Lecturer Assessment Grid

Level	Category	Fluency and pronunciation	Range and accuracy	Interaction	Additional English Medium Instruction (EMI) skills
5		Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English	Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English	Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English used to interacting effectively with different groups of native and non-native speakers of English	Same as 4 below.
4		Speech is produced smoothly, coherently and effortlessly, at an appropriate rate Can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations The L1 accent causes virtually no strain to the listener and does not impede effective communication Distinguishes consistently between the most significant phonological contrasts, places stress intelligibly, and uses intonation to convey a range of pragmatic meanings	Broad range of general, academic and domain-specific vocabulary for effective communication Can use complex grammatical structures accurately and efficiently Can reformulate ideas in differing linguistic forms to convey finer shades of meaning precisely to give emphasis, to differentiate and to eliminate ambiguity Can use English flexibly and appropriately, including emotional, allusive and joking usage and references to other languages or cultural codes	Responds appropriately and effectively to questions/comments without language-related hesitation Fully capable of interactively negotiating meaning through comprehension checks, clarification requests or confirmation checks Fully capable of dealing with unclear questions or misunderstandings when necessary Demonstrates awareness of the most relevant sociolinguistic and sociocultural differences of language used in an English-medium instruction context, and uses this to mediate effectively between different groups of users	Efficient use of classroom management and instructional scaffolding; pre-teaches vocabulary where required Creates a safe and productive learning environment in which students are comfortable using English as the classroom language Capable of addressing and managing student expectations confidently and efficiently within an EMI context Capable of giving appropriate feedback on written work efficiently and effectively within an EMI context
3		Speech is produced smoothly, coherently and almost effortlessly, mostly at an appropriate rate Can produce extended speech, using a variety of discourse markers and connectors, although some unnatural, language-related pauses may occur While pronunciation is marked by L1 features, this only occasionally causes strain to the listener or compromises intelligibility Generally distinguishes between the most significant phonological contrasts, places stress intelligibly and uses intonation to convey basic pragmatic meaning	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of topics without having to restrict what he/she wants to say Grammatical and vocabulary errors do occur from time to time but do not lead to misunderstanding Often succeeds in using English flexibly and appropriately, including emotional, allusive and joking usage, and references to any other languages or cultural codes	Usually responds appropriately and effectively to questions and comments although some language-related hesitation may occur Good ability to interactively negotiate meaning through comprehension or confirmation checks, and to deal with unclear questions or misunderstandings when necessary Demonstrates awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English-medium instruction context, and attempts to use this to mediate between different groups of users	Reasonably effective use of classroom management and instructional scaffolding; pre-teaches vocabulary where required Creates a safe and productive learning environment in which students are generally positive towards the use of English as the classroom language Capable of addressing and managing student expectations within an EMI context Can give reasonably effective and appropriate feedback on written work within an EMI context

Lecturer Assessment Grid

2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors and sometimes at an inappropriate rate Speech is marked by unnatural language-related pauses which may lead to a loss of coherence Pronunciation is strongly marked by L1 features Although pronunciation is generally intelligible, the unmodified pronunciation of certain sounds, stress errors, and failure to uphold significant phonological contrasts causes strain to the listener Very limited or inappropriate use of intonation to indicate pragmatic meaning	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on some general topics, without much conspicuous searching for words, using some complex sentence forms to do so Grammatical inaccuracy or incorrect word choice can be distracting and may lead to misunderstanding Has difficulty explaining or reformulating concepts in more than one way Has some difficulty with emotional, allusive and joking usage, and references to any other languages or cultural codes, within the relevant sociolinguistic context	Sometimes responds appropriately and effectively to questions/comments Due to language-related hesitation response time may be slow Less than sufficient ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Less than sufficient ability to deal with unclear questions or misunderstandings when necessary Demonstrates limited awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English-medium instruction context, and does not attempt to use this to mediate between different groups of users	Ineffective use of classroom management and instructional scaffolding; does not pre-teach vocabulary where required Classroom interaction may be ineffective or create anxiety in less proficient students Has difficulty addressing and managing student expectations within an EMI context Has difficulty giving effective and appropriate feedback on written work within an EMI context
1	Speech is disrupted and fragmented due to excessive pauses, hesitations or false starts, especially in longer stretches of free production Rarely uses discourse markers or connectors Pronunciation impedes effective communication Pronunciation is marked by features that may be intelligible only to those familiar with the speaker's L1	Limited range of general, academic and/or domain-specific vocabulary Avoids explaining or reformulating concepts in more than one way. Frequent lexical and grammatical errors impede effective communication Emotional, allusive and joking usage are entirely inappropriate for the sociolinguistic context Frequently resorts to other languages or cultural codes without considering the impact on students	Does not respond appropriately and effectively to questions and comments Limited ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Limited ability to deal with unclear questions or misunderstandings when necessary Lacks awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English-medium instruction context	No classroom management or instructional scaffolding; does not pre-teach vocabulary where required Classroom interaction is ineffective and creates anxiety or resistance in students Does not address or manage student expectations within an EMI context Has difficulty giving any kind of appropriate feedback

Lecturer Assessment Grid

Global assessment scale
The overall certification result is based on a combined assessment of the lecturer's fluency & pronunciation, range & accuracy, interaction and additional skills in English for university teaching.

Mostly 5 in all categories: The lecturer has demonstrated English language proficiency and the relevant academic teaching skills equivalent to that of a well-educated native or fully functional bilingual speaker of an established variety of English. The lecturer has been certified to teach English-medium courses. No training is required.

Mostly 4 in all categories: The lecturer has demonstrated excellent English language proficiency and the ability to use the relevant EMI skills. The lecturer has been certified to teach English-medium courses. No training is required.

At least 3 in all categories: The lecturer has demonstrated good English language proficiency and the ability to use the relevant EMI skills. The lecturer has been certified to teach English-medium courses. No training is required, but training may be beneficial in one or more of the assessed areas.

Below 3 in some categories: The lecturer has demonstrated less than sufficient English language proficiency or ability to use the relevant EMI skills. The lecturer has not been certified to teach English-medium courses. Training is required.

Below 2 in some categories: The lecturer has demonstrated limited English language proficiency or ability to use the relevant EMI skills. The lecturer has not been certified to teach English-medium courses. Significant training is required.

Based on TOEPAS (Test of Oral English Proficiency for Academic Staff, University of Copenhagen).