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TEFL AWARD COURSE SYLLABUS

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

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: 271 grammatical items 272 lexical items 273 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)
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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>

5.6 Professional development: Support systems	<p>Demonstrate an awareness of:</p> <ul style="list-style-type: none"> 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
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Candidate Assessment: Planning and Teaching; Assignment 3: Strengths, needs and future development

MODULE 6: E-LEARNING

THIS MODULE APPLIES TO BLENDED LEARNING AND PURE E-LEARNING ONLY.

Syllabus content	Learning outcomes
	<i>Successful candidates can:</i>
6.1 E-learning platforms	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
6.2 Lesson Planning	<ul style="list-style-type: none"> 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
6.3 Synchronous Teaching/ Learning	<ul style="list-style-type: none"> 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
6.4 Synchronous Class Management	<ul style="list-style-type: none"> 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
6.5 Asynchronous Teaching/ Learning	Design, select and adapt materials for asynchronous learning

CANDIDATE ASSESSMENT OVERVIEW

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

3.1 OVERALL CANDIDATE ASSESSMENT AIMS

Candidates should be able to:

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

3.2 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.

3.2.1 COMPONENT ONE: PLANNING AND TEACHING (TEACHING PRACTICE)

Teaching Practice for e-learning consists 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 is 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.

3.2.2 COMPONENT TWO: WRITTEN ASSIGNMENTS

Assignment 1: Language Systems-related Tasks

Assignment 2: Language Skills-related Tasks

Assignment 3: Professional Development

3.2.3 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.

3.2.4 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.

3.2.5 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.

3.3 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 (Given the essentially experiential nature of the training methodology, a medical certificate cannot exempt a candidate from this requirement).

COURSE PROGRAMME

The Online TEFL Teacher TEFL Award course programme is designed by Alan Marsh and approved by ELT Council Experts who determine whether a course programme is in line with the regulations stipulated in the ELT Council TEFL Award policy document.

The TEFL Award course is a 60-hour programme delivered 100% online and includes:

- Supervised lesson planning and preparation;
- Teaching practice:
Teaching Practice consists 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 are delivered over a four-to-five-week duration.

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.

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

This syllabus has been developed and adapted from the ELT Council TEFL Policy document.