Overview

The acronym PEAL (Post-entry English and Academic Language) refers to the language and communication skills required on higher education (HE) courses. EAL learners who commence HE studies after meeting minimum language requirements must continue to develop their PEAL skills to achieve success in their discipline. This poses a significant challenge to many students, which means that a growing number of ELICOS and university language centres are now providing language support to EAL students beyond traditional EAP and direct-entry programs.

Many Australian ELICOS educators who work in – or aspire to work in – the PEAL space find that previous EAP teaching experience is transferable to the new context. However, it does not always prepare them for the wider range of language, genres, learning contexts, and approaches they may encounter in HE. The English Australia PEAL Competency Framework aims to support these educators in their transition. Like the original English Australia Continuing Professional Development (CPD) Framework, this Framework can be used as a tool for self-evaluation and professional development planning.

The English Australia PEAL Competency Framework has been designed to extend the original English Australia CPD Framework. The competencies outlined in the original Framework equally apply to PEAL educators, who are assumed to be Accomplished or Lead in most of its dimensions. Thus, the English Australia PEAL Competency Framework outlines additional competencies that are:
- relevant to PEAL
- not encapsulated by the original CPD Framework.

To maintain consistency and relevance for ELICOS educators using the Framework, the PEAL competencies have been categorised according to the domains established in the original. In the document, they have been positioned to the right of each domain. This does NOT imply a hierarchy of competencies; it simply makes it easier for users to refer to and draw links with the competencies in the original.