

The EAQUALS Profiling Grid for Language Teachers

INTRODUCTION

The EAQUALS Profiling Grid, developed by Brian North (Eurocentres) and Galya Mateva (Optima), introduces the idea of a set of reference levels and a one-page overview of competence for language teachers similar to the CEFR concept

Stages

The three stages “Basic,” “Independent” and “Proficient” reflect the three broad levels of a teacher’s development as a professional.

Categories

The four broad categories “Language,” “Qualifications,” “Core Competencies” and “Complementary skills” are intended to reflect the main aspects of a language teaching professional’s profile. Some people may have high-level core competencies yet lack significant formal qualifications. Others may have high-level paper qualifications but be lacking in core competencies (including experience) at the equivalent level. Complementary skills may develop during a person’s career, or may reflect experience or talents that they bring with them to the profession.

Language proficiency relates primarily to non-native speakers, though many native-speaker teachers will not be at T6. Language awareness, however, relates to both native- and non-native speakers of the target language

Qualifications relate to the norms for the sector and national context. Many contexts have T4 as their minimum standard.

Core competencies: Descriptors for different core competencies could be used for :

- teacher self-assessment
- as a reference point for developing teacher training curricula for different levels,
- for defining training tasks
- for documenting the competencies demonstrated in training,
- and/or for the observation of teaching.

		BASIC		INDEPENDENT		PROFICIENT	
		T1	T2	T3	T4	T5	T6
LANGUAGE	Language Proficiency	<ul style="list-style-type: none"> studying the language at tertiary level B1 proficiency 	<ul style="list-style-type: none"> studying the language at tertiary level B2 proficiency 	B2 certificate in the language; oral competence at C1 level	a C2 examination certificate (eg CPE)	<ul style="list-style-type: none"> degree in the language, or: a C2 examination certificate (eg CPE) 	<ul style="list-style-type: none"> native speaker, or: language degree or C2 certificate plus a natural command of the language
	Language Awareness	<ul style="list-style-type: none"> answer simple queries with the help of reference works 	<ul style="list-style-type: none"> answer queries related to high frequency structures 	<ul style="list-style-type: none"> give correct models of usage on most occasions answer most language queries satisfactorily at A1-B1, using reference sources as necessary 	<ul style="list-style-type: none"> give correct models of usage on most occasions answer language queries adequately though not always comprehensively, using reference sources as necessary 	<ul style="list-style-type: none"> give correct examples of usage on all occasions answer language queries reliably 	<ul style="list-style-type: none"> provide clear explanations teach usage and register at all levels understand what is confusing learners give comprehensive, accurate answers to queries
QUALIFICATIONS	Language Teacher Qualifications	<ul style="list-style-type: none"> taking a certificate in teaching the target language, or: following an internal training course 	<ul style="list-style-type: none"> a minimum of 30 hours documented, structured training in language awareness and methodology of teaching the target language 	<ul style="list-style-type: none"> a minimum of 60 hours of documented, structured training in teaching the target language 	<ul style="list-style-type: none"> degree in the target language, or: internationally recognised (min. 100 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> degree or degree module in teaching the target language, or: internationally recognised (min. 100 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> masters degree or module in language teaching or applied linguistics or: postgraduate or professional diploma in teaching the language (min. 200 hours)
	Language Teaching Practice	<ul style="list-style-type: none"> experience of team-teaching or of acting as a teacher’s assistant 	<ul style="list-style-type: none"> experience of supervision and assessment while teaching phases of lessons 	<ul style="list-style-type: none"> a minimum of 2 hours of documented, assessed teaching practice has been observed & had feedback on some actual teaching 	<ul style="list-style-type: none"> a minimum of 6 hours of documented, assessed teaching practice has been observed & had feedback on at least 5 hrs of real teaching 	<ul style="list-style-type: none"> a minimum of 12 hours of documented, assessed teaching practice has been observed & had feedback on at least 8 hours of teaching 	<ul style="list-style-type: none"> a minimum of 18 hours of documented, assessed teaching practice has been observed & had feedback on at least 12 hours of teaching
	Teaching Experience	<ul style="list-style-type: none"> taught some lessons or parts of lessons at one or two levels 	<ul style="list-style-type: none"> own class(es) but limited experience which only includes teaching at lower levels 	<ul style="list-style-type: none"> a minimum of 200 hours, documented teaching experience taught a range of levels up to B1 	<ul style="list-style-type: none"> a minimum of 800 hours, documented teaching experience taught all levels except C1 & C2 	<ul style="list-style-type: none"> a minimum of 2,400 hours, documented teaching experience taught all levels except C2, examination and/or specialised classes 	<ul style="list-style-type: none"> a minimum of 4,000 hours, documented teaching experience taught all levels successfully, general, exam and specialised
CORE COMPETENCIES	Methodology: knowledge and skills	<ul style="list-style-type: none"> sensitisation to learning theories and features of language familiarity with a limited range of techniques and materials for one or two levels 	<ul style="list-style-type: none"> basic understanding of learning theories and features of language familiarity with techniques and materials for 2+ levels select new techniques & materials with advice from colleagues 	<ul style="list-style-type: none"> familiarity with theories of language learning and with learning styles familiarity with an expanding range of techniques and materials choose which to apply based on the needs of a particular group evaluate usefulness of techniques and materials in teaching context 	<ul style="list-style-type: none"> familiarity with learning theory, learning styles and learning strategies identify the theoretical rationale behind a wide range of techniques and materials, with which familiar evaluate appropriateness of techniques and materials in different teaching situations 	<ul style="list-style-type: none"> good familiarity with teaching approaches, learning styles, strategies provide theoretical rationale for teaching approach and for a very wide range of techniques / materials evaluate materials effectively from practical and theoretical perspectives 	<ul style="list-style-type: none"> detailed knowledge of theories of language and learning select an optimum combination of techniques to suit each type of learner and learning situation & provide clear theoretical rationale for decisions
	Lesson and Course Planning	<ul style="list-style-type: none"> work with lesson plans in teachers’ notes to published materials 	<ul style="list-style-type: none"> use published or in-house materials to develop plans for different types of lessons plan phases and timing of various lesson types 	<ul style="list-style-type: none"> use a syllabus and specified materials to prepare lesson plans that are well-balanced and meet the needs of the group; adjust these plans as required take account of lesson outcomes in planning next lesson 	<ul style="list-style-type: none"> analyse individual learners’ needs in detail, including learning-to-learn plan clear main and supplementary objectives for lessons provide a rationale for lesson stages select/design supplementary activities ensure lesson-to-lesson coherence 	<ul style="list-style-type: none"> plan a balanced, varied scheme of work for a module based on detailed needs analysis design tasks to exploit linguistic and communicative potential of materials design multi-level tasks to meet individual needs and lesson objectives 	<ul style="list-style-type: none"> plan an entire course with recycling and revision create or select appropriate activities for balanced learning modules with communicative and linguistic content design multi-level tasks to meet individual needs and lesson objectives
	Interaction Management and Monitoring	<ul style="list-style-type: none"> alternate between whole class teaching and pair practice following suggestions in a teachers’ guide 	<ul style="list-style-type: none"> manage teacher-class interaction effectively give clear instructions for pair and group work monitor the resulting activity give clear feedback 	<ul style="list-style-type: none"> set up pairs and groups efficiently ensure all learners are involved in productive pair and group work monitor performance at all times bring the class back together and manage feedback 	<ul style="list-style-type: none"> set up a varied and balanced sequence of class, group and pair work appropriate to the lesson objectives monitor individual and group work effectively providing or eliciting appropriate feedback 	<ul style="list-style-type: none"> set up group interaction focused on multiple learning objectives monitor individual and group performances accurately and thoroughly give various forms of relevant individual feedback 	<ul style="list-style-type: none"> facilitate task-based learning manage learner-centred, multi-level group work derive appropriate action points from monitoring and analysis of the interaction
	Assessment	<ul style="list-style-type: none"> supervise and mark class quizzes and progress tests 	<ul style="list-style-type: none"> supervise and mark tests write a class quiz or revision activity to revise recent work 	<ul style="list-style-type: none"> select suitable progress tests and set up and supervise them use the results and simple oral and written tasks to assess learners’ progress and things to work on use a homework marking code to increase language awareness 	<ul style="list-style-type: none"> conduct tests and interviews if given material to do so train learners to code their errors to increase language awareness design or select appropriate quizzes, revision activities, and progress tests CEFR standardisation experience 	<ul style="list-style-type: none"> coordinate placement testing and progress assessment (oral & written) use video & hw codes to help learners recognise strengths / weaknesses use CEFR criteria reliably to assess spoken and written proficiency 	<ul style="list-style-type: none"> write progress tests develop assessment tasks run CEFR standardisation sessions use video & hw codes to help learners recognise strengths / weaknesses use CEFR criteria reliably to assess spoken and written proficiency
COMPLEMENTARY SKILLS	Teacher Development	<ul style="list-style-type: none"> take part in training sessions cooperate with colleagues with set tasks regularly observe real teaching 	<ul style="list-style-type: none"> take an active part in group work during training liaise well with other teachers observe & team-teach with teachers at restricted levels act on colleagues’ feedback on serial observations of own teaching 	<ul style="list-style-type: none"> take an active part in various kinds of in-service training/development actively seek advice from colleagues and relevant books observe colleagues at various levels act on colleagues’ feedback on serial observations of own teaching 	<ul style="list-style-type: none"> develop awareness and competence through professional reading lead discussions sometimes and exchange ideas about materials and techniques seek opportunities to be observed and receive feedback on own teaching 	<ul style="list-style-type: none"> act as mentor to less experienced colleagues lead a training session or even series of sessions given materials to use and distance support from a colleague seek opportunities for peer-observation 	<ul style="list-style-type: none"> create a series of training modules for less experienced teachers run a teacher CPD programme take part in institutional or (inter) national projects observe colleagues and provide effective feedback
	Digital Media	<ul style="list-style-type: none"> write a worksheet following conventions follow menus to operate software download from resource sites (e.g. One Stop English) 	<ul style="list-style-type: none"> search effectively for material on the internet select and download from resource sites (e.g. One Stop English) organize materials in hierarchically structured folders 	<ul style="list-style-type: none"> use data projectors for class lessons with internet, DVD etc use software for handling images, DVDs, sound files use a camcorder to record tasks set a class an exercise with CALL materials 	<ul style="list-style-type: none"> use data projectors for class lessons with internet, DVD etc create lessons with downloaded texts, pictures, graphics, etc. set & supervise individual CALL work coordinate project work with media (camcorder, internet downloads etc) 	<ul style="list-style-type: none"> use PowerPoint for presentations, including animation train students to select and use CALL exercises effectively use authoring program to create CALL troubleshoot with basic equipment (e.g. data projector, printer). 	<ul style="list-style-type: none"> show colleagues how to use new soft/hardware, incl. authoring programs design blended learning modules use any standard Windows software, including media, video editing troubleshoot hardware