

**EAQUALS Self-Assessment Handbook: The EAQUALS Self-Assessment Questionnaire (excerpts)**

<b>1.</b>	<b>TEACHING</b>	<b>Yes</b>	<b>Evidence</b>	<b>No</b>	<b>Action to be taken</b>
1.1.	Is there written evidence of a clearly formulated pedagogic approach? Where is it? How clear and accessible is it?	<input type="checkbox"/>		<input type="checkbox"/>	
1.2.	Is there a syllabus for each course type with clear learning objectives for each level and reference to the CEF referred to in teaching?	<input type="checkbox"/>		<input type="checkbox"/>	
1.3.	Does teaching reflect what is laid out in the syllabuses which describe the content of teaching for each level?	<input type="checkbox"/>		<input type="checkbox"/>	
1.4.	Are there clear guidelines for teachers and course participants on methodology and approach?	<input type="checkbox"/>		<input type="checkbox"/>	
1.5.	Are the methods used in class appropriate to the <ul style="list-style-type: none"> <li>• Age of students</li> <li>• Level of the class</li> <li>• Aims of the lesson and course</li> <li>• Needs of individuals and the groups</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.6.	Do the teaching methods and approach correspond to those described in the institution's publicity and information?	<input type="checkbox"/>		<input type="checkbox"/>	
1.7.	Are clear learning aims communicated to course participants?  Do these reflect the CEFR 'can do' statements in some way?	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	

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 - outcome of the EAQUALS Special Interest Project on "Self-Assessment" coordinated by Ludka Kotarska -

1.8.	Does the content (topics, communication skills, grammar, vocabulary etc) correspond to the course programme appropriate to the <ul style="list-style-type: none"> <li>• age of course participants</li> <li>• their level</li> <li>• the course description in publicity</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.9.	Overall, do the course participants understand the planning and organisation of lessons and how the teaching activities will help them learn?	<input type="checkbox"/>		<input type="checkbox"/>	
1.10.	Is the teachers' use of the target language appropriate and accurate?	<input type="checkbox"/>		<input type="checkbox"/>	
1.11.	Do teachers use a variety of techniques and organise participants into different working groups?	<input type="checkbox"/>		<input type="checkbox"/>	
1.12.	Do teachers show an ability to <ul style="list-style-type: none"> <li>• present language and information</li> <li>• monitor students' work</li> <li>• provide support for learners</li> <li>• manage changes of activity</li> </ul> <p>Is all this done effectively and efficiently?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.13.	Is the choice and use of resources such as textbooks, boards, handouts, audio and video equipment appropriate in relation to course participants' age, level and their course profile?	<input type="checkbox"/>		<input type="checkbox"/>	
1.14.	Do teachers take account of the interests and needs of individual learners in a group?	<input type="checkbox"/>		<input type="checkbox"/>	
1.15.	Is a high degree of linguistic awareness and competence demonstrated by teachers in classes?	<input type="checkbox"/>		<input type="checkbox"/>	
1.16.	Is there a friendly and confident relationship between course participants and teachers?	<input type="checkbox"/>		<input type="checkbox"/>	

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1.17.	Is there a good level of course participants' involvement in classes?	<input type="checkbox"/>		<input type="checkbox"/>	
1.18.	Is there clear evidence that most course participants are learning?	<input type="checkbox"/>		<input type="checkbox"/>	

2.	<b>ACADEMIC MANAGEMENT – Curriculum and Syllabus</b>	Yes	Evidence	No	Action to be taken
2.1.	Is there a comprehensive curriculum document which states clearly the educational philosophy of the institution and the overall objectives of the teaching and learning process?	<input type="checkbox"/>		<input type="checkbox"/>	
2.2.	Is there a system of language levels which includes written descriptors for the competences relevant to each level?	<input type="checkbox"/>		<input type="checkbox"/>	
2.3.	Are the language levels referenced to the Common European Framework?	<input type="checkbox"/>		<input type="checkbox"/>	
2.4.	Do the descriptors specify learners' abilities at each level in terms of 'can do' statements?	<input type="checkbox"/>		<input type="checkbox"/>	
2.5.	Are the above levels and descriptors known to staff and available to course participants?	<input type="checkbox"/>		<input type="checkbox"/>	
2.6.	Are there syllabuses for each level and course type which summarise what needs to be covered?	<input type="checkbox"/>		<input type="checkbox"/>	
2.7.	Do the syllabuses specify course content and intended learning outcomes clearly both for teachers and for course participants?	<input type="checkbox"/>		<input type="checkbox"/>	
2.8.	Are the lesson plans and schemes of work or other forms of planning suitable for the course aims and content?	<input type="checkbox"/>		<input type="checkbox"/>	

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2.9.	Do teachers plan lessons in an appropriate way?	<input type="checkbox"/>		<input type="checkbox"/>	
2.10.	Are the teaching plans or schemes of work and other forms of planning suitable for the course aims and content?	<input type="checkbox"/>		<input type="checkbox"/>	
2.11.	Are there means for reviewing and updating the syllabuses and other documents related to them?	<input type="checkbox"/>		<input type="checkbox"/>	
2.12.	Are learning objectives adapted to course participants' needs?	<input type="checkbox"/>		<input type="checkbox"/>	
2.13.	Do course participants know and understand the objectives and specific learning aims of their respective courses?	<input type="checkbox"/>		<input type="checkbox"/>	
2.14.	Do teachers keep adequate records of work covered in class?	<input type="checkbox"/>		<input type="checkbox"/>	

<b>3.</b>	<b>ACADEMIC MANAGEMENT – Progress assessment and certification</b>	<b>Yes</b>	<b>Evidence</b>	<b>No</b>	<b>Action to be taken</b>
3.1.	Do you think the placement procedures at your institution are reliable, and do they enable suitable group to be formed?	<input type="checkbox"/>		<input type="checkbox"/>	
3.2.	Do you use commercial placement tests or tests that have been internally designed?	<input type="checkbox"/>		<input type="checkbox"/>	
3.3.	Can course participants complete the placement test online or in some other efficiently administered way?	<input type="checkbox"/>		<input type="checkbox"/>	
3.4.	Is the written test supplemented by an oral component?	<input type="checkbox"/>		<input type="checkbox"/>	
3.5.	Is there a system to handle misplaced participants?	<input type="checkbox"/>		<input type="checkbox"/>	

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