

EAQUALS Framework for Teacher Training and Development

Introduction to the first public draft * (*Excerpts*)

What is the EAQUALS Framework for Language Teacher Training and Development?

It is EAQUALS' main mission to contribute to the enhancement of quality in language teaching and learning. In line with this mission, the **EAQUALS Framework for Language Teacher Training and Development** aims to respond to this need for guiding principles and tools.

It contains an open-ended inventory describing the professional competencies needed by language teachers at different stages, and is intended for use by managers, co-ordinators, teacher trainers and language teachers themselves when they are assessing teacher competencies.

It can also be used when setting aims for or deciding the content of further training and development that meets the specific needs of teams and individual teachers, or training courses that are intended for language teachers from a range of contexts.

Main aims:

- to serve as a tool for the **(self) assessment of language teaching competencies**
- to help **identify training needs** and **plan professional development** for practising language teachers
- to encourage teachers **to continue their professional development** on their own and with the support of their institutions
- to help document **the design of public training courses** for practising language teachers
- to serve as a tool for **evaluating and accrediting TT/TD-courses**.

It can also serve as a model to guide users in developing additional descriptors for more detailed areas (such as materials design, carrying out task-based assessment, teaching young learners, teaching one-to-one lessons, providing language support for immigrants etc). [...]

Approach and content

The EAQUALS Teacher Development Framework aims to describe the **key competencies** required of language teachers across **three levels of professional development**:

- **level 1** normally applies early in a teaching career before experience has been gained across a wide range of contexts and levels of courses, and when the teacher's own 'repertoire' of professional competence is not yet fully developed;
- **level 2** is an 'intermediate' level where teachers are accumulating experience and gradually gaining greater independence and competence as professionals;
- **level 3** would normally be associated with teachers with broad experience, further training and a strong commitment to the profession as well as high levels of competence across a broad spectrum.

It is, of course, assumed that what is described at level 2 builds on what is in level 1, and level 3 builds on what is described at level 2. To be noted that these '**levels**' do not refer to the actual job that teachers may be doing or, indeed, their qualifications. The focus is on the extent to which a teacher's background knowledge and awareness, their professional skills, and their experience have so far developed, and it may well be that even an experienced teacher may be at different 'levels of development' in different skills areas.

* Please note that this is still a working document. Therefore, please ask EAQUALS - Richard Rossner (rrossner@eaquals.org) - for permission for quoting.

The **competencies** are defined as a combination of three main components:

- a. **Knowledge, understanding and awareness** (*savoir*)
- b. **Practical or technical skills and abilities** (*savoir faire*)
- c. **Attitudes and values** (*savoir être*)

Although in reality it is not easy to distinguish these elements from each other, in the daily practice of teachers, they are separately described in order to make it easier for teachers, trainers and managers to identify and reflect on the strengths and gaps in competence that may exist, and what the focal points of professional training and development should therefore be.

The competences listed at each development level are overlapping – hence the dotted lines dividing each column – and are seen as the minimum levels of competence required at each development level. Similarly to the ELP-based language learner profile, also a teacher's profile based on the *EAQUALS Teacher Development Framework* is likely to be "uneven or 'jagged' (i.e not at the same level in all competence areas).

The following elements are included in the *EAQUALS Teacher Development Framework*:

- **'values' and 'attitudes'** - placed right at the beginning of the *Framework*;
- **'global descriptors'** - These summarize in a few sentences the all-round competence expected of language teachers at each of the three development levels;
- **the descriptors of 'knowledge' and 'skills'** for **five main areas**:
 - **Planning Teaching and Learning**
 - **Teaching and Supporting Learning**
 - **Assessment of Learning**
 - **Language Communication and Culture**
 - **The Teacher as Professional**

In each main area, the competencies are subdivided by sub-headings that appear in the left-hand column. In the other three columns, 'relevant 'knowledge' and 'skills' are specified and grouped by development level to illustrate the progression in competence that might be expected as a minimum at the three successive levels. The dotted lines between columns, and between skills and knowledge, indicate the inevitable overlaps and the fuzziness of separation referred to above. [...]

To exemplify the approach taken, the first two sections - "*Values and attitudes*" and "*Overview of the global descriptors for the three development levels*" - are included below. They are followed by excerpts from the "*Detailed Descriptors by Main Area*". The area selected for illustration purposes is **Teaching and Supporting Learning** with its six sub-sections:

- | | |
|-------------------------------|-------------------------|
| (1) Teaching methodology | (4) Lesson management |
| (2) Resources/Materials | (5) Monitoring learning |
| (3) Interacting with learners | (6) Learner autonomy |

EAQUALS FRAMEWORK FOR LANGUAGE TEACHER TRAINING AND DEVELOPMENT

VALUES AND ATTITUDES

LANGUAGE TEACHERS AT ALL LEVELS OF DEVELOPMENT HAVE THE FOLLOWING VALUES AND ATTITUDES:

- A positive attitude to diversity and differences among learners and respect for the personal and cultural background of the learners
- A readiness to adapt teaching to make the best possible provision for learners with learning difficulties or other disadvantages
- A belief that learning is more effective when learners are aware of their aims and the progress that they are making
- A belief in the value of the learning-centred classroom, the various roles played by teacher and learners and their related modes of interaction
- A realisation that knowledge and awareness of the target language and sound methodology contribute to successful teaching and learning.

Learners needs, and planning

- A concern with identifying the learning needs and wants of all learners, and a conviction that methodical planning will lead to greater learner achievement and satisfaction
- A readiness to consult learners and involve them in the planning process, prompting feedback and adapting activities in response to this
- A realisation that planning needs to be flexible and that plans should be modified in the light of the learning process and learners' needs
- An appreciation that there should be a clear progression from one lesson to another with reference to the planned learning outcomes, and that remedial work is likely to be necessary to address areas where language development is progressing more slowly.
- Critical awareness of a range of possible resources and their sound exploitation with reference to learners' level

Teaching

- A belief in the value of lifelong learning and development
- A commitment to taking account of both individual and group learning needs
- An open mind concerning methods and techniques for guiding and supporting language learning
- A belief that learners learn more effectively if they are actively involved in decisions about the learning process
- A determination to enable all learners to achieve optimal progress in their learning

Assessment

- A belief that assessment is an integral part of learning and teaching and therefore should be designed and used in a fair, transparent and coherent way
- A commitment to the principles of validity and reliability in test design, delivery, grading and feedback
- An appreciation of the impact of assessment on the whole learning & teaching process (assessment for learning; assessment of learning)
- A commitment to providing timely, accurate and meaningful feedback to learners on their progress and attainment
- An appreciation of the role of self-assessment in enabling learners to actively engage in monitoring their own progress

Language, communication & culture

- A commitment to plurilingualism and pluriculturalism, and a respect for varieties of language
- A belief in language and communication as instruments for social cohesion and mobility
- A belief in the dynamism and creative potential of language in planning, teaching and learning
- A belief in the educational value of language learning and understanding of other cultures
- A recognition of the significance of differences among individuals in terms of the way they use language.

OVERVIEW OF LANGUAGE TEACHER COMPETENCIES AT THREE LEVELS OF DEVELOPMENT

Development phase 1	Development phase 2	Development phase 3
<p>Teachers at this level are competent replicators.</p> <p>They have pre-service teaching qualifications and can follow models of good practice. They plan, teach and reflect on their teaching effectively, and are responsive to guidance and feedback.</p>	<p>Teachers at this level are aware practitioners.</p> <p>They have greater confidence and show initiative in planning, delivery and evaluation. They are open to and aware of issues that arise in the learning and teaching process, and can independently identify and implement additional teaching strategies, seeking guidance as necessary.</p>	<p>Teachers at this level are expert facilitators.</p> <p>They have mastered a broad range of skills and strategies related to learning and teaching processes. They are competent in curriculum and syllabus development, creating teaching materials and developing assessment tools for use by others. They can also provide effective guidance to other teachers.</p>
<p>Teachers at this level are involved in the further development of their teaching skills in the context of a systematic institutional development programme.</p>	<p>Within an institutional environment conducive to professional development, teachers at this level have gained a clear understanding of the nature of continuing professional self-development, can identify their professional needs, and can set objectives for developing themselves.</p>	<p>Teachers at this level understand the need for continuing professional development even at this high level of competence and are involved in this as both learners and trainers or mentors of less experienced colleagues.</p>

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DETAILED DESCRIPTORS BY MAIN AREA *(Excerpts)*

TEACHING AND SUPPORTING LEARNING			
Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
1. Teaching methodology:	<p>Knowledge of:</p> <ul style="list-style-type: none"> • basic terms and language levels of the CEFR as related to teaching and learning • concepts and meta- language needed for handling simple explanations and answering basic language questions at lower levels • the notions of 'reception', 'production' and 'interaction' as key-dimensions of language skills development • the impact of affective factors on learning • main approaches, methods and techniques of language teaching, and their underlying principles 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • applications and implications of the values and principles of the CEFR and its ways of describing language and communication • the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques • the role of cognitive and affective factors in the learning process and the development of language competence 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • key issues in learning theory relevant to language learning • the full range of didactic, pedagogic principles underlying the CEFR, and their relevance and applicability to concrete teaching/learning contexts • theory and research related to more specialised approaches and methods of language teaching (e.g. task-based learning, lexical approach, cognitive and affective factors in learning etc.)
	<p>Skills:</p> <ul style="list-style-type: none"> • using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication • using a range of core techniques to present and promote practice and support learning of the target language (grammar, lexis and pronunciation) • using classroom language appropriate to the level of the learners 	<p>Skills:</p> <ul style="list-style-type: none"> • effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication • efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness 	<p>Skills:</p> <ul style="list-style-type: none"> • using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills • evaluating the appropriateness of techniques for different teaching and learning situations, and creatively deploying a wide range of techniques

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
2. Resources/ Materials	<p>Knowledge of:</p> <ul style="list-style-type: none"> main categories and uses of learning resources for a limited range of levels and types of learners 	<p>Knowledge of:</p> <ul style="list-style-type: none"> rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media 	<p>Knowledge of:</p> <ul style="list-style-type: none"> Methods of evaluating a wide range of materials from different practical and theoretical perspectives Categories, genres and text types in language teaching and learning
	<p>Skills:</p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively managing teaching / learning resources effectively for familiar teaching contexts/situations using resources effectively following suggestions in a teacher's guide or course book using standard technology in the classroom (e.g. MP3, CDs, the internet) 	<p>Skills:</p> <ul style="list-style-type: none"> adapting and using effectively a wide range of published materials and other learning resources, including digital resources creating simple learning materials to complement other resources in line with learners' interests and needs evaluating the appropriateness of materials for different teaching situations selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes using various resources effectively, including the board and body language, to optimise learning outcomes adapting and using creatively Information Learning Technology (I.L.T.) to aid learning in and outside the classroom 	<p>Skills:</p> <ul style="list-style-type: none"> reviewing and selecting materials and resources for use by the teaching team, and creating additional materials, including digital resources, and teachers' notes, for their use critically evaluating and selecting teaching/learning resources from a practical and theoretical perspective adapting or designing and using resources effectively for a broad range of teaching contexts mentoring and guiding colleagues in selecting, adapting and designing materials adopting a professional approach to copyright and source indication developing and managing online learning platforms (e.g. Moodle) in a blended learning context

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. Interacting with learners	<p>Knowledge of: basic principles and procedures for managing teacher-class interaction, e.g. whole class teaching, group work, pair-work or individual activities</p> <p>concepts and meta- language relevant to handling simple explanations and answering basic language questions at two or three levels</p>	<p>Knowledge of: principles and procedures for effective management of a broad range of interaction patterns for optimising learning, including the flexible switching from one type of activity to another</p> <p>concepts and meta-language relevant to handling explanations and answering most language and use questions at a fairly wide range of levels</p>	<p>Knowledge of: socio-linguistics and the language classroom</p> <p>applications of classroom discourse analysis in observation and self-observation</p> <p>concepts and meta-language relevant to handling explanations and answering language and use questions at all levels</p>
	<p>Skills: Establishing a positive rapport conducive to effective learning setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher's guide</p> <p>giving clear instructions for a range of basic classroom activities</p> <p>supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them</p> <p>varying interaction patterns to optimise learning</p>	<p>Skills efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimise learning outcomes</p> <p>giving clear, relevant instructions for a variety of activity types, including for effective change of activity or interaction format</p> <p>Helping learners to activate their existing learning strategies to prepare for and carry out tasks</p> <p>responding to and integrating feedback from learners</p> <p>varying teacher and learner roles to promote learner-centred activities</p>	<p>Skills: efficiently setting up and managing learner-centred, multi-level group work</p> <p>guiding less experienced teachers in classroom management</p> <p>writing clear instructions for tasks to be managed by other colleagues</p>

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
4. Lesson Management	<p>Knowledge of</p> <ul style="list-style-type: none"> The different levels of guidance needed by learners, and the need to adopt different teaching styles to cater for learners' needs <p>Skills:</p> <ul style="list-style-type: none"> delivering lessons at a limited range of levels, sustaining learner engagement and learning (pace, timing and variety, weighting etc) using voice, body language and attitude to communicate with the class creating a positive and constructive classroom dynamic running the lesson as planned and adjusting pace, format, and feedback to learners' reactions using time effectively so that learners feel they are making progress and remain motivated taking on basic teacher roles according to the teaching/learning context, varying teacher and learner roles as needs require 	<p>Skills:</p> <ul style="list-style-type: none"> delivering effective lessons at a wide range of levels and specialisms organising longer learning sequences, building in variety and sustaining learner engagement diagnosing individual learner needs within a group context, looking for contrast or homogeneity within the group. within the context of the lesson, assessing, reacting and responding to learner needs on the spur of the moment handling groups of learners with different abilities and needs adapting and varying teacher roles to match the context and emerging learner needs 	<p>Skills:</p> <ul style="list-style-type: none"> observing and mentoring less experienced colleagues to assist them in maintaining learner motivation using task-based teaching and learning imaginatively to develop learners' language competence advising peers on the effectiveness of different teacher roles in enhancing learning

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
5. Monitoring learning	<p>Knowledge of:</p> <ul style="list-style-type: none"> • basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired • key issues relating to individual differences between learners and their effect on classroom dynamics • the role of feedback and error correction in fostering language learning 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • the impact of specific learning contexts on language learning and teaching • individual differences in learners (aptitude, motivation, learning style, education & social background etc) and their impact on learning and teaching • the uses and impact of different types and sources of feedback to learners (e.g. from peers, self-assessment, on different aspects of performance such as fluency and accuracy etc) 	<p>Knowledge of:</p> <p>main conclusions from research into the acquisition and learning of the mother tongue and second languages, language universals and typology, impact on language transfer</p>
	<p>Skills:</p> <ul style="list-style-type: none"> • giving learners feedback and dealing with learners' errors and problems at a limited range of levels • giving feedback that is clear and identifying positive points as well as areas which need further work • identifying learners' errors and using a basic range of techniques to correct them • guiding learners towards appropriate lexical and grammatical reference materials • identifying emerging needs and responding to them, seeking advice as necessary 	<p>Skills:</p> <ul style="list-style-type: none"> • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support • responding flexibly to learner feedback and problems, changing plans to meet needs or opportunities that arise • using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity 	<p>Skills:</p> <ul style="list-style-type: none"> • listening actively to learners and advising them on learning problems and ways of addressing them • Advising colleagues on techniques for monitoring learning, giving feedback to learners, and handling learners' errors

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
6. Learner autonomy	Knowledge of: the meaning of 'learner autonomy', and the need for ways of developing it	Knowledge of: some techniques for developing learner autonomy	Knowledge of: <ul style="list-style-type: none"> a wide range of techniques for developing and maintaining learner autonomy
	Skills: <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school 	Skills: <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs setting up and managing simple individual and group out-of-class projects for language activation and practice involving learners in decision making within the lesson and course encouraging learners to take responsibility for their learning, and advising them on independent learning options training learners to use 'Can Do' statements for self assessment, and to use a language portfolio and/or other instruments for self-assessment 	Skills: <ul style="list-style-type: none"> incorporating a wide range of techniques to develop learner autonomy into general learning activities devising activities to develop learner autonomy and study skills for use outside the classroom helping learners and colleagues to set up and managing their own out-of-class projects for language development developing learner autonomy by helping them to set their own objectives, and discussing different ways of continuing learning outside the classroom

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References and further reading

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