

NYESZE – HUNGARY

Guide to the Accreditation Scheme of the Association of Language Schools (an excerpt)

A. Professional Standards										
A/I	Course structure	<ul style="list-style-type: none"> -Placement tests -Oral interviews -Level system -Syllabus -Course plan -Logbooks -Resource library (size & structure) -Catalogue system and accessibility of the library -Supplementary materials -Exit tests -Certification -Students' feedback 								
A/II	Academic Management	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;">The Academic Manager</td> <td> <ul style="list-style-type: none"> -The professional background of the Academic Manager(s) (AMs) - Ratio of AM (s) to teachers - Authority of AM(s) -Job description and responsibilities of AMs </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">The teaching staff</td> <td> <ul style="list-style-type: none"> -Selection of teachers -Teachers' job interviews -Structure of academic management -Channels of information </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Lesson observations</td> <td> <ul style="list-style-type: none"> -Regularity -Observers -Documentation -Post observation procedures -Evaluation </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Training and development</td> <td> <ul style="list-style-type: none"> -T&D plan -Frequency of internal teacher training -Content of internal teacher training -External training possibilities -Global assessment of professional support </td> </tr> </table>	The Academic Manager	<ul style="list-style-type: none"> -The professional background of the Academic Manager(s) (AMs) - Ratio of AM (s) to teachers - Authority of AM(s) -Job description and responsibilities of AMs 	The teaching staff	<ul style="list-style-type: none"> -Selection of teachers -Teachers' job interviews -Structure of academic management -Channels of information 	Lesson observations	<ul style="list-style-type: none"> -Regularity -Observers -Documentation -Post observation procedures -Evaluation 	Training and development	<ul style="list-style-type: none"> -T&D plan -Frequency of internal teacher training -Content of internal teacher training -External training possibilities -Global assessment of professional support
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The learning group	<ul style="list-style-type: none"> -Language levels within the group -Teaching techniques –appropriacy -Teacher's suitability for the group -Group dynamics, cohesion -General atmosphere -Teacher –student relationship 									
Lesson planning	<ul style="list-style-type: none"> -Aims and objectives -Steps of the lesson -Timing -Types of activities -Teaching materials and aids -Global assessment of lesson planning 									

		The teacher	Classroom Management	<ul style="list-style-type: none"> -Teacher's personal style -Classroom language -Non-verbal communication -Instructions -Explanations -Teacher talking time -Blackboard use -Use of technical equipment -Variety and dynamics -Class organization -Error correction -Students' participation, motivation -Individual needs -Teacher's questions -Feedback to students
			Linguistic competence (5)	<ul style="list-style-type: none"> -Accuracy -Pronunciation, intonation -Fluency and use of language -Language awareness -Language examples and models
		Overall impression		