

TEFL Teacher:	
Trainer:	
S1 practice grade:	%

Key:
 3 = Skill is conscious and mastered.
 2 = Adequate performance but some details still need polishing.
 1 = Some awareness but must focus on improving.
 0 = Skill NOT demonstrated.

Teaching Skills	Mon	Tue	Wed	Thu	Mon	Tue	Wed	Thu
Activity practice & Objectives completion								
Grading, adaptability and student awareness								
Error & mistake management								
Pace of the class, timing of activities and transitions								
Preparation								
Best score: %	/15	/15	/15	/15	/15	/15	/15	/15

Activity Creation	Grade	Comments
Objective		
Intro		
Activity		
Wrap up		
Target Language		
Attachments		
Total score: %	/18	

Additional comments:

Activity creation

- **Objective accomplishment:**
 - Achieves to provide effective practice of the function specified in the issue / subissue
- **Intro:**
 - Is based on prior knowledge
 - Models the function before a question when new TL is introduced
 - Explains the function clearly, referring to visuals and/or in its most common context
- **Activity:**
 - Instructions are clear and concise, unnecessary instructions are avoided
 - Teacher's key is provided if relevant
 - Steps for execution are carefully set and there is no quality jump that can confuse students
 - TL is well selected and with broad applicability (e.g. to get, thing, this, most used functions)
 - TL is explained with a visual and/or put in the most common context that would make students understand it unequivocally
 - Examples follow the scheme of modeling-asking-modeling again (guiding) if necessary
 - TL uses cognates and universally recognized symbols
 - Vocabulary is simple and generic when practicing a function
 - Functions are familiar when practicing vocabulary
- **Wrap up:**
 - CCQs refer to the most relevant new TL
- **Target language:**
 - Corresponds to the subissue
 - Includes all new TL practiced in the activity
 - Definitions are simple and clear (no dictionary definitions)
 - Examples are from the most common context of the word / expression
 - Correct usage of capital letters and punctuation
 - Audio is loud and there is no background noise
 - Images are provided for the TL, whenever possible
- **Attachments:**
 - There is one attachment (one document) per TL item
 - Attachments are named as the TL they refer to (e.g. "House.doc", "I_have_a_daughter.doc")
 - Attachments are uploaded in the order they will be used
 - Images, when introduced for the first time, have no written words below
 - Symbols are used for repeated instructions such as questions (?), negatives (X), affirmative (☑), etc.
 - Pictures are representative of the TL and their quality is good

Teaching skills

- **Activity practice & Objectives completion**
 - Instructions are short, clear and simple
 - No unnecessary comments
 - Modeling is clear and precedes questions.
 - Modeling uses the most common context for the function/word
 - Function is presented through reduced and selected, mainly generic vocabulary and cognates
 - Content gets progressively harder. New input is provided when the previous one has been acquired
 - Meaning is conveyed by referring to pictures and vivid body language and gestures
- **Grading, adaptability and student awareness**
 - Language is adapted to beginner learners
 - Activity is made easier/harder according to the learners
 - Affective filters are dealt with: student's anxiety is taken care of and motivation and self-esteem is high.
 - Voice is engaging and clearly projected
 - Students understand the teacher's references and indications
 - Students get enough practice of TL
- **Errors & mistakes management**
 - Attention is paid to pronunciation
 - Different error management strategies are used (e.g. Repeat the error in the form of question, repeat the sentence and pause where the error, correct it and have them repeat, allow the student to self-correct, correct immediately)
 - Students don't lose confidence when corrected
 - Students are encouraged by praising their effort and improvement
- **Pace of the class, timing of activities and transitions**
 - Pace is adapted to learners' response
 - There is enough waiting time without slowing down the pace
 - There is no silence between activities resulting from not knowing how to continue
 - The time dedicated to each activity allows enough practice of the TL until grasp
- **Preparation**
 - Shows preparation and knows the material

Assessment procedure for the S1 practice:

1. The teachers in training will be evaluated in every S1 session in weeks 3 and 4 of the course.
2. The final grade will be the average resulting of:
 - a. 50% of the grade will correspond to the activity creation and teaching
 - b. 50% will correspond to the best score achieved from teaching any other activity in W4.