>5.3.3 Providing learners with appropriate feedback on tasks and activities</p> <p>5.3.4 Indicating the progression of different stages of the lesson</p> <p>5.3.5 Maintaining an appropriate learning pace</p> <p>5.3.6 Monitoring and correcting learners appropriately and sensitively in relation to the task or activity</p> <p>5.3.7 Making use of materials, resources and technology professionally, efficiently and appropriately in relation to the task or activity</p> |
| 5.4 Selecting appropriate teaching: techniques in relation to the content of the lesson and the learners | Select appropriate teaching techniques in relation to content of the lesson and the learners |
| 5.5 Professional development: Responsibilities | <p>Demonstrate teaching professionalism by means of:</p> <p>5.5.1 punctuality</p> <p>5.5.2 preparedness for teaching and respect of deadlines for written work</p> <p>5.5.3 appropriate time-keeping</p> <p>5.5.4 record keeping</p> <p>5.5.5 appropriate dress code</p> <p>5.5.6 appropriate classroom behaviour</p> <p>5.5.7 appropriate security and privacy measures for the effective use of technology</p> |

| | |
|---|--|
| <p>5.6 Professional development: Support systems</p> | <p>Demonstrate an awareness of:</p> <p>5.6.1 their developmental strengths and needs 5.6.2 appropriate development strategies 5.6.3 appropriate professional associations 5.6.4 appropriate publications, websites, blogs etc. for teachers entering the field of English Language Teaching</p> |
|---|--|

Candidate Assessment: Planning and Teaching; Assignment 3: Strengths, needs and future development

| <p>MODULE 6: E-LEARNING <small>THIS MODULE APPLIES TO BLENDED LEARNING AND PURE E-LEARNING ONLY.</small></p> | |
|--|--|
| <p>Syllabus content</p> | <p>Learning outcomes</p> |
| | <p><i>Successful candidates can:</i></p> |
| <p>6.1 E-learning platforms</p> | <p>Demonstrate an ability to use a variety of e-learning tools and platforms that allow for synchronous and asynchronous teaching and learning that achieve the set learning outcomes</p> |
| <p>6.2 Lesson Planning</p> | <p>6.2.1 Demonstrate an understanding of the pedagogy and methodology of e-learning 6.2.2 Create lesson plans respecting the same principles outlined in the previous units but for e-learning mode 6.2.3 Modify and adapt lesson materials for e-learning mode to be used synchronously and asynchronously 6.2.4 Strike a balance between synchronous and asynchronous teaching and learning modes</p> |
| <p>6.3 Synchronous Teaching/ Learning</p> | <p>6.3.1 Deliver lessons synchronously with multiple learners 6.3.2 Demonstrate an ability to initiate and manage interactions with learners and between learners 6.3.3 Demonstrate a teaching approach that is learner-centred</p> |
| <p>6.4 Synchronous Class Management</p> | <p>6.4.1 Manage to set up and schedule a virtual lesson 6.4.2 Manage audio, video and other communication features 6.4.2 Manage multiple learners in the same lesson, group and pair interaction 6.4.4 Demonstrate an ability to use a virtual white board and augment the session with other teaching and learning resources</p> |
| <p>6.5 Asynchronous Teaching/ Learning</p> | <p>Design, select and adapt materials for asynchronous learning</p> |

7 CANDIDATE ASSESSMENT OVERVIEW

TEFL Award is awarded to candidates who have completed the course and who have met the assessment criteria.

7.1 OVERALL CANDIDATE ASSESSMENT AIMS

Candidates should be able to:

- 7.1.1 plan and teach lessons which take into account learners' ages (e.g. teenagers or adults), experience, cultures, educational backgrounds, basic language needs and motivations;
- 7.1.2 demonstrate language knowledge, analysis and awareness, and knowledge of appropriate teaching strategies;
- 7.1.3 demonstrate knowledge about language skills and how they may be acquired;
- 7.1.4 plan and prepare lessons designed to develop learners' overall language competence;
- 7.1.5 develop an appropriate range of teaching skills and classroom management skills at this level and show professional awareness and responsibility.

7.2 CANDIDATE ASSESSMENT FRAMEWORK

Course requirements and components of candidate assessment

There are two components, namely, Component One: Planning and Teaching (teaching practice), and Component Two: Written Assignments.

All aspects of TEFL Award are internally assessed by tutors authorised by the ELT Council.

7.2.1 COMPONENT ONE: PLANNING AND TEACHING (TEACHING PRACTICE)

Teaching Practice for face-to-face learning should consist of two separate teaching slots for a minimum of 1 assessed hour of which it is recommended that a minimum of 20 minutes be with *bona fide* learners.

Teaching Practice for blended learning should consist of two separate teaching slots for a minimum of 1 assessed hour of which 20 minutes should be in e-learning mode. It is recommended that a minimum of 20 minutes be with *bona fide* students.

Teaching Practice for e-learning should consist of two separate synchronous lessons for a minimum of 1 assessed hour of which it is recommended that 20 minutes be with *bona fide* students.

Candidate Assessment of Teaching Practice will be based on the learning outcomes detailed in the syllabus, as they are appropriate to individual candidates' teaching practice sessions.

In case of an initial Fail grade, the candidate will only be allowed to repeat a Teaching Practice session once. A repeated Teaching Practice session may not be given more than the lowest pass grade.

7.2.2 COMPONENT TWO: WRITTEN ASSIGNMENTS

Assignment 1: Language Systems-related Tasks

Assignment 2: Language Skills-related Tasks

Assignment 3: Professional Development

7.2.3 ASSIGNMENT 1: LANGUAGE SYSTEMS – RELATED TASKS

The assignment is to include **tasks** that focus on:

- the identification of significant features of the form, phonology, meaning, and use of language items/ areas and the use of relevant information from reference materials;
- the identification of significant errors in form, spelling, punctuation, meaning and use in learners' written texts;
- the production of written text that is clear, accurate and appropriate to the task.

Candidates can demonstrate their knowledge and skills by:

- a. analysing language correctly for teaching purposes;
- b. correctly using language terminology relating to form, meaning, phonology and use when analysing language;
- c. accessing reference materials and referencing material they have learned about language to an appropriate source;
- d. identifying and correcting errors in form, spelling, punctuation, meaning and use in learners' written texts;
- e. using written language that is clear, accurate and appropriate to the task.

In case of an initial Fail grade, this assignment may be resubmitted once. A resubmitted assignment may not be given more than the lowest pass grade. Length: maximum 1,500 words.

7.2.4 ASSIGNMENT 2: LANGUAGE SKILLS-RELATED TASKS (PLANNING BASED)

The assignment is to include **tasks** that focus on:

- identification of the receptive language skills and/or sub-skills that could be practised or developed using course book material and/or authentic material;
- identification of productive language skills that could be practised and developed in relation to that text;
- task design in relation to the text with a brief rationale on how it can be implemented in physical, blended or pure e-learning modes, as applicable.

Candidates can demonstrate their learning and ability by:

- a. correctly using terminology that relates to language skills and sub-skills;
- b. appropriately relating task design to language skills development;
- c. using written language that is clear, accurate and appropriate to the task;
- d. using the appropriate digital technology and associated pedagogy, as applicable.

In case of an initial Fail grade, this assignment may be resubmitted once. A resubmitted assignment may not be given more than the lowest pass grade. Length: 750-1000 words.

7.2.5 ASSIGNMENT 3: STRENGTHS, NEEDS AND FUTURE DEVELOPMENT

The assignment is to include **tasks** that focus on:

- candidates' identification of their own teaching strengths and weaknesses;
- reflections on their own teaching;
- reflections on the implications for their own teaching from their observations of experienced ELT professionals and their colleagues on the course.

Candidates can demonstrate their learning and ability by:

- a. noting their own teaching strengths and weaknesses in a physical and/or virtual environment in the light of feedback from learners and/or colleagues and or teacher educators;
- b. identifying which areas of ELT knowledge and skills they need further development in;
- c. describing in a specific way how they might develop their ELT knowledge and skills beyond the course;
- d. using written language that is clear, accurate and appropriate to the task.

This assignment can only be submitted once. Length: 500 words.

7.3 PASSING THE COURSE

Candidates will be awarded the TEFL Award **only** if they meet **all** of the following requirements:

- a. pass all Teaching Practice sessions;
- b. pass all three assignments;
- c. attend at least 80% of the minimum contact hours stipulated in section 8 (Given the essentially experiential nature of the training methodology, a medical certificate cannot exempt a candidate from this requirement).

8 COURSE PROGRAMME

TEFL Award course programmes are designed by individual training providers and approved by ELT Council Experts who will determine whether a course programme is in line with the regulations stipulated in this policy document. Three modes of TEFL Award courses may be delivered: face-to-face; blended; and pure e-Learning.

TEFL Award face-to-face, blended and e-learning courses will have a minimum of **30 contact hours** including:

- Input of which 10% may be online for face-to-face courses, 30% - 50% must be online for blended courses, and 100% must be online for pure e-learning courses;
- Supervised lesson planning and preparation;
- Teaching practice:
 - » Face-to-face courses: Teaching Practice should consist of two separate teaching slots for a minimum of 1 assessed hour of which it is recommended that a minimum of 20 minutes be with *bona fide* learners;
 - » Teaching Practice should consist of two separate teaching slots for a minimum of 1 assessed hour one of which must be in e-Learning mode. It is recommended that a minimum of 20 minutes (of the 1 hour) be with *bona fide* learners;
 - » e-Learning courses: Teaching Practice should consist of two separate teaching slots for a minimum of 1 assessed hour of which it is recommended that a minimum of 20 minutes be with *bona fide* learners;
- Feedback on teaching;
- Peer observation;
- Guided observation of experienced teachers (minimum 1 hour, maximum 2 hours of the minimum contact hours stipulated above). It is advisable that the guided observation is of live teaching;
- Consultation time.

Candidates will need to dedicate a minimum of **20 hours** for the required research, assignments, lesson preparation, or additional sessions of guided lesson observation.

TEFL Award courses must be a minimum of two (2) weeks' duration.

The ELT Council would like to highlight that the policy document establishes the minimum requirements for a course to be accredited. Since we are always striving to enhance quality in ELT teaching, it is highly recommended that all course providers adhere to the traditional 45-hour contact formula. This will ensure that quality is not compromised.

9 TRAINING SESSIONS (TRAINING 'INPUT')

Training Sessions should be practical, experiential and trainee-centred.

The following topics should be regarded as core:

- Highlighting and practising grammatical structures and functions;
- Highlighting and practising lexical items;
- Helping learners with pronunciation;
- Helping learners to develop communicative speaking fluency;
- Helping learners with communicative reading skills;
- Helping learners with communicative listening skills;
- Helping learners with communicative writing skills;
- Classroom management, whether physical or virtual;
- Practical teaching techniques;
- Similarities and differences between teaching teenagers and adult learners, and practical classroom or virtual learning environment implications.

Centres/Providers may choose to add other topics to this core list.

10 PARTICIPANTS' ELIGIBILITY

10.1 SCREENING

Centres/Providers should adopt mechanisms which screen applicants' spoken and written English prior to their being accepted on a TEFL Award course.

11 TRAINERS' QUALIFICATIONS AND EXPERIENCE

Course providers should submit prospective TEFL Award trainers' CVs to the ELT Council for authorisation. The ELT Council authorises trainers who, as a minimum:

1. have a valid ELT permit;
2. an international diploma at post-graduate level at National Qualifications Framework level 7 or a comparable or higher qualification in ELT from a recognised university or institution plus a minimum of 1,500 ELT contact hours spread over no less than twelve cumulative months; or
3. a first degree in English or in English as a main subject at National Qualifications Framework level 6 and an international certificate at National Qualifications Framework level 5, or a comparable or higher qualification in ELT from a recognised university or institution plus a minimum of 2,000 ELT contact hours spread over no less than twelve cumulative months;
4. a certificate of participation, within the last three years from the scheduled date of commencement of the training course, at periodical CPD programmes conducted by international ELT professionals for a minimum of six hours as approved by the ELT Council; or to more hours as it may determine from time to time;
5. have successfully completed a minimum 20-hour 'Train the EFL Teacher Trainer' course approved by the ELT Council;
6. TEFL Award trainers delivering blended or e-learning courses should have the necessary qualifications and experience in online training as determined by the ELT Council.

It is highly recommended that TEFL Award trainers should not be younger than 25 years of age.

12 COURSE ASSESSORS

Assessors' qualifications, experience, authorisation

The ELT Council authorises assessors who:

1. possess Cambridge ESOL DELTA/Trinity Dip. TESOL (or comparable qualification);
2. have 2 years' experience in planning, designing and running pre-service ELT teacher training courses;
3. possess the qualifications and experience of assessors for blended and e-learning as determined by the ELT Council;
4. are not less than 25 years of age.

Centres/Providers will be provided with the details of the specific course assessor visiting their course and will have the opportunity of objecting to this assessor by providing the ELT Council with a valid reason in writing.

13 COURSE ASSESSMENT: METHODOLOGY, PROCEDURES AND EVALUATION

Every course is to be visited and assessed by an authorised TEFL Award Course Assessor. See Appendix 1 for a description of the procedure for the Course Assessor's visit.

Assessors are to:

- ascertain that course approval conditions are adhered to;
- guarantee the quality of course provision;
- obtain feedback from centres/providers, course tutors and course participants on the training scheme;
- offer support to centres/providers and course tutors in terms of advice, suggestions and recommendations.

It is important to note that the role of the Course Assessor is **not** to assess the teaching practice performance carried out by course participants.

See Appendix 2 for a Course Assessment Report Form.

The Course Assessor ascertains:

- that the course is being delivered by authorised course tutors;
- that Course Participants fulfil course entry requirements;
- that course content and syllabus adhere to ELT Council regulations;
- that course delivery methodology/methodologies reflects/reflect a teaching methodology that is essentially interactive, experiential, learner-centred and which promotes mainly communicative language teaching and learning. (Although alternative modes of course delivery, e.g. lecture mode, may be included, these should not be the dominant modes);
- that any written feedback to trainees on written assignments and teaching practice is relevant, appropriate, helpful and supportive;
- whether Course Participants are satisfied with their course and feel appropriately prepared and supported;
- whether Course Tutors and the Course Centres/Providers have any queries or suggestions regarding support from the ELT Council or on any other course-related issues;
- whether recommendations from the previous Course Assessor's Report have been acted upon.

Assessors should:

A Review course documentation including:

- The course timetable, including scheduled teaching practice sessions for all candidates;
- The last Assessor's Report received;
- A list of candidates (with I.D or passport numbers);
- Candidates' files:
 - completed application forms and screening tasks;
 - at least one completed and corrected assignment;
 - at least one completed candidate lesson plan;
 - at least one teaching practice written feedback, both trainee self-evaluations and tutor feedback;
- A timetable for the visit, including time to:
 - read a cross-section of candidates' files (minimum 6 or the total number, whichever is less);
 - view samples of asynchronous tasks for blended and e-Learning courses;
 - meet (a selection of) candidates (without tutors present);
 - meet the main course tutor (and, optionally, any other tutors);
 - meet the centre/provider representative;
- Written assignment titles;
- A sample end-of-course certificate (as per section 14);
- Application file including application forms and completed screening tasks for each candidate;
- Updated candidate attendance register (refer to section 14);
- The completed Candidates' Questionnaires (Appendix 4);
- The completed trainer(s) Questionnaires (Appendix 5);
- Course publicity;
- A pro forma guided observation task;
- A pro forma lesson plan;
- A pro forma self-evaluation form;
- A pro forma feedback form.

Centres/Providers are to keep copies of all candidate files and course documentation for 6 months from date of completion.

- B** Meet (a selection of) Course Participants in order to listen to their comments, evaluations and questions on the course and to elicit their answers to a set of pre-established questions (see Appendix 3).
- C** Attend a minimum of 1.5 hours of input or full input sessions for face-to-face or e-learning courses and a minimum of 45 minutes of a face-to-face input session as well as 45 minutes of a synchronous virtual input session for blended learning courses in order to ascertain:
 - session aims and objectives, and whether these are achieved;
 - the level of involvement and engagement of session participants;
 - whether the session(s) employ(s) a methodology which is essentially interactive, experiential, and learner-centred and which promotes mainly communicative language teaching and learning.
- D** Meet the Main Course Tutor (and, optionally, any other Course Tutors) and any appropriate Centre/Provider Representative in order to discuss any issues arising from Sections A, B and C above and to offer any advice (which takes the form of suggestions for improvement) and/or any formal recommendations (which require a response from the centre/provider, either in writing or through follow-up action).

The Assessor also takes note of any suggestions or queries that the Main Course Tutor and Centre/Provider Representative may offer regarding support from the ELT Council or on any other course-related issues.

It is important that any suggestions or recommendations that are to appear in the Course Assessor's Report are discussed during this meeting.

- E** Write the Course Assessor's Report within two weeks of the Assessment and send it to the ELT Council. The ELT Council then sends a copy to the Course Centre/Provider. The Course Centre/Provider should take appropriate follow-up steps to address any Assessor Recommendations before the beginning of the next TEFL Award course after it receives the Course Assessor's Report. If there is any disputed issue, the Centre/Provider should contact the ELT Council in order to pursue the matter further. The decision of ELT Council shall be final.

14 TEFL AWARD COURSE CERTIFICATES

At the end of TEFL Award courses, successful candidates will be awarded a certificate (indicating merit and attendance) issued by the individual training centres/providers. Each certificate should be dated and bear the signature of the institution director/provider and the official rubber stamp of the training centre/provider. Certificate design will remain the responsibility of the individual training centres/providers, save that certificates must clearly bear the official ELT Council Logo and the signature of the ELT Council Chief Executive Officer (CEO). A template of the certificate is found in Appendix 7.

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After the end of each course (not later than 15 working days) the ELT Council should receive the following:

- complete list of names and ID/passport numbers of successful candidates;
- result sheet for each student;
- unconditional letter of acceptance (ULA);
- certificates in Word format.

The ELT Council will sign the certificates and return them to the institution/provider in 6 (six) working days. Certificates may only be awarded to candidates who have fulfilled all the assessment criteria listed above (section 7.3) and who have attended at least 80% of the recommended minimum course contact hours including all Teaching Practice sessions.

15 REGISTRATION FEES

TEFL Award course registration fees will be set by the individual training centres/providers.

16 CENTRE/PROVIDER ACCREDITATION

An institution/individual that wishes to become an ELT Council TEFL Award accredited training centre/provider should apply to the ELT Council for accreditation **at least three months before the institution/provider plans to hold its first course**. The centre/provider must stipulate whether the TEFL Award training course is to be delivered in face-to-face, blended learning, or e-learning mode. Accreditation is granted for as long as a centre/provider abides with the regulations contained in this policy. A Certificate of Accreditation, should be displayed in the training centre/provider premises.

Centres/Providers should provide the following details together with their written application:

1. Address and contact details of the institution/individual and the premises where courses are planned to be held (if different from the institution/individual address);
2. A proposed programme and timetable;
3. Nominated Main Course Tutor and any other tutors, together with full CVs;
4. Dates of courses planned for the next 12 months.

Note: The application form is found in Appendix 6.

The ELT Council should be notified three months in advance in the case of any changes in staffing or programme, and one month in advance in the case of any changes in the number of courses run (both additional and cancelled courses). Written approval must be sought for any such changes.

17 COURSE ASSESSMENT FEE

Only TEFL Awards awarded at the end of courses approved by the ELT Council will be recognised for the purpose of issuing an ELT permit. Each centre/provider will pay the amount of **€95 for each TEFL Award course** to cover the costs of course assessment. Failure to pay this sum before the commencement of each course will result in the course not being approved by the ELT Council and hence the non-issuance of ELT permits.

18 DEFINITIONS

| | |
|------------------------------|---|
| Asynchronous | Not simultaneous; when students can access learning materials outside of lesson time |
| Blended learning | A combination of some sessions that are face-to-face and others that are delivered digitally, synchronously or asynchronously |
| Classroom | Physical or virtual (face-to-face or online) |
| e-Learning | Learning managed remotely, using digital tools |
| ELT | English Language Teaching |
| ELT Council | English Language Teaching Council (Malta) |
| ESOL | English for Speakers of Other Languages |
| Face-to-face learning | Learning in the same physical space as that of the teacher and other students, such as a classroom |
| MQF | Malta Qualifications Framework |
| Methodology | The theoretical underpinning for understanding which method, or methods, or best practice can be applied to a specific case e.g learning English for communicative purposes |

| | |
|---|---|
| Pedagogy | Teaching and learning principles/theoretical concepts |
| Physical | In the same tangible space at the same time (classroom) |
| Remote | Not physical; virtual/digital |
| Synchronous | Simultaneous; teachers delivering a lesson with students present; lesson materials accessed by all parties at the same time |
| TEFL | Teaching English as a Foreign Language; Teachers of English as a Foreign Language |
| Virtual | Not physical; in digital space (classroom) |
| Virtual Learning Environment (VLE) | Digital platforms that support remote or virtual teaching and learning environments |

APPENDIX 1: PROCEDURE FOR THE COURSE ASSESSOR'S VISIT

1 BEFORE THE ASSESSOR'S VISIT

- 1.1 The centre/provider should contact the ELT Council to be informed of the Assessor's name and contact details.
- 1.2 Two weeks before the visit, the centre/provider should contact the Assessor to confirm arrangements for the visit and confirm the final timetable.

2 DOCUMENTATION FOR THE ASSESSOR

The following documentation should be provided to the Assessor either before the visit or on the day of the visit:

- 2.1 The course timetable, including scheduled teaching practice sessions for all candidates;
- 2.2 The last Assessor's Report received;
- 2.3 List of candidates' files (with I.D. or passport numbers);
- 2.4 Candidates' files:
 - 2.4.1 Completed application forms and screening tasks;
 - 2.4.2 At least one completed and corrected assignment;
 - 2.4.3 At least one completed candidate lesson plan;
 - 2.4.4 At least one teaching practice written feedback, both trainee self-evaluations and tutor feedback;
- 2.5 A timetable for the visit, including time to:
 - 2.5.1 read a cross-section of candidates' files (minimum 6 or the total number, whichever is less);
 - 2.5.2 observe a minimum of 1.5 hours of input or a full input session for face-to-face e-learning courses, and a minimum of 45 minutes of input delivered face-to-face and 45 minutes of input delivered in a synchronous virtual session for blended learning courses;
 - 2.5.3 meet (a selection of) candidates (without tutors present);
 - 2.5.4 meet the main course tutor (and, optionally, any other tutors);
 - 2.5.5 meet the centre/provider representative;
- 2.6 Written assignment titles:

A sample end-of-course certificate (as per section 14);
- 2.7 Application file including application forms and completed selection tasks for each candidate;
- 2.8 Updated candidate attendance register (refer to section 14);
- 2.9 The completed Candidates' Questionnaires (Appendix 4);
- 2.10 The completed Trainer(s) Questionnaires (Appendix 5);
- 2.11 Course publicity;
- 2.12 A pro forma guided observation task;
- 2.13 A pro forma lesson plan;
- 2.14 A pro forma self-evaluation form;
- 2.15 A pro forma feedback form.

3 DURING THE VISIT

The Assessor should:

- 3.1 read a cross-section of candidates' files (minimum 6 or the total number, whichever is less), including the files of any potential fail candidates;
- 3.2 observe a minimum of 1.5 hours of input or a full input session for face-to-face e-learning courses, and a minimum of 45 minutes of input delivered face-to-face and 45 minutes of input delivered in a synchronous virtual session for blended learning courses;
- 3.3 meet (a selection of) candidates (without tutors present);
- 3.4 meet the main course tutor (and, optionally, any other tutors);
- 3.5 meet the centre/provider representative;
- 3.6 read the necessary documentation as per Appendix 1, Section 2.

4 AFTER THE VISIT

Centres/Providers should receive a copy of the Assessor's Report via the ELT Council Issues raised in the report will have been discussed at the time of the visit.

APPENDIX 2: COURSE ASSESSOR'S REPORT FORM

| | |
|---------------------------------|--|
| Training Centres/Providers Name | |
| Date of Assessment | |
| Name of main course tutor | |
| Course Dates | |
| Time of Arrival | |
| Name of other tutor | |
| Number of Trainees | |
| Time of Departure | |
| Name of other tutor | |

SECTION 1: ADMINISTRATION AND STAFFING

| | | |
|-----|--|--|
| 1.1 | Were you able to contact the centre/provider easily to confirm arrangements for the Course Assessment? | |
| 1.2 | Were the arrangements for your visit satisfactory? | |
| 1.3 | Were you provided with all the necessary documentation as per appendix 1, section 2? | |
| 1.4 | Were you satisfied with the arrangements for staffing the course? | |
| 1.5 | Was there sufficient opportunity for tutors to liaise during the course? | |
| 1.6 | Are all candidates still following the course at the time of the visit? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 1

SECTION 2: CANDIDATE SELECTION

| | | |
|-----|--|--|
| 2.1 | Is the application form appropriate? | |
| 2.2 | Did the completed application forms show that candidates met the necessary requirements? | |
| 2.3 | Are the screening tasks appropriate? | |
| 2.4 | Did the completed tasks show that candidates met the recommended requirements? | |
| 2.5 | Are all the selection interviews conducted by an appropriately trained tutor or member of staff? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 2

| |
|--|
| |
|--|

SECTION 3: WRITTEN ASSIGNMENTS

| | | |
|-----|---|--|
| 3.1 | Does the design of the written tasks reflect the requirements set out in the TEFL Award syllabus? 3.1.1 Language-systems-related tasks 3.1.2 Lesson Planning and Focus on Language Skills 3.1.3 Professional Development | |
| 3.2 | Are the syllabus criteria for each assignment made explicit to candidates? | |
| 3.3 | Were you satisfied that tutors' comments on assignments accurately reflected candidates' performance? | |
| 3.4 | Were you satisfied that the completed assignments had been appropriately graded in accordance with the TEFL Award assessment criteria? | |
| 3.5 | Did candidate files contain completed and graded assignments with a clear summary of strengths and weaknesses, and a record of achievement for each assignment? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 3

| |
|--|
| |
|--|

SECTION 4: SUPERVISED AND ASSESSED TEACHING PRACTICE

| | | |
|-----|---|--|
| 4.1 | Was a minimum of 1 hour for face-to-face, e-learning and blended courses observed and assessed teaching practice scheduled for each candidate? | |
| 4.2 | Are candidates required to observe their colleagues during teaching practice? | |
| 4.3 | If you have answered 'Yes' to 4.2, are candidates required to participate in teaching practice feedback sessions? | |
| 4.4 | Did candidate files contain evidence of the candidates' lesson planning, including self-evaluations of lessons and reference to materials used? | |
| 4.5 | Did candidate files contain appropriately completed TP feedback sheets on planning and teaching? | |
| 4.6 | Did the TP feedback sheets contain a clear summary of strengths and weaknesses and a record of achievement for each lesson? | |
| 4.7 | Did the lesson plan pro forma used by the centre/provider provide appropriate support to candidates for the planning of their lessons? | |
| 4.8 | Did tutors' written notes/comments on teaching practice clearly describe the strengths and weaknesses of individual candidates' teaching practice sessions? | |
| 4.9 | Did tutors' written notes/comments on teaching practice clearly indicate action points for individual candidates? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 4

| |
|--|
| |
|--|

SECTION 5: COURSE DESIGN AND DELIVERY

| | | |
|-----|---|--|
| 5.1 | Was the Centre/Provider Authorisation Certificate displayed at the premises? | |
| 5.2 | Did the course programme include the following: at least 30 contact hours of which 10% may be online for face-to-face courses; 30 contact hours of which 30%-50% must be online for blended courses; or 30 contact hours 100% of which must be online for e-learning courses? | |
| 5.3 | Did the course programme include at least 20 estimated hours for study, teaching practice preparation and assignment research and preparation? | |
| 5.4 | Was any part of the course conducted online? | |
| 5.5 | If you have answered 'Yes' to 5.4, did the duration of the online component fall within the parameters stipulated in 5.2 for the course description being assessed? | |
| 5.6 | Was the course timetable appropriately designed? | |
| 5.7 | Did you observe a minimum of 1.5 hours of input or a full input session for face-to-face or e-learning sessions, or 45 minutes of input of a face-to-face session as well as 45 minutes of a virtual synchronous session for blended courses? | |
| 5.8 | Were training aims and objectives explained to you? | |
| 5.9 | For the session(s) you observed, were these training aims and objectives achieved? | |

| | | |
|------|---|--|
| 5.10 | In the sessions you observed, were you satisfied with the level of involvement and engagement of session participants? | |
| 5.11 | Are you satisfied that the course was being administered and delivered in accordance with the TEFL Award regulations and assessment standards? | |
| 5.12 | Were you satisfied with the arrangements for the observation of experienced ELT professionals? | |
| 5.13 | Did candidates' files contain completed observation tasks? | |
| 5.14 | Were you satisfied with the resources available for trainees' use during the course: course library with books on methodology, supplementary materials for trainees to use when preparing lessons and assignments, course books for teaching practice, teaching aids, technological resources, etc? | |
| 5.15 | Were you satisfied with facilities available for use on the course e.g. classrooms, refreshment facilities, etc.? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 5

SECTION 6: CONTACT WITH CANDIDATES

| | | |
|-----|--|--|
| 6.1 | Were you introduced to the candidates? | |
| 6.2 | Was there an opportunity for the candidates to communicate privately with you? | |
| 6.3 | Did candidates' comments suggest that they were satisfied with the course? | |
| | (If answering 'No', please add explanatory comments below). | |

Specific comments, details and recommendations relating to Section 6

SECTION 7: CONTACT WITH TUTOR(S) AND CENTRE/PROVIDER REPRESENTATIVE(S)

| | | |
|-----|---|--|
| 7.1 | Did you meet the Main Course Tutor? | |
| 7.2 | Did you meet any other tutors? | |
| 7.3 | Did you meet the Centre/Provider Representative? | |
| 7.4 | Is the Centre/Provider Representative a different person from the Main Course Tutor? | |
| 7.5 | Did the tutor(s) and/or the Centre/Provider Representative offer any comments, suggestions or recommendations related to the course and to the ELT Council's regulations and administration of the scheme? If so, record these below. | |

Specific comments, details and recommendations relating to Section 7

Summary of Recommendations

Recommendations are made when course criteria might not be fully met. The recommendations should have been discussed during the visit and mentioned earlier in the report.

Summary of Suggestions

Suggestions and ideas for improvement/alternative approaches suggested by the Course Assessor. These should have been discussed during the visit and mentioned earlier in the report.

APPENDIX 3: QUESTIONS TO ASK COURSE PARTICIPANTS

1. Do you feel that the course is preparing you for classroom teaching?
2. Have tutors been fully supportive throughout?
3. Have tutors been available whenever you had questions or queries?
4. Have you been provided with sufficient materials?
5. Are there any suggestions you would like to make to improve courses in the future?
6. Do you have any other comments about the course?

APPENDIX 4: CANDIDATES QUESTIONNAIRE TEFL AWARD

Date filled in _____

Here are the syllabus units together with some of the key issues. (A full syllabus can be viewed here _____).

Are there any areas that have not been addressed, bearing in mind that the TEFL Award is a pre-service training course? Mark any of these with a **Y** (*addressed*) or **N** (*not addressed*) in the 3rd column.

Read it at home and hand it in or email/upload it back to your tutor.

PLEASE WRITE ONLY ONE YES/NO PER MODULE

| Unit | | Main Areas | Yes | No |
|------|--|---|-----|----|
| 1 | Learners and Teachers and the Teaching and Learning Context | <ul style="list-style-type: none"> • Being aware of different kinds of learners e.g. adults, teenagers, children; different reasons for learning English; different cultural and educational backgrounds. • Developing rapport between you and the learners and among the learners themselves • Being respectful, supportive sensitive and motivating • Changing your role as appropriate during the lesson e.g. focus on the teacher, monitoring, holding back | | |
| 2 | Language Analysis and Awareness in the Classroom and Teaching Language Systems Vocabulary, Grammar, Phonology, Functions and Discourse | <ul style="list-style-type: none"> • Speaking clearly and naturally and adapting your language use to the level of the class • Correcting errors in spoken and written English sensitively • Using correct English yourself, both orally and in writing • Focusing on, clarifying and providing communicative practice of the meaning, use, form and pronunciation of grammatical (e.g. conditional e.g. if I had a lot of money, I'd donate some of it), functional (e.g. requests e.g. Could you open the window, please) vocabulary (e.g. a dilapidated building) items. • Being aware of and showing differences in register e.g. whether an item of language is appropriately formal or informal for a specific context • Showing that you have a basic working knowledge of, and can research, items of: <ul style="list-style-type: none"> » Grammar e.g. the parts of speech; tenses, active and passive, conditionals, modal auxiliaries; word order patterns; countable and non-countable nouns. » Vocabulary e.g. meaning and pronunciation; word-building; register; collocation, connotation. » Phonology e.g. sounds and phonemic symbols; word stress; sentence stress; intonation | | |

| Unit | | Main Areas | Yes | No |
|------|---|--|-----|----|
| 3 | Developing Language Skills: Speaking, Listening, Reading and Writing | Helping learners to develop: <ul style="list-style-type: none"> • Speaking fluency • Reading fluency • Listening fluency • Writing fluency | | |
| 4 | Planning Lessons | <ul style="list-style-type: none"> • Being able to establish aims for a lesson, and/or part of a lesson • Being able to order activities logically • Being able to write out the procedure in sufficient detail • Presenting materials professionally and respecting copyright and referencing sources | | |
| 5 | Developing Language Skills: Speaking, Listening, Reading and Writing | <ul style="list-style-type: none"> • Setting up activities and pairwork, group work, individual work and whole classwork, as appropriate • Having presence, control, authority • Being understood by your learners • Engaging and involving your learners by, for example: <ul style="list-style-type: none"> » Eliciting » Giving and checking instructions clearly » Maintaining appropriate pace » Monitoring » Taking and giving feedback » Using professional and appropriate materials and resources • Demonstrating teaching professionalism (e.g. punctuality, dress, behaviour, security and privacy) • Being aware of professional development (e.g. own strengths and needs, strategies to improve and develop, professional associations, publications, websites, blogs, etc.) | | |
| 6 | E-Learning (Only applicable to blended and online TEFL Award courses) | <ul style="list-style-type: none"> • Using a Virtual Learning Environment (VLE): • Being aware of the existence of different Virtual Learning Environment platforms, • understanding their pedagogical significance, • understanding how they work in terms of tutor-learning engagement, student enrolment, lesson delivery, repository of resources, assignment submission etc. <ul style="list-style-type: none"> » Being aware of the difference between synchronous and asynchronous learning and the digital tools used for both, e.g. online meeting service, chat, forum. » Setting up and conducting lessons online using one chosen platform's resources (e.g. online whiteboard, online presentation, breakout rooms, video recordings, polling, brainstorming). • Getting learners to work together online in teams and present their work. • Helping learners to use a variety of tools to work digitally both synchronously and asynchronously. These include: <ul style="list-style-type: none"> » Online collaboration, e.g. Google Docs, Microsoft Online Docs, Google Drive, One Drive, Dropbox. » Online engagement and discussion, e.g. participating in a forum, a chat, brainstorming, polling, surveying with Google Forms, Padlet etc. | | |

APPENDIX 5: TRAINER'S QUESTIONNAIRE

TEFL Award course trainers are kindly asked to complete the questionnaire as part of the ELT Council standardisation process. The questionnaire is to be completed before and handed in to the assessor on the day of assessment.

School's name: _____

Course dates: _____

The following areas are integral components of the TEFL Award syllabus. Kindly tick (x) the appropriate column (yes/no) to indicate which of the following topics have been covered during the course. Please also state at which stage the areas are covered (e.g. Wk 3/day 2 OR session number).

MODULE 1: LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT

| | Have you covered: | Yes | No |
|-----|---|-----|----|
| 1.1 | The range of cultural, linguistic and educational backgrounds and experiences that learners bring to their classes. | | |
| 1.2 | The different motivations and expectations that learners (adults and teenagers) may have when learning English. | | |
| 1.3 | A variety of methods and approaches influencing English language teaching. | | |
| 1.4 | The different styles/roles that teachers may adopt at various stages of teaching and in different teaching/learning contexts and modes. | | |
| 1.5 | Establishing and maintaining good rapport with learners. | | |
| 1.6 | How to conduct lessons in an appropriately supportive and motivating manner. | | |
| 1.7 | How to show respect and sensitivity towards individual learners, groups and the class as a whole. | | |

MODULE 2: LANGUAGE ANALYSIS AND AWARENESS IN THE CLASSROOM AND TEACHING LANGUAGE SYSTEMS: VOCABULARY, GRAMMAR, PHONOLOGY, FUNCTIONS AND DISCOURSE

| | Have you covered: | Yes | No |
|-----|---|-----|----|
| 2.1 | Grading your language in the classroom according to the learning group or context. | | |
| 2.2 | Identifying errors and sensitively correcting learners' oral and written work production. | | |
| 2.3 | Providing accurate and appropriate models of oral and written language in the classroom. | | |
| 2.4 | Clarifying meaning/use, form and phonology of language items presented in class. | | |

| | | | |
|------|---|--|--|
| 2.5 | Differences in register. | | |
| 2.6 | Providing appropriate oral and/or written practice of language items. | | |
| 2.7 | Helping learners to focus on and practice the meaning/use, form and pronunciation of the following with communicative contexts: grammatical items; lexical items; functional exponents. | | |
| 2.8 | Key terminology used in ELT to talk about language and its application to planning and teaching. | | |
| 2.9 | Grammatical features, their use and terminology. (Refer to the TEFL Award syllabus for specific items). | | |
| 2.10 | Basic principles of word formation and lexical meaning. (Refer to the TEFL Award syllabus for specific items). | | |
| 2.11 | The sounds of English; phonemic syllables (IPA); prosody at both word and sentence level (stress and intonation). | | |

MODULE 3: DEVELOPING LANGUAGE SKILLS: SPEAKING, LISTENING, READING AND WRITING.

| | Have you covered: | Yes | No |
|-----|---|-----|----|
| 3.1 | Ways of helping learners to develop speaking fluency. | | |
| 3.2 | Ways of helping learners to understand natural spoken language listening texts. | | |
| 3.3 | Ways of helping learners to understand written language. | | |
| 3.4 | Ways of helping learners to develop writing skills. | | |

MODULE 4: PLANNING LESSONS

| | Have you covered: | Yes | No |
|-----|--|-----|----|
| 4.1 | Aims/outcomes for individual lessons. | | |
| 4.2 | Ordering activities so that they achieve lesson aims. | | |
| 4.3 | Presenting materials for classroom use with a professional appearance and with a regard to copyright requirements. | | |
| 4.4 | Describing the procedure of the lesson in sufficient detail. | | |

MODULE 5: DEVELOPING CLASSROOM TEACHING AND MANAGEMENT SKILLS AND PROFESSIONALISM.

| | Have you covered: | Yes | No |
|-------|---|-----|----|
| 5.1 | Arranging the physical and virtual features of the classroom appropriately for teaching and learning. | | |
| 5.2.1 | How to set up, monitor, close and change whole class/group/pair/individual activities. | | |
| 5.2.2 | Using appropriate: voice volume and projection; eye-contact: naming techniques; facial and other gestures; and clarity and speed of speech. | | |
| 5.3.1 | Using appropriate means to make tasks and activities clear to learners. | | |

| | | | |
|-------|--|--|--|
| 5.3.2 | Using a range of questions effectively for the purposes of eliciting and checking of understanding. | | |
| 5.3.3 | Providing learners with appropriate feedback on tasks and activities. | | |
| 5.3.4 | Indicating the progression of different stages of the lesson. | | |
| 5.3.5 | Maintaining an appropriate learning pace. | | |
| 5.3.6 | Monitoring and correcting learners appropriately and sensitively in relation to the task or activity. | | |
| 5.3.7 | Making use of materials, resources and technology professionally, efficiently and appropriately in relation to the task or activity. | | |
| 5.4 | Selecting appropriate teaching techniques in relation to content of the lesson and the learners. | | |
| 5.5.1 | The importance of punctuality. | | |
| 5.5.2 | Being prepared for teaching and respecting deadlines for written work. | | |
| 5.5.3 | Appropriate time keeping. | | |
| 5.5.4 | The importance of record keeping. | | |
| 5.5.5 | Appropriate dress code. | | |
| 5.5.6 | Appropriate classroom behaviour. | | |
| 5.6.1 | Ways of being aware of your developmental strengths and needs as trainee teachers. | | |
| 5.6.2 | Ways of being aware of appropriate development strategies as trainee teachers. | | |
| 5.6.3 | An overview of appropriate professional teaching associations. | | |
| 5.6.4 | An overview of appropriate publications, websites, blogs etc. for teachers entering the field of English Language Teaching. | | |

MODULE 6: E-LEARNING (WHEN APPLICABLE)

| | Have you covered: | Yes | No |
|-------|---|------------|-----------|
| 6.1 | Using a variety of e-learning tools and platforms that allow for synchronous and asynchronous teaching and learning that achieve the set learning outcomes. | | |
| 6.2.1 | Basic training in pedagogy and methodology of e-learning. | | |
| 6.2.2 | Creating lesson plans respecting the same principles outlined in the previous units but for e-learning mode. | | |
| 6.2.3 | Modifying and adapting lesson materials for e-learning mode to be used synchronously and asynchronously. | | |
| 6.2.4 | Striking a balance between synchronous and asynchronous teaching and learning modes. | | |
| 6.3.1 | Delivering lessons synchronously with multiple learners. | | |
| 6.3.2 | Initiating and managing interactions with learners and between learners. | | |
| 6.3.3 | Employing a teaching approach that is learner-centred. | | |
| 6.4.1 | Setting up and scheduling a virtual lesson. | | |
| 6.4.2 | Managing audio, video and other communication features. | | |
| 6.4.3 | Managing multiple learners in the same lesson, group and pair interaction. | | |
| 6.4.4 | Using a virtual white board and augmenting the session with other teaching and learning resources. | | |
| 6.5.1 | Designing, selecting and adapting materials for asynchronous learning. | | |

Please confirm at which stage in the course each assignment is given out, handed in and marked. List the date in the appropriate column

| | Title: | Given Out | Handed In | Marked |
|---|---|------------------|------------------|---------------|
| 1 | Language systems - related tasks. | | | |
| 2 | Language skills - related tasks (planning based). | | | |
| 3 | Strengths, needs and future developments. | | | |

Please confirm at which stage in the course are the following tasks are scheduled. Please list the date or session number in the date column.

| | Title: | Date |
|---|--|-------------|
| 1 | Peer teaching | |
| 2 | Observation of experienced teachers - please indicate whether the observation was live or via video - _____ | |
| 3 | Teaching Practice 1 | |
| 4 | Teaching Practice 2 | |
| 5 | Teaching Practice 3 (where applicable) | |
| 6 | Participation in Teaching Practice feedback | |

Specific comments relating to the questionnaire.

APPENDIX 6: APPLICATION FORM FOR TEFL AWARD COURSE ACCREDITATION

CHECKLIST OF DOCUMENTS TO BE SENT IN WITH TEFL AWARD COURSE PROPOSAL

| | |
|--|--|
| a. Filled in template with requested details | |
| b. Proposed course programme | |
| c. Time table of lessons | |
| d. Name of all approved teacher trainers | |
| e. Payment (A fee of €95 will be charged for each course) ¹ | |

SUBMISSION FOR APPROVAL OF TEFL AWARD COURSE (TEMPLATE)

Section 1: Contact Details

| | |
|--|--|
| Address of institution/provider: <i>(where course will be held)</i> | |
| | |
| | |
| Email Address: | |
| Telephone Number: | |

Section 2: TEFL Award Trainers

| | | | |
|------------------------------|--|---------|--|
| Nominated Main Tutor: | | | |
| Name | | Surname | |
| Other Tutors: | | | |
| Name | | Surname | |
| Name | | Surname | |
| Name | | Surname | |

¹ Note: Only payments by bank transfer are accepted. Please find payment details below:

ELT Council
IBAN: MT50VALL22013000000040024768061
Sort Code: VALLMTMT

Please state 'TEFL Award Course' on the transfer details, and email us the transfer code and bank account holder details.

Section 3: Proposed Programme

The TEFL Award Course **mode of delivery:**

| | |
|--|------------------|
| | face-to-face |
| | blended learning |
| | e-learning |

N.B. If the TEFL Award Course is in blended learning or e-learning format, the course provider needs to share the course material through an online platform and provide access to the online platform. However, this should be done in full respect of the provisions of GDPR and without effecting the security of the online systems.

Section 4: Dates of Courses

The dates in which TEFL Award courses are planned on being held for the coming 12 months:

| Dates | Nos. of Weeks |
|-------|---------------|
| | |
| | |
| | |
| | |
| | |

| | | |
|---------------|------------------|-----------|
| Submitted by: | | |
| | NAME AND SURNAME | SIGNATURE |

| | |
|---------------------------------|--|
| Date of Submission: | |
| Rubber stamp of School: | |
| Date of Receipt by ELT Council: | |

APPENDIX 7: SAMPLE CERTIFICATE (MANDATORY)

Certificate Number:

Provider Logo

This is to certify that

FULL NAME OF TRAINEE

has successfully completed all the requirements for the

Award in Teaching English as a Foreign Language (TEFL Award)

awarded by The ELT Council (Licence No. S4) Licence Category:
Further Education Institution

Duration of the programme: (no. of weeks) weeks from (dd/mm/yyyy to dd/mm/yyyy)

PASS

Name and Surname of Director
Director
Name of Provider

Ms Sue Falzon
CEO
ELT Council

Certificate conferred on

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at Level 4 (6 ECTS) of the Malta Qualifications Framework and the European Qualifications Framework.

APPENDIX 7: SAMPLE CERTIFICATE (OPTIONAL)

Certificate Number:

Provider Logo

Name of Provider

TEFL Award - Result Sheet

| | | |
|----------------------------|-------------|-------|
| Assignment 1 | Score Range | Grade |
| Assignment 2 | Score Range | Grade |
| Assignment 3 | Score Range | Grade |
| Teaching Practice 1 | | Grade |
| Teaching Practice 2 | | Grade |