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TEFL

Guidance for
trainees

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About AccessTEFL

AccessTEFL is an on-the-job teacher training programme for English language teachers. Teachers who successfully complete the AccessTEFL programme will be qualified to teach at a British Council accredited centre in the UK.

The programme supports trainees to gain a knowledge and skills-based qualification while working at a language centre.

An AccessTEFL advisory group, created by English UK, will meet twice a year to review the effectiveness of the programme and make recommendations for any necessary changes.

Who awards the qualification?

AccessTEFL is awarded and certificated by English UK and accepted by Accreditation UK as a qualification suitable for working in British Council accredited centres.

Portfolios are moderated and approved by NILE, one of the leading specialist language teacher education institutes in the UK.

Study and teaching hours

The portfolio tasks require a minimum of 44 hours overall (11 hours for each part).

You will also complete a minimum of 80 hours of teaching during the programme, which must be completed before you submit your portfolio.

Programme timeframe

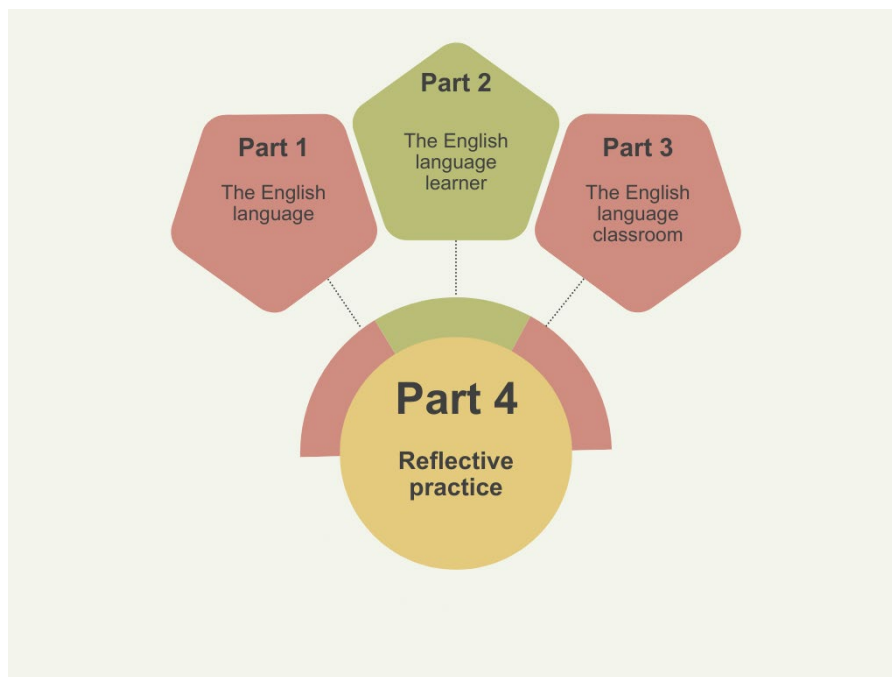
You have a maximum of nine months to complete the portfolio. During this time, you can work with more than one language centre. You can request a formal break to allow you to pause and restart the programme later. If you do this, you will have a maximum of 18 months to complete your portfolio.

AccessTEFL hours of study

Unsupervised teaching hours	80
Classroom observation of colleagues	14
Observed teaching (6 hours) and post-lesson feedback (4 hours)	10
Portfolio task completion	20
Total teacher learning hours	124

The teaching and learning portfolio

You will build a teaching and learning portfolio with evidence of your professional learning and experience. The portfolio is divided into four parts, each with six tasks. You will find information about all the tasks and the documents you need to complete, from page 9 of this guide.



Collecting evidence for your portfolio

You will collect different types of evidence on your learning and teaching for your portfolio. This will include:

- **Observation of colleagues:** you will complete nine observations of colleagues, focusing on different aspects of teaching and learning.
- **Observation of teaching:** you will be observed teaching for a minimum of six hours during the programme. The portfolio includes feedback and reflection forms.
- **Individual study and professional discussions:** some tasks for the portfolio involve reading, research and discussion with colleagues related to specific aspects of teaching practice.
- **Classroom-based learning:** this involves applying ideas and approaches in practice and reflecting on experiences. Portfolio evidence includes, for example, lesson plans, or teaching and learning materials.
- **Reflective tasks:** reflective tasks are a key element throughout the portfolio.

Support from your mentor and language centre

Throughout the programme you will be supported by a mentor who is an experienced and TEFLQ-certified ELT professional based at the language centre you are training with. They will be available to provide advice and guidance.

There is no prescriptive guidance for how often you will meet with your mentor or for how long each meeting should last. Interactions between you and your mentor will include formal (i.e. scheduled) meetings, which are required to complete portfolio tasks, but should also include more informal and ad hoc interactions.

Observations of your teaching

You will be observed teaching for a minimum of six hours during the programme — with one focused observed-teaching task completed for each part of your portfolio.

The observation process includes feedback from the observer, and your reflections.

The observations can be done by your mentor (a minimum of 50% of the observations) and by other experienced and qualified ELT professionals at the language centre. The required four observations must be undertaken by someone with a TEFLQ diploma in ELT/TESOL. Speak to your mentor to agree dates for each observation.

All observations follow the same three-stage process:

- pre-observation stage
- observation
- post-observation stage

You will add the completed observation form to your portfolio.

Observations 1-3 can be done in any order. Observation 4 must be done last because it focuses on putting concepts from the previous parts into practice.

Portfolio part	Focus of the observation of your teaching
1. The English language	Building learners' knowledge of the English language.
2. The English language learner	Motivating learners to engage with the target language outside of the classroom.
3. The English language classroom	Introducing the lesson and activating prior knowledge.
4. Reflective practice	Putting into practice three development points from previous observations in Parts 1-3 of the portfolio.

Observations of experienced colleagues

For parts 1 to 3 of your portfolio, you will observe experienced English language teachers. Each time, you will focus on specific aspects of teaching and learning.

In total, nine observations must be completed — three for each part of the portfolio.

You will add an observation form to your portfolio after each observation.

Here are the lesson observations you need to complete:

Portfolio part	Focus of the observation
1. The English language	<ol style="list-style-type: none">1. Identifying and describing the development of learners' pronunciation and word formation in a lesson.2. Identifying and describing which CEFR 'Can Do' statements the lesson addresses.3. Using the CEFR to identify and describe the subskills within the four broad areas of skills (reading, writing, listening, speaking) that are developed during the lesson.
2. The English language learner	<ol style="list-style-type: none">1. Identifying and describing how the teacher creates language learning opportunities for the learners in their classroom and connecting these to language learning theory.2. Identifying and describing L1 influence of one selected learner.3. Identifying and describing emergent language in the lesson.
3. The English language classroom	<ol style="list-style-type: none">1. Identifying and describing different techniques the teacher uses to draw learners' attention to errors.2. Identifying and describing which methodology or methodologies a teacher uses in their lesson.3. Describing and analysing an example of materials used in a lesson.

Portfolio part one: the English language

The first part of the portfolio involves gathering evidence of your knowledge of the English language.

You will provide evidence that you're aware of sounds and grammar rules, that you can use the CEFR to identify proficiency levels and learning needs, and that you understand the four language skills.

Topics in part one:

1. **Language awareness:** using the terminology for talking about language; demonstrating knowledge of the sounds of English (phonology); demonstrating knowledge of word formation (morphology).
2. **The syntax and grammar of English:** demonstrating knowledge of the grammatical rules and conventions of the English language.
3. **The Common European Framework of Reference for Languages (CEFR):** using the CEFR to identify proficiency levels and learning needs; demonstrating knowledge of 'Can Do' statements in the framework.
4. **The four skills** (reading, listening, speaking and writing): demonstrating understanding of these four broad skills, as well as the subskills within each of these four broad areas.

Topic	Task for portfolio and what to submit	Approx. time needed
Language awareness	Task 1: A glossary of terms for talking about language This task involves individual study and professional discussion. Through discussions with your colleagues and your own independent study, make a glossary of terms for talking about language. Aim to have 10-15 key terms in your glossary. This glossary will be used to support your teaching. Use the Task 1 glossary template to create your glossary. Add your glossary to your portfolio. The glossary must show an ability to use terminology for talking about language.	2 hours
	Task 2: Observation of a colleague's lesson Undertake an observation of a colleague teaching a lesson. In your observation focus on identifying and describing the	2 hours

	<p>knowledge of pronunciation and word formation that the lesson is developing. Use the Task 2 observation form with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and describe the language awareness of learners that is developed in a lesson.</p>	
The syntax and grammar of English	<p>Task 3: Observation of your teaching</p> <p>Plan and teach a lesson which includes building learners' language awareness (for example, a specific aspect of grammar, or phonology, or vocabulary). Be observed and discuss the lesson afterwards with the observer. Use the Task 3 observation form with the reflective task for this observation.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to apply your own language awareness to teaching practice.</p>	2.5 hours
Common European Framework of Reference for Languages (CEFR)	<p>Task 4: Observation of a colleague's lesson</p> <p>Undertake an observation of a colleague teaching a lesson to learners with low language proficiency. In your observation focus on identifying and describing what CEFR 'Can Do' statements the lesson addresses. Use the Task 4 observation form below with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and understand CEFR levels and 'Can Do' statements.</p>	1.5 hours
	<p>Task 5: Using the CEFR to identify learning needs</p> <p>This task involves classroom-based learning. Select one learner from a class you currently teach and use the CEFR to identify their learning needs. Use the Task 5 learning needs analysis template to:</p> <ul style="list-style-type: none"> identify the proficiency level of the learner in respect of the CEFR Global Scale; 	1.5 hours

	<ul style="list-style-type: none"> ● identify their current strengths and learning needs using the detailed 'Can Do' statements in the CEFR using this resource here; ● explain how you have identified the learner's current strengths and learning needs; ● formulate at least two targets for the next steps in the learner's learning based on specific CEFR 'Can Do' statements. <p>Add the completed learning needs analysis to your portfolio. The analysis must show an ability to use the CEFR for identifying learning needs.</p>	
<p>The four skills</p>	<p>Task 6: Observation of a colleague's lesson</p> <p>Undertake an observation of a colleague teaching a lesson. In your observation focus on using specific CEFR 'Can Do' statements to identify and describe the subskills within the four broad areas of skills that are developed during the lesson. Use the Task 6 observation form with the reflective task as part of this observation. This form includes an example of a subskill. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and describe language skills and subskills.</p>	<p>1.5 hours</p>

Portfolio part two: the English language learner

The second part of the portfolio considers the journey of the English language learner.

You will look at learner motivation, second language learning, individual learner backgrounds, emergent language and errors.

Topics in part two:

1. **Motivation:** motivations for learning English and motivating the learners in your classroom.
2. **Second language learning:** how you learn a second language, the different theories and practical knowledge for classroom teaching.
3. **The individual learner:** previous experiences of language learning and linguistic background.
4. **Learner language:** the language learners use as they start interacting with English (emergent language) and errors.

Topic	Task for portfolio and what to submit	Approx. time needed
Motivation	<p>Task 1: A survey of student motivation</p> <p>This task involves classroom-based learning. Design a task to survey your learners' reasons for learning English. Deliver this task as part of one of your lessons. Present your findings in your portfolio and reflect on how this knowledge can support your teaching. Use Task 1 Form to record your findings.</p>	1.5 hours
	<p>Task 2: Observation of your teaching</p> <p>Plan and teach a lesson with a focus on motivating learners to engage with the target language outside of the classroom. Ask them about their experiences in their next lesson with you. After the lesson, reflect on how your lesson plan motivated the learners to use English taking the student feedback into account. Use Task 2 Observation Form with the reflective task as part of this observation.</p>	2.5 hours

	Add the completed observation form to your portfolio along with your reflection. Your reflection should show an ability to evaluate how effective the lesson was at motivating learners to use English outside of the classroom.	
Second language learning	<p>Task 3: Research second language acquisition theories</p> <p>This task involves individual study. Research second language acquisition theories and complete the table. An example is provided. Present your findings in your portfolio and reflect on how this knowledge can support your teaching.</p> <p>Use Task 3 Form to record your findings.</p>	2 hours
	<p>Task 4: Observation of a colleague's lesson</p> <p>Undertake an observation of a colleague teaching a lesson. Focus on identifying and describing how language learning opportunities are related to one or more of the theories you researched in the individual study in the previous task. Use Task 4 Observation Form with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and describe and reflect on how the teacher promotes language learning.</p>	1.5 hours
The individual learner	<p>Task 5: Observation of a colleague's lesson</p> <p>Undertake an observation of a colleague teaching a lesson. Focus on identifying and describing L1 influence on one chosen learner.</p> <p>Before the lesson, ask the colleague for the linguistic profile (an overview of the L1s within the classroom) of the learners. Agree with the colleague before the lesson on who the chosen learner will be for the observation. As preparation for the observation, undertake research into the typical interference issues associated with speakers of the chosen learner's L1.</p> <p>In the observation, focus on identifying and describing L1 influence under the following headings:</p> <ul style="list-style-type: none"> ● language transfer (grammar, syntax, vocabulary) ● pronunciation ● translation 	1.5 hours

	<p>Reflect on what you have learnt through this lesson observation. Use Task 5 Observation Form with the reflective task as part of this observation.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and describe and reflect on L1 influence in the classroom.</p>	
<p>Learner language</p>	<p>Task 6: Observation of a colleague's lesson</p> <p>Undertake an observation of a colleague teaching a lesson. Focus on identifying and describing emergent language (unrehearsed and unplanned).</p> <p>Use Task 6 Observation Form with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>Add the completed observation form to your portfolio. The completed observation form must show an ability to identify and describe and reflect on 'learner language'.</p>	<p>1.5 hours</p>

Portfolio part three: the English language classroom

The third part of the portfolio is about exploring the practical skills you need in the classroom. You will look at lesson planning, classroom management, methodologies and materials, and reflect on the learners you are teaching.

Topics in part three:

1. **Lesson planning:** effective ways to plan your lesson to meet the learning outcomes, including a look at different task types.
2. **Classroom management:** addressing how to give instructions, support interaction, check understanding, feedback, correction techniques and teacher-talk-time and assessment.
3. **Methodologies:** a look at three main branches of ELT methodologies
4. **Materials:** analysing, selecting and adapting teaching and learning materials.

Topic	Task for portfolio and what to submit	Approx. time needed
Lesson planning	<p>Task 1: Design a lesson plan template</p> <p>This task involves classroom-based learning. Design your own lesson plan template. Describe the different sections and analyse the use of each part of the template. Compare the template to different template types (that you have used before or researched). Use Task 1 Form to record your findings.</p>	1.5 hours
	<p>Task 2: Observation of your teaching</p> <p>The focus for this observation is on how you introduce the lesson and activate prior knowledge. Plan a lesson where you focus on these two topics and reflect on how activating prior knowledge helps teachers to promote learning. Use Task 2 Observation Form with the reflective task.</p> <p>Your reflection should show an ability to identify and describe how to activate prior knowledge.</p>	2.5 hours
	<p>Task 3: Promoting student talk time</p>	2 hours

<p>Classroom management</p>	<p>This task involves individual study and professional discussion. Through discussions with your colleagues and your own independent study, investigate ways to promote student talk time in your classroom. Focus on describing the benefits and describe three classroom activities which increase student talk time. Reflect on your ideas using the Task 3 Form.</p>	
	<p>Task 4: Observation of a colleague’s lesson</p> <p>Undertake an observation of a colleague teaching a lesson. Focus on how the teacher corrects errors and mistakes in their learners’ learning. Research ‘error correction in ELT’ beforehand. Identify and describe different techniques the teacher uses to draw learners’ attention to mistakes and errors, when they do this in the lesson and how the learners react. Use Task 4 Observation Form with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>The observation form must show an ability to identify and describe and reflect on error correction in the ELT classroom.</p>	<p>1.5 hours</p>
<p>Methodologies</p>	<p>Task 5: Observation of a colleague’s lesson</p> <p>Describe the following methodologies commonly used across ELT: Grammar-translation method, communicative approach, and task-based learning. Undertake an observation of a colleague teaching a lesson. Focus on identifying and describing which methodology or methodologies they use in their lesson. Reflect on the effectiveness of the methodologies used. Use Task 5 Observation Form with the reflective task as part of this observation. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p> <p>The completed observation form must show an ability to identify and describe and reflect on common ELT methodologies.</p>	<p>1.5 hours</p>
<p>Materials</p>	<p>Task 6: Observation of a colleague’s lesson</p> <p>Undertake an observation of a colleague teaching a lesson. Focus on identifying and describing how the materials are used. Reflect on what you have learned watching how the materials are used. It is advisable to check with your colleague that the lesson you plan to observe is going to be appropriate for this observation task.</p>	<p>1.5 hours</p>

	<p>Use Task 6 Observation Form with the reflective task as part of this observation.</p> <p>The completed observation form must show an ability to identify and describe and reflect on ELT materials.</p>	
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Portfolio part four: reflective practice

Note: You should complete parts 1-3 before you start part 4.

In the fourth and final part of the portfolio, you will reflect on your journey through the AccessTEFL programme.

You will complete a self-assessment of your progress, and then reflect on some feedback from your learners. You will have a final 90 minutes of observation of your teaching. And finally, you will plan your continuing professional development.

Topics in part four:

1. **Self-assessment:** identifying the knowledge and skills gained on this qualification; evaluating confidence in relation to specific aspects of teaching practice.
2. **Feedback from learners:** designing a questionnaire for collecting feedback from a group of learners you are teaching about their lessons; collecting feedback and reflecting on the findings.
3. **Final observation and reflection:** planning and delivering a lesson that puts into practice everything learnt on this qualification; discussing feedback on this lesson with the observer; reflecting on the observation experience and feedback.
4. **Critical incident reflection:** undertaking a critical incident reflection that focuses on something that has happened in a lesson which has significance.
5. **Action planning:** formulating targets and actions for continuing professional development.

Topic	Tasks for portfolio and what to submit	Approx. time needed
Self-assessment	<p>Task 1: Self-assessment checklist and reflection</p> <p>Complete the Task 1 self-assessment checklist and reflection. Use this checklist to identify the knowledge and skills gained on this qualification. Reflect on your professional learning by evaluating your confidence in relation to specific aspects of your teaching practice.</p> <p>Add your self-assessment checklist and reflection to your portfolio. Your self-assessment must show an ability to self-assess your own professional learning with honesty and integrity.</p>	1.5 hours
Feedback from learners	<p>Task 2: Learner feedback</p> <p>Collect feedback from a group of learners you are teaching about one activity that you try out with them. Use the Task 2 learner feedback template (note that you can create your own set of questions for this task if you wish to). Write up a reflection (200-300 words) on the findings and explain what insights into your teaching the feedback has given you. Identify ways to improve your teaching practice based on the feedback.</p> <p>Add your reflection and the completed learner feedback template to your portfolio. Your learner feedback template and reflection must show an ability to collect relevant and useful feedback, and to then reflect on the findings with honesty and integrity.</p>	3.5 hours
Final observation and reflection	<p>Task 3: Observation of your teaching</p> <p>Plan and teach a lesson that puts into practice three points of development identified from previous observations in Parts 1 to 3 of the portfolio. Be observed and discuss the lesson afterwards with the observer. See also Task 3 observation form and the reflective task for this observation.</p> <p>Add your completed observation form to your portfolio. Your observation form must show an ability to respond constructively to observation feedback and to identify actions for developing teaching practice based on observation feedback.</p>	2.5 hours

<p>Critical incident reflection</p>	<p>Task 4: Critical incident reflection</p> <p>Complete the Task 4 critical incident reflective task form. A critical incident is something that has happened in a lesson which has significance for you. This could be an event which made you stop and think, or one that raised questions for you. Discuss the critical incident with your mentor and record the targets and actions that have been formulated based on this discussion.</p> <p>Add your completed critical incident form to your portfolio. Your critical incident form must show an ability to explore experiences in order to lead to new understandings and appreciation of teaching and learning.</p>	<p>2 hours</p>
<p>Action planning</p>	<p>Task 5: Action plan</p> <p>Complete the action plan form. Use this form to formulate targets and actions for your continuing professional development.</p> <p>Add your completed action plan to your portfolio (after discussion with your mentor - see next task). Your action plan must show an ability to formulate specific and measurable targets with relevant and achievable actions for own continuing professional development</p>	<p>1 hour</p>
	<p>Task 6: Final meeting with your mentor</p> <p>After completing your action plan for your own continuing professional development, arrange a final meeting with your mentor. Use this meeting to discuss feedback from your mentor on your action planning.</p> <p>Add your completed action plan to your portfolio. Your action plan must show an ability to respond constructively to feedback from an experienced colleague about your continuing professional development. Make sure that your mentor has also approved and signed your action plan.</p> <p>Make sure to also add your finalised record of teaching hours to the portfolio.</p>	<p>1 hour</p>

Portfolio checklist

Before you submit your portfolio, review this checklist.

All the documents for the portfolio are available as separate downloads.

[> Download the training and learning portfolio documents](#)

You will submit your portfolio as digital documents, in either Microsoft Word or PDF formats. When you name each document, include the task number e.g. Access TEFL part one task one_yourname

	Part 1	Part 2	Part 3	Part 4
Task 1	Individual study: Glossary of language terms	Classroom based learning: Survey of student motivation	Classroom based learning: Design a lesson plan template	Self- assessment & reflection
Task 2	Observation of a colleague: Pronunciation and word formation	Observation of your teaching: Motivation to use target language	Observation of your teaching: Activating prior knowledge	Learner feedback: Collecting and reflecting on feedback
Task 3	Observation of your teaching: Building learners' knowledge of grammar	Individual study: Second Language Acquisition theories	Individual study and professional discussion: Promoting student talk time	Observation of your teaching: putting Parts 1-3 into practice
Task 4	Observation of a colleague: Low language proficiency	Observation of a colleague: Language learning opportunities	Observation of a colleague: Error correction	Critical incident reflection
Task 5	Classroom based learning: CEFR student needs analysis	Observation of a colleague: Influence of L1	Observation of a colleague: ELT methodologies	Action plan
Task 6	Observation of a colleague: CEFR subskills	Observation of a colleague: Emergent language	Observation of a colleague: Use of materials	Final mentor meeting Record of teaching hours

Resources and recommended reading

General resources

[Teaching English | British Council](#) Teaching English from the British Council has teaching resources and materials for professional development

[One Stop English](#) Teaching and learning resources and articles from Macmillan Education

[Macmillan English Advancing Learning](#) Blog articles on a range of topics related to English language teaching

[Cambridge International Education Getting started with...](#) Guides that introduce and develop key areas of teaching practice

Useful books for AccessTEFL trainees:

- Jim Scrivener. *Learning Teaching*
- Jeremy Harmer. *The Practice of English Language Teaching*
- Penny Ur. *A Course in English Language Teaching*

Specific resources

Language awareness

[Grammar Monster](#) Grammar resources

[GrammarBytes](#) Here you can find a glossary of grammar terms

[Busting grammar myths](#) Advancing Learning blog article by Viv Lambert

[Teaching Pronunciation](#) A useful workshop by Adrian Underhill on the basics of teaching pronunciation

The Common European Framework of Reference for Languages (CEFR)

[Council of Europe](#) Website with lots of CEFR resources

[The CEFR and Language Assessment](#) Article on the Teaching English website

[Understanding your English level](#) Article on the Teaching English website

Learner motivation

[How to conduct a needs analysis](#) Advancing Learning blog article by Ethan Mansur

[Motivating the students](#) Article on the Teaching English website

SLA theory

[‘What is SLA research good for, anyway?’](#) Recording of the opening plenary at the IATEFL 2018 conference with Lourdes Ortega looks at the benefits of second language acquisition research

Lesson planning

[Building blocks of a good lesson](#) Advancing Learning blog article by Stephanie Hirschman

[Bringing lesson outcomes to life](#) Advancing Learning blog article by Kieran Donaghy

Classroom management

[Classroom Management](#) Article on the Teaching English website

[Classroom Management for young learners](#) Article on the Teaching English website

Language teaching methodologies

[The Communicative Approach](#) Article on the Teaching English website

[The Grammar Translation Method](#) Article on the One Stop English website

[Task Based Learning](#) Article on the Teaching English website

Teaching and learning materials

[Textbooks in ELT](#) Article on the Teaching English website

[Using Authentic Materials](#) Article on the Teaching English website

Reflective practice

[Ways to Develop Your Practice through Self-Reflection](#) Advancing Learning blog article by Kieran Donaghy by Jade Blue.

[Getting started with reflective practice](#) Guide from Cambridge International Education.

[Getting started with peer observation](#) Guide from Cambridge International Education



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