The Eaquals Teacher Development Framework and Languages for Academic Purposes (LAP).

Tony Prince & Richard Rossner

Eaquals Framework – what is it?

What does the framework consist of?

▶ Three broad bands of professional development

▶ a set of principles expressed as Values and Attitudes

▶ Five main areas, with descriptors for knowledge and skills for each sub-area

▶ Also an introduction, glossary of terms and case studies

Values and attitudes

Descriptors of global development

for phases 1 - 3

EAQUALS Framework for Teacher Training and Development

Detailed descriptors of Teacher competences:
(a) knowledge
(b) skills & aptitudes

Examples of how to use the EAQUALS Framework for teacher self-assessment and teacher development

Eaquals Excellence in Language Education

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Examples of 'global descriptors' as distinctive characteristics associated with the 3 development phases

Development phase 1:	Development phase 2:	Development phase 3:
• competent **replicators**; • still **needing guidance & feedback**; • involved in **further development** of their teaching skills;	▪ with **greater confidence**; ▪ showing **initiative** in planning, teaching & evaluating; ▪ can **independently** identify & implement **appropriate teaching strategies**	▪ **mastering a broad range of skills**; ▪ **competent in curriculum development**; ▪ **creating** teaching materials & **developing assessment tools**; ▪ able to **provide effective guidance to other teachers**.

It is, of course, assumed that what is described at phase 2 builds on what is in phase 1, and phase 3 builds on what is described at phases 1 and 2. However, these **'phases'** do not refer to the actual jobs that teachers may be doing or their qualifications or seniority. 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 is likely that even an experienced teacher may be at different 'phases of development' in different skills areas.

The competences listed at each development phase are overlapping – hence the dotted lines dividing each column – and are seen as the minimum levels of competence required at each development phase. As with the *ELP*-based language learner profiles, a teacher's profile based on the *EAQUALS TDFRAM* is likely to be uneven or 'jagged' (i.e. not at the same level in all competence areas).
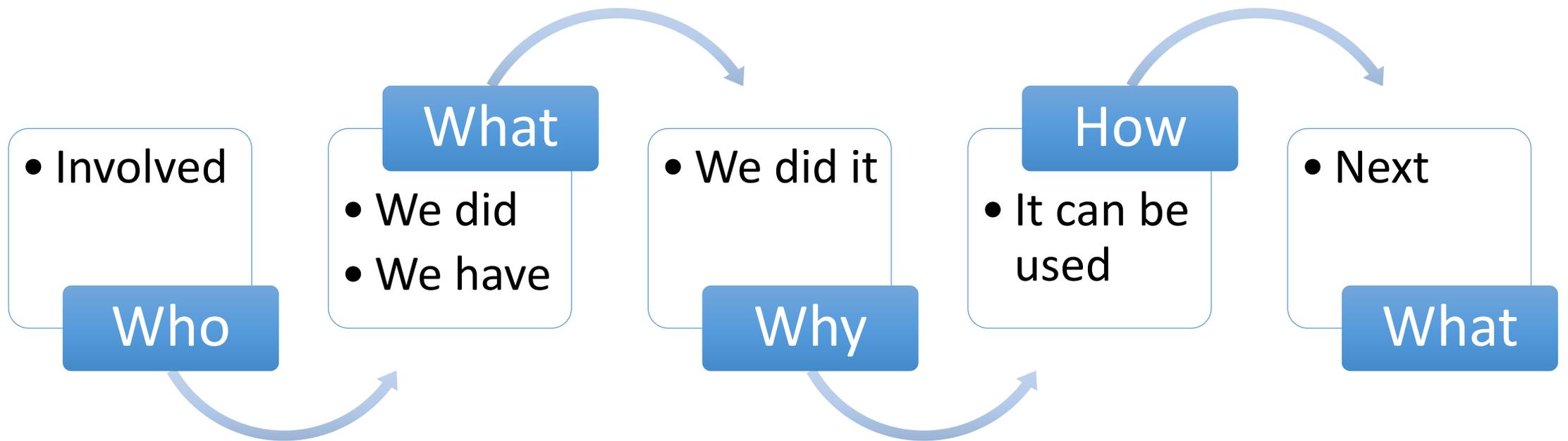
Main Areas and their sub-sections

Planning Teaching and Learning	Teaching and Supporting Learning	Assessment of Learning	Language, Communication and Culture	The Teacher as Professional
(1) Learner needs & learning processes (2) Curriculum and syllabus (the teaching & learning programme) (3) Lesson aims and outcomes (4) The lesson – tasks, activities & materials	(1) Teaching methodology (2) Resources/Materials (3) Interacting with learners (4) Lesson management (5) Using digital media (6) Monitoring learning (7) Learner autonomy	(1) Assessment and the curriculum (2) Test types – selection, design and administration (3) Impact of assessment on learning (4) Assessment and learning processes	(1) Using the target language effectively with learners (2) Applying the principles of the *Common European Framework for Reference* (3) Giving sound language models and guidance (4) Handling relevant cultural issues as part of language learning (5) Applying practical insights from linguistics and psycho-linguistics	(1) Self-assessment and teacher autonomy (2) Collaborative development (3) Exploratory teaching (4) Lesson observation (5) Professional conduct

Background to the project

- The Eaquals framework is generic: it does not in itself contain descriptors related to specialist areas (teaching young children, CLIL, teaching migrants, LAP etc.)

- Several Eaquals member organisations are in the field of LAP and interested in adapting the framework: representatives in the group from Turkey, Poland, Italy, Germany, Romania and the UK

- Starting point: what should be added to make the framework more relevant to LAP? Should it be added to or replace the current content?

- https://www.eaquals.org/our-expertise/teacher-development/the-eaquals-framework-for-teacher-training-and-development/

Who involved?

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My Background

Examination courses
Business English

Presessional

Tony Prince

General English courses to Teens

Insessional
(Economics, Buiness, Law)

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The initial group & extended process

- Alicja Waligora-Zblewska
- Hatice Asvaroğlu
- Ionana Sonea
- Jacqueline Einer
- Jonathan Marcus G Smith
- Laura Muresan
- Monika Ewa Stawicka
- Michael Aulbach
- Maria Valentina Marasco
- Nicoletta Santesuno
- Sigrid Behrent

Propose key aspects of LAP

Identify common features

Map features to TDFRAM

Allocate features to sub-topics

Produce a stand-alone list of features

Compare to other LAP frameworks & extend

Compare to TDFRAM clarifying language

Build LAP descriptors for each TDFRAM

What we have

Planning teaching and learning

	• → Development phase 1	• → Development phase 2	• → Development phase 3	
Learner needs and learning processes	**Knowledge of** • the rationale for identifying learning needs and taking account of these in planning • the processes and resources available in the institution to determine learners' needs • different learning theories and how these are applied to the learning and teaching processes	**Knowledge of** • the main areas where learning needs and learning styles are likely to differ from learner to learner • various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts • aspects of educational culture which might affect learners' approach to language learning	**Knowledge of** • a wide range of possible learning needs and learning styles, and ways of making learners aware of them • the principles behind various procedures and processes to identify learning needs, and how they relate to differing teaching contexts	**General Knowledge of**
	• The role and relevance of needs analysis to the development of language for academic purposes (LAP) • The key components of a needs analysis related to LAP and the processes used within the institution to determine learner's needs (4) • The key aspects of academic culture and how they may influence a learner's approach to academic study and learning of LAP • The key learning needs likely to be relevant to the study of LAP (9)	• The role and relevance of needs analysis to the development of courses supporting specific academic disciplines • The range of components and processes which may be relevant to needs analysis in different academic contexts • The range of differences between academic cultures and the means by which key influences may be identified and integrated with teaching and learning • The methods for conducting research into actual learning needs.	• The implications of needs analysis across an institution when identifying similarities and differences in learning and teaching needs related to LAP • The methods for creating needs analysis tools to be used across a wide range of academic learning contexts • The frameworks used to explain and explore differences in academic cultures, their use in facilitating peer development • The role of needs analysis and research into actual learning needs in facilitating peer development	**LAP knowledge of**

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Planning and teaching learning		
Phase 1		
Learner needs and learning processes	General Knowledge of	the rationale for identifying learning needs and taking account of these in planning
		the processes and resources available in the institution to determine learners' needs
		different learning theories and how these are applied to the learning and teaching processes
	LAP knowledge of	The role and relevance of needs analysis to the development of language for academic purposes (LAP)
		The key components of a needs analysis related to LAP and the processes used within the institution to determine learner's needs (4)
		The key aspects of academic culture and how they may influence a learner's approach to academic study and learning of LAP
		The key learning needs likely to be relevant to the study of LAP (9)

From LNOP to LAP

- A teacher with extensive experience in a variety of general language teaching, including teens, examination preparation, adult courses. Going to teach on Presessional.

From LSP to LSAP

- A teacher who has taught business language to a very high level in corporations and 1:1 to managers. Now employed to support students studying on an MBA programme.

LAP knowledge of	The role and relevance of needs analysis to the development of language for academic purposes (LAP)
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From LNOP to LAP

- A teacher with extensive experience in a variety of general language teaching, including teens, examination preparation, adult courses. Going to teach on Presessional.

- Focus / Filter
- Features of Academic language
- Conservation vs Extension
- Responsibility / Explicitness

LAP knowledge of	The role and relevance of needs analysis to the development of language for academic purposes (LAP)
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Using English for Academic Purposes

Andy Gillet

Formality
- Non colloquial
- No contractions

Complexity
- Noun based
- Subordinated
- Passive
- Lexically dense
- Lexically varied

Precision
- Exact measure
- Indicate priority

Objectivity
- Avoid bias
- Evaluate evidence
- Emphasise info
- No refer writer

Explicitness
- State purpose / POV
- Text relationship
- Specific relationship
- Avoid ambiguity

Hedging
- Evaluate position
- Evaluate evidence
- Show other POV

Responsibility
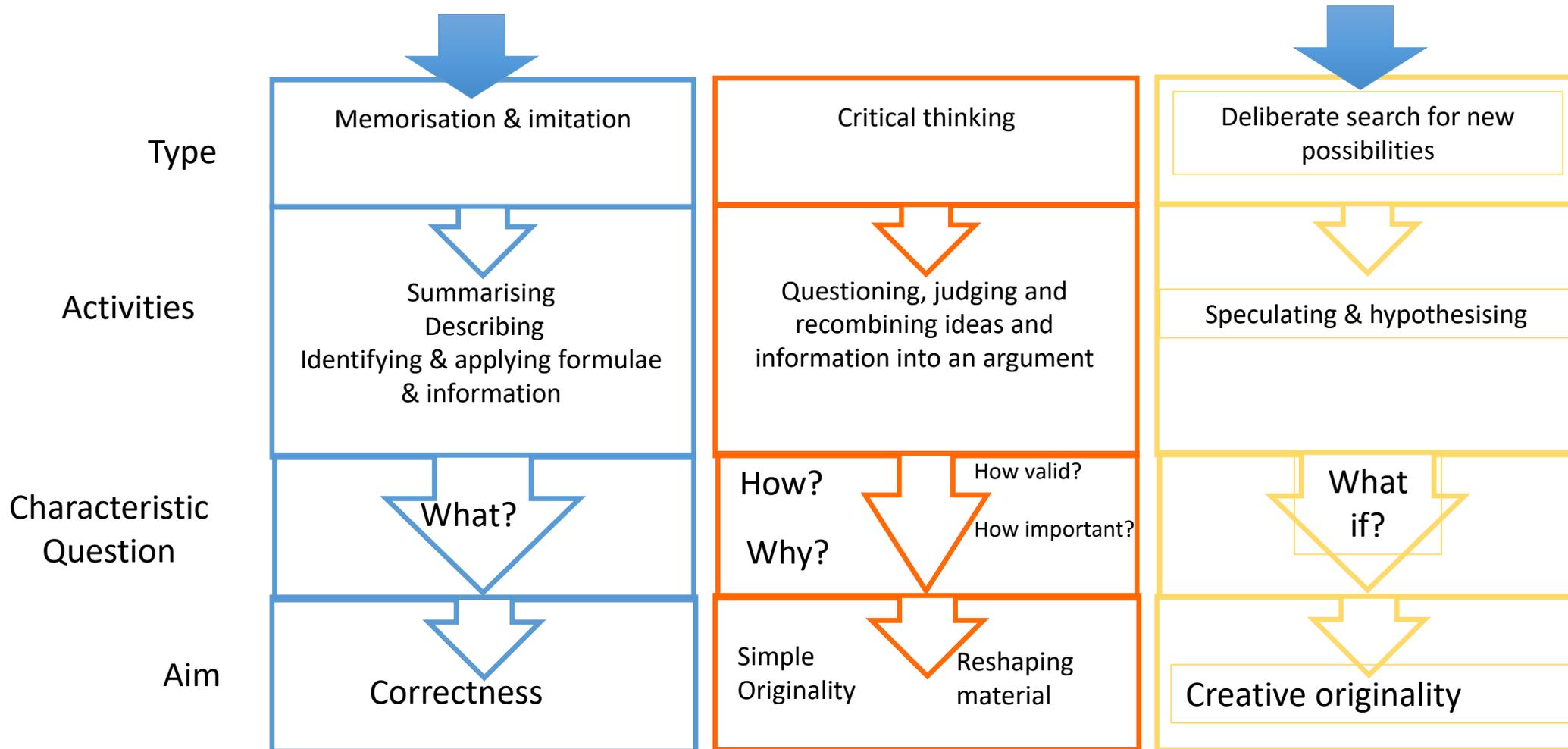- Justify position
- Provide evidence
- Explain material

Accuracy
- Exact meaning
- Exact word form
- Field specific

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Organising Educational Culture

Conserving ←—————————————→ Extending

reproductive ←———→ analytical ←———→ speculative

Type	Memorisation & imitation	Critical thinking	Deliberate search for new possibilities
Activities	Summarising Describing Identifying & applying formulae & information	Questioning, judging and recombining ideas and information into an argument	Speculating & hypothesising
Characteristic Question	What?	How? Why? How valid? How important?	What if?
Aim	Correctness	Simple Originality Reshaping material	Creative originality

Ballard, B. and Clancy, J. (1991) Assessment by Misconception: Cultural influences and Intellectual traditions In Hamp-Lyons, L. (ed) *Assessing Second Language Writing in Academic Contexts* (1991) Westport: Ablex Publishing

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Help with piloting

Clarity

Relevance

Language

Concepts

Thank you and time for Questions

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www.eaquals.org