

## Qualification requirements for teachers of English as a foreign language (English as a second language)

№	Category	Requirement
1	Qualifications	<p>1. Has at least a bachelor's degree in one of the fields of linguistics (linguistics), applied linguistics, foreign language education (English as a Second Language/English as a Foreign language, Teaching English to Speakers of Other Languages, etc.)</p> <p>2. Or has one of the following diplomas/licenses/certificates providing the right to teach in English as a Foreign language/English as a Second Language: <i>Teaching English to Speakers of Other Languages Certification (TESOL)</i>, <i>Certificate in English Language Teaching to Adults (CELTA)</i>, <i>Diploma in English Language Teaching to Adults (DELTA)</i>, <i>Teaching English as a Foreign Language certification (TEFL)</i>, <i>Trinity CertTESOL Certificate</i>, <i>Cambridge CELTA Certificate</i>, <i>PTE Academic Teacher Certificate</i>, <i>The Oxford Teacher Training Program (OTTP)</i>, <i>Edexcel Level 5 Diploma in Teaching English to Speakers of Other Languages (DipTESOL)</i>;</p>
2	Learning and the Learner	<p>1. Has a sophisticated understanding of general learning theories and theories of first and second language learning, key language-learning concepts, and classroom <b>SLA (Second-language acquisition)</b> research findings, and regularly uses most of the key terms.</p> <p>2. Has a sophisticated understanding of approaches and methods for language teaching and language-learning concepts, and regularly uses most of the key terms.</p> <p>3. Has a sophisticated understanding of concepts such as intercultural competence, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and regularly uses most of the key terms.</p> <p>4. Lesson plans and classroom practice consistently demonstrate a high level of understanding of the concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.</p>
3	Teaching, Learning and Assessment	<p><b>Planning language learning:</b></p> <p>1. Has a sophisticated understanding of key principles of lesson planning and uses this understanding to plan detailed and sophisticated systems, skills and integrated lessons with a clear rationale and thorough understanding of learners' needs and difficulties and linking activities across a number of lessons to support learners and their learning.</p> <p>2. Adapts the lesson plan where necessary, is able to respond appropriately, confidently and automatically to almost</p>

all unforeseen classroom events and has developed a sophisticated understanding of the link between planning and teaching choices and subsequent student learning.

3. Has a sophisticated understanding of key principles of course planning.

4. Is able to plan a series of lessons and/or whole course in a creative and sophisticated way, and is able to work creatively within the constraints of a prescribed syllabus.

**Using language-learning resources and materials:**

1. Has a sophisticated understanding of how to select, adapt and exploit coursebook and supplementary materials, has a sophisticated understanding of key techniques for using teaching aids and key concepts of digital teaching/learning.

2. Lesson plans and classroom practice demonstrate:

– selection of appropriate and engaging materials, including web-based materials, improvising and supplementing consistently with a clear rationale and detailed understanding of learners’ needs;

– consistently effective use of a wide range of teaching aids to motivate and engage learners;

– use of digital resources, where available, and sophisticated understanding of how to integrate them effectively and appropriately into day-to-day teaching, as well as confident improvisation when necessary.

**Managing language learning:**

1. Has a sophisticated understanding of classroom-management techniques for creating and maintaining a constructive learning environment, and ways of motivating/engaging learners.

2. Lesson plans and classroom practice consistently demonstrate a balance between teacher-centred and learner-centred activities, and consistently effective classroom management techniques to keep learners on task whilst maintaining discipline.

3. Has a sophisticated understanding of a wide range of techniques for responding to learners.

4. Lesson plans and classroom practice demonstrate a wide range of techniques for effectively responding to learners with sophisticated understanding of learner differences.

5. Has a sophisticated understanding of a wide range of techniques for setting up and managing classroom activities. Lesson plans and classroom practice demonstrate a wide range of techniques for consistently and effectively setting up and managing activities, supporting groups and individuals at different levels within the class, monitoring learner performance and encouraging interaction between learners.

		<p>6. Has a sophisticated understanding of key techniques for providing consistent and useful formative feedback on learners' written and spoken language. Lesson plans and classroom practice demonstrate a wide range of techniques for providing consistently clear and accurate feedback on learners' written and spoken language, with a sophisticated understanding of learner differences, using the feedback to further consolidate classroom learning.</p> <p><b>Teaching language systems:</b></p> <ol style="list-style-type: none"> <li>1. Has a sophisticated understanding of key principles and techniques for language systems teaching, and how to use the phonemic script as a learning tool.</li> <li>2. Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching language systems and strategies to encourage learner autonomy. While teaching phonology a wide range of techniques, used consistently, for teaching sounds, word/sentence stress, connected speech and intonation through isolated and integrated phonology activities should be used. A wide range of techniques, used consistently, should be used for teaching many different discourse features in writing and speaking.</li> </ol> <p><b>Teaching language skills – listening, speaking, reading writing:</b></p> <ol style="list-style-type: none"> <li>1. Has a sophisticated understanding of principles and techniques for teaching listening, speaking, reading writing.</li> <li>2. Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing listening, speaking, reading writing skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ol> <p><b>Assessing language learning:</b></p> <ol style="list-style-type: none"> <li>1. Has to be proficient in <b>TELL (Technology Enhanced Language Learning)</b>.</li> <li>2. Has a detailed understanding of assessment principles and different types of assessment, has a thorough understanding of different levels, and also clearly understands the role of external exams in the wider world.</li> <li>3. Designs oral and written tests to consistently and regularly assess learners' progress at all levels.</li> <li>4. Has a detailed understanding of the role of assessment in learning and of the importance of learning-oriented assessment and regularly provides consistently clear and detailed individualized feedback to learners on their strengths and weaknesses, both assessing learning in class and after more formal assessment, and uses the knowledge gained to set priorities for individuals and the class.</li> </ol>
4	Language Ability	1. Uses a wide range of classroom language which is

		<p>consistently accurate throughout the lesson.</p> <p>2. Consistently responds accurately and appropriately to their learners' output in both planned and spontaneous situations, using a wide range of language.</p> <p>3. Provides accurate examples of the language points being taught at <b>A1–C1 levels of the CEFR</b>.</p> <p>4. Recognises all errors that their learners make.</p> <p>5. Interacts appropriately with other teachers in all professional contexts.</p> <p>6. <b>CEFR level: at least C1.</b></p>
5	Language Knowledge and Awareness	<p>1. Consistently uses strategies to effectively check and develop their own language awareness.</p> <p>2. Lesson plans and classroom practice demonstrate the ability to correctly analyse all language points, provide consistently accurate models of usage for all language points, and answer all learner questions accurately, confidently and comprehensively with minimal use of reference materials.</p> <p>3. Has a sophisticated awareness of key terms for describing language, and regularly uses most of the key terms.</p> <p>4. Lesson plans and classroom practice consistently demonstrate a high level of knowledge and accurate use of key terms for describing language.</p> <p>5. Has sophisticated knowledge of available reference materials.</p> <p>6. Lesson plans and classroom practice consistently demonstrate sophisticated and creative use of a wide range of materials.</p>
6	Professional Development and Values	<p>1. Fully appreciates the importance of classroom observation and receiving feedback and is highly committed to self-improvement.</p> <p>2. Actively seeks observation and feedback on their own teaching, responds constructively to feedback after being observed, regularly re-assesses their own strengths and weaknesses as a teacher, and is often involved in formally supporting the development of other teachers through workshops, observations and/or career guidance.</p> <p>3. Fully appreciates the importance of reflecting on teaching, and is highly aware of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher.</p> <p>4. Consistently reflects critically on teaching, regularly taking action as a result, and actively seeks feedback from a range of sources, is highly aware of their own beliefs about teaching and learning, recognises areas where there is a mismatch between their own beliefs and good practice, and has a good understanding of the theoretical rationale for their pedagogical decisions.</p> <p>5. Is constantly aware of available professional development options and activities.</p> <p>6. Regularly re-assesses their own strengths and weaknesses as a teacher, identifies their needs and makes detailed plans for</p>

	<p>how best to achieve their goals, and has a good understanding of how best to participate in professional development activities they have chosen in order to meet specific career goals.</p> <p>7. Has a sophisticated understanding of different types of teacher research and how they can be used to improve own teaching and that of colleagues, and to contribute to the profession.</p> <p>8. Often carries out informal classroom research and shares the findings with colleagues, and may have engaged in more formal research as part of an academic qualification.</p> <p>9. Has a sophisticated understanding of how teams work and why this is important.</p> <p>10. Facilitates collaboration and teamwork, often by leading teams, and provides support/guidance for less experienced colleagues when needed.</p> <p>11. Has a sophisticated understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is highly aware of different roles within the institution and opportunities within the wider profession.</p> <p>12. Consistently demonstrates good professional conduct, cultural awareness, effectively takes on many different roles and responsibilities within their place of work, is involved in formally supporting the development of other teachers through workshops, observations and/or career guidance, and contributes actively to the institution and the wider profession.</p>
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