

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