

Towards Arabic Teacher Certification in Europe

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Overview

1. The need for Arabic teacher standards

2. Current Situation

- Netherlands
- Europe

3. Roadmap

- Needs assessment
- Descriptors
- Assessment tools
- Training



TAFIL in Europe

Do we know the minimum set of skills needed to earn the title “**Arabic Teacher**” outside of K-12? Do we need to?

Current situation, NL

- The University Teaching Qualification (UTQ) is a proof of didactic competence for lecturers in academic higher education. Lecturers who are certified are recognised by all 14 member research universities in the Netherlands as being qualified to teach at the higher academic level. UTQ certification enhances and assures the quality of academic higher education.



UTQ (BKO) - Examples

University of Groningen

Competences and requirements:

- Design and redesign of teaching.
- Teaching and supervising students.
- Testing and assessment
- Evaluation [of own teaching]
- IC Addendum: design and teach courses in an internationalized curriculum.

Maastricht University

UM educational: Problem-Based Learning (PBL), [....]All new UM teaching staff are required to follow the PBL and tutor training offered at each faculty, [....] a prerequisite to participating in the UTQ programme.”

- Competences and Criteria:
 - Developing Education
 - Teaching Delivery.
 - Student Assessment

LTQ Europe - EFL

Cambridge English Teaching Framework:

Competencies:

1. Understanding learners and learning.
2. Teaching, learning, and assessment
3. Language Ability.
4. Language “knowledge and awareness”
5. Professional development.

British Council CPD Framework for Teachers:

Competencies also include:

- Using multilingual approaches.
- Integrating ICT.
- Using inclusive practices.
- Promoting 21st Century skills.
- Understanding educational policies and practices.

LTQ world languages

European Portfolio for Student Teachers of Languages
ملف الإنجاز الأوروبي للطلاب المُعَلِّمين للغات



EPOSTL

European Portfolio for Student Teachers of Languages

 European Centre for Modern Languages
Centre européen pour les langues vivantes



**EUCIM-TE = European Core Curriculum for
Mainstreamed Second Language Teacher Education**


Eaquals
Excellence in Language Education

**The Eaquals Framework for
Language Teacher Training & Development**

Key Area 1: Using the target language effectively with learners

Development Phase 1

Knowledge of

- the communication limitations and learning difficulties of learners with low levels of language proficiency

Skills:

- selecting language used in class to communicate effectively with learners of the target language up to B2 level
- recognising the main causes of communication difficulties up to, for example, B1 level
- overcoming basic communication problems with learners up to B1

Development Phase 2

Knowledge of

- the causes of the communication difficulties of learners with low and intermediate levels of proficiency

Skills:

- communicating effectively with learners of the target language up to C1
- anticipating most communication difficulties up to at least B2 level
- overcoming any significant communication problems with learners up to at least B2 level

Development Phase 3

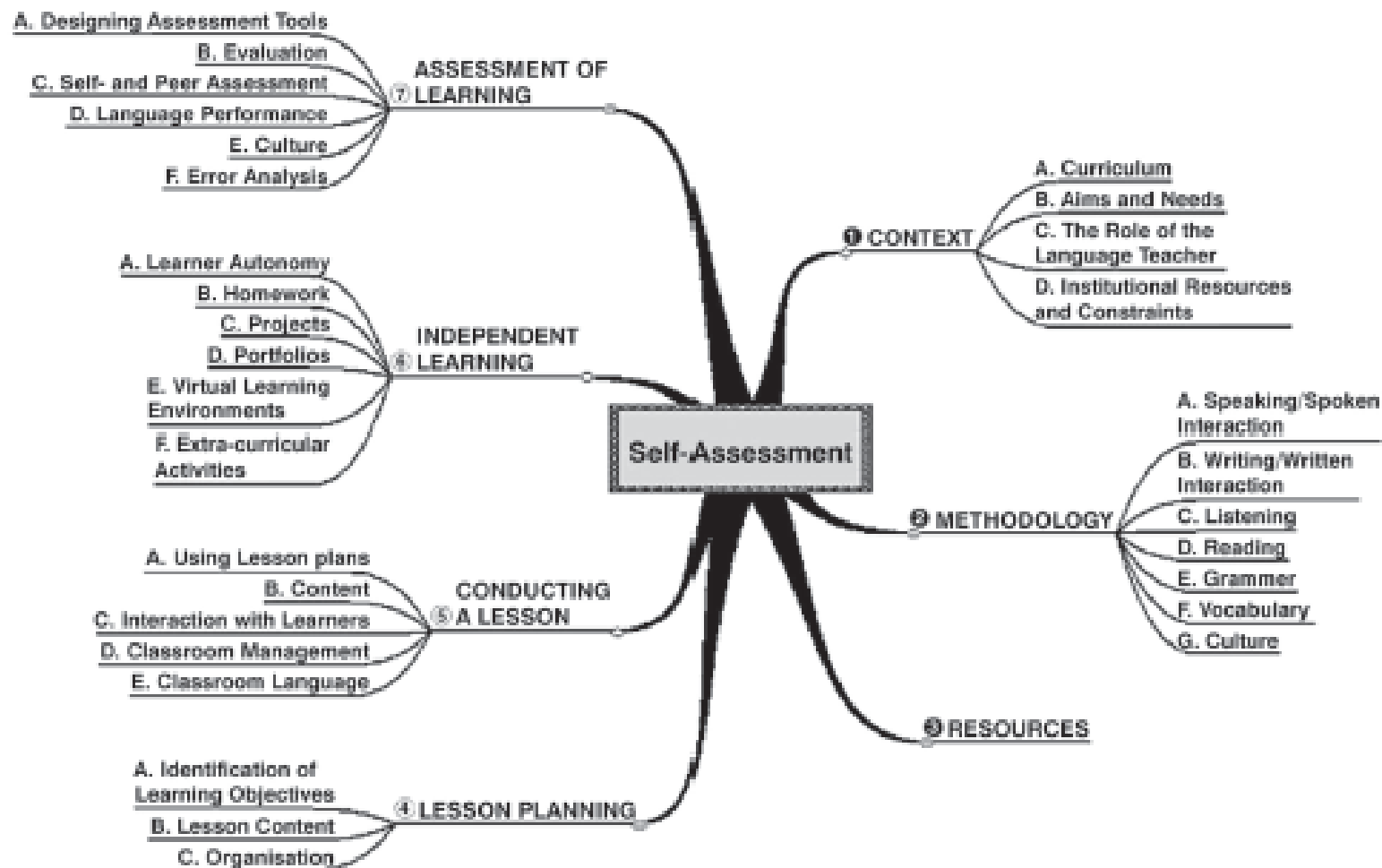
Knowledge of

- the ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies

Skills:

- communicating effectively with learners of the target language at all levels
- identifying and overcoming communication difficulties and maintaining communication flow

EPOSTL



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Now what!

- **Needs assessment**

- **Q1: are current frameworks suitable for Arabic? Which can get most support across the continent?**

- **Descriptors:**

- **Q2: Is Arabic “special”? Need additional competency descriptors?**

- **Assessment tools:**

- **Create (yet) another tool?**

- **Training:**

- **Create useful/usable TD trajectory.**

If you build it, they will come!



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