

TEFL Student:	
Teacher:	
Date and time:	
Company name:	
Level:	

Key:
A = Skill is conscious and mastered.
B = Adequate performance but some details still need polishing.
C = Some awareness but must focus on improving.
D = Skill NOT demonstrated.

Class presentation, structure and dynamics	Mark (A-D)	Feedback for trainee
Punctuality (on time or minutes late)		
Presentation		
Quick Questions		
How many activities ? ___ Structure ___ Vocabulary ___ Topic		
Pace of the class & timing of activities		
Transitions between activities		
Wrap Up		

Teaching Skills	Mark (A-D)	Feedback for trainee
Objectives completion & Activity practice (incl. CCQ)		
Adaptability to proficiency level of students (incl. grading)		
Balance between TTT and STT & STT distribution		
Student awareness , effective engagement and classroom mngm		
Clear instructions & TL explanations		
Error & mistake management		

Additional comments:

TEFL Student's Comments: (What have you learnt from your teacher/trainer this lesson?)

Descriptors

Class presentation, structure and dynamics

- **Punctuality**
 - On the dot, the trainee has all the material prepared and is ready to start with QQs.
- **Presentation**
 - The trainee is well presented in terms of appropriate clothing and personal hygiene
- **Quick questions**
 - 1 or 2 questions per student when in a group
 - Focus on answer rather than on explaining question
 - No more than 2 minutes spent on this activity
- **Pace of the class & timing of activities**
 - Rhythm of the class keeps students involved at all time
 - 10-15 minutes per activity, but might vary according to student's engagement and objectives completion/activity practice
- **Transitions between activities**
 - Activities are linked smoothly
 - No pauses while transitioning
- **Wrap up**
 - No new information is introduced
 - Refers to what was learnt, practiced and/or corrected during class
 - Students leave with the satisfaction of having learnt something

Teaching skills

- **Objectives completion & Activity practice**
 - Each activity serves its purpose depending on the issue being practiced
 - There's constant checking for understanding
 - Opportunities are granted for students to ask questions
 - Students get enough practice of TL
- **Adaptability to proficiency level of students**
 - Appropriate language grading
 - There's sufficient wait time depending on student's needs
 - Activities are simplified and/or made more challenging
- **Balance between TTT and STT & STT distribution**
 - TTT is kept to the minimum: no running commentaries or echoing.
 - Everything the teacher says serves the purpose of stimulating the students to talk and/or helping them improve their skills.
 - There's an equal distribution of STT
- **Student awareness, effective engagement and classroom management**
 - Good rapport
 - Student's cues of boredom, nervousness, absent-mindedness, confusion, etc. are paid attention to and acted upon
 - There's active listening when students participate and their comments receive some kind of feedback
 - Praising and correcting are done appropriately depending on student's needs
 - Students are interested during class. Voice inflections and volume & body language and gestures are examples of tools to keep students engaged.
- **Clear instructions & TL explanations**
 - Instructions are clear and concise. If necessary, examples are given.
 - Technical terms are avoided
 - Grammar knowledge is used to simplify explanations
 - Several strategies are used to explain TL words: synonyms, antonyms, drawings, examples, etc.; depending on which is best for the word being referred to
- **Errors & mistakes management**
 - Use of appropriate and diverse fault management strategies (e.g. Repeat the error in the form of question, repeat the sentence and pause where the error, use grammar elicitation to fix the error, correct it and have them repeat, ask the class to help, and do it immediately or defer it to when they've finished speaking)
 - Selective correction is used (mainly: errors in structure activities, mistakes in vocabulary activities and only major and repeated faults in topic activities)
 - Correction is done in such a way that students don't lose confidence and having made a mistake is not embarrassing for them
 - Students are encouraged by praising their effort and improvement
 - There's a way out if the student doesn't get it after trying different strategies