

# 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 observation feedback</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>