

THE LONG AND WINDING ROAD TOWARDS A CEFR FOR LANGUAGE TEACHERS

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- A. Extract from EPOSTL, the *European Portfolio for Student Teachers of Languages* (ECML 2007, English version p.31). The idea is that student teachers record their progression towards acquisition of the skill in question by gradually filling in the horizontal bar on the right.

EPOSTL		SELF ASSESSMENT
1.	I can identify and evaluate a range of coursebooks/materials appropriate for the age, interests and the language level of the learners.	<div><div></div></div>
2.	I can select those texts and language activities from coursebooks appropriate for my learners.	<div><div></div></div>
3.	I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet.	<div><div></div></div>
4.	I can make use of ideas and materials included in teachers' handbooks and resource books.	<div><div></div></div>
5.	I can design learning materials and activities appropriate for my learners.	<div><div></div></div>
6.	I can recommend dictionaries and other reference books useful for my learners.	<div><div></div></div>
7.	I can guide learners to produce materials for themselves and for other learners.	<div><div></div></div>
8.	I can select and use ICT materials and activities in the classroom which are appropriate for my learners.	<div><div></div></div>

- B. **Extract from the *Eaquals Framework for Language Teacher Training and Development*** (Eaquals 2013, p.15). This is a framework for use primarily by or with practising teachers. It can be used for self-assessment, selection of focus points for observation and self-observation, discussion of individual professional development, etc.

Key Area 2: Resources and materials		
Development Phase 1	Development Phase 2	Development Phase 3
<b>Knowledge of</b> <ul style="list-style-type: none"> <li>the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners</li> </ul>	<b>Knowledge of</b> <ul style="list-style-type: none"> <li>the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media</li> <li>the relationship between cultural content in learning resources and the social and cultural background of learners</li> </ul>	<b>Knowledge of</b> <ul style="list-style-type: none"> <li>methods of evaluating a wide range of materials from different practical and theoretical points of view, taking into account degrees of linguistic and cultural authenticity</li> <li>categories, genres and text types in language teaching and learning</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>using a limited range of published materials and other learning resources effectively</li> <li>managing teaching / learning resources well in familiar teaching contexts/situations</li> <li>using resources effectively following suggestions in a teacher's guide or course-book</li> <li>creating simple learning materials in line with learners' interests and needs to complement other resources</li> <li>basic techniques for using authentic materials in class</li> <li>adopting a professional approach to copyright and indicating the source of materials</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>adapting and using effectively a wide range of published and other learning materials, including digital resources</li> <li>evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects</li> <li>selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes</li> <li>using various resources effectively, including the board and body language, to optimise learning outcomes</li> <li>adapting and using creatively Information &amp; Communication Technology (ICT) to aid learning in and outside the classroom</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>adapting or designing and using resources effectively for a broad range of teaching contexts</li> <li>reviewing, evaluating and selecting materials and resources for use by the teaching team</li> <li>creating additional materials based on authentic oral and written texts, including digital resources, and teachers' notes</li> <li>mentoring and guiding colleagues in selecting, adapting and designing materials</li> <li>developing and managing online learning management platforms(e.g. Moodle) in a blended learning context</li> </ul>

C. **Extract from the Swiss *Profession-related Competence Profile*** (Pädagogische Hochschule St Gallen 2014, English version, p.9). "[This] can be used as a basis for:

- defining linguistic targets for the foreign language education and further training of teachers
- designing job-related language courses
- self-assessment and other-assessment to establish the basic and advanced foreign language training needs of current and future teachers.
- certification of language proficiency, e.g. in combination with international language diplomas."

## Area of activity 2: Conducting lessons

2.1 *In the target language, the teacher is able to ...*



provide the class with individual words and short sentences in writing during a lesson.

- a Write down solutions to tasks for the class.
- b Develop and supplement a presentation on a chart or blackboard.

2.2 *In the target language, the teacher is able to ...*



moderate work online in writing.

- a Answer e-mails written by learners in connection with a school task.
- b Moderate a forum discussion on an internet learning platform.

2.3 *In the target language, the teacher is able to ...*



introduce a teaching sequence.

- a Provide an overview of the coming lessons, outline learning targets.

2.4 *In the target language, the teacher is able to ...*



round off a teaching sequence.

- a Take stock (e.g. emphasise targets that have been achieved).
- b Guide learners in the target language from one teaching sequence to the next.

2.5 *In the target language, the teacher is able to ...*



provide the class with oral information.

- a Announce something orally to the class (e.g. time, place, homework, personal absence).
- b Announce and explain a decision.

2.6 *In the target language, the teacher is able to ...*



provide learners with descriptions during a lesson.

- a Describe an object or an activity in order to introduce a new word (e.g. say what something looks like).
- b Describe various cultural practices (e.g. customs and festivals).

2.7 *In the target language, the teacher is able to ...*



present content to the class in a clear and structured way.

- a Compare content in different languages with learners, emphasising similarities and differences.
- b Present learners with suitable books and texts for reading that are aligned to their linguistic level and their interests.

2.8 *In the target language, the teacher is able to ...*



explain facts and points of view to learners.

- a Explain words (e.g. using generic terms; saying what something is used for, looks like, where or when it can be found).
- b Explain cultural differences in behaviour (e.g. nonverbal communication, gestures and facial expressions).

D. **Extract from the Framework for Language Competencies and Benchmarks, an appendix of *Speaking for Excellence – language competencies for effective teaching practice*** (Council of Ministers of Education of Canada 2013, p.87).

“[The Framework] describes the language abilities required of teachers in order to effectively perform their professional (occupation-specific) duties. The competencies and benchmarks (levels of language proficiency) will assist in the development of assessment tools in both English and French for evaluating the language competencies of internationally prepared teachers applying for certification in Canada. A common set of language competencies and benchmarks will help to support pan-Canadian labour mobility of teachers and help to ensure that internationally prepared teachers meet the high standards of the Canadian teaching profession.”

### SPEAKING: Occupation-Specific Performance Outcomes: Examples of Language Use by Domain

COMPETENCY S1. Participate in formal and informal conversational exchanges in a broad range of situations using technical or non-technical language.		
Domains	Performance outcomes	Examples of language use
<b>A. Instructing and assessing</b>	S1A.1. Assign new tasks, review completed tasks, and inquire about the status of student work.	<ul style="list-style-type: none"> <li>Given an activity (e.g., mid-term exam), provide clear, detailed instructions to students.</li> <li>Given a topic (e.g., molecular structures), provide detailed instruction on how to use lab equipment such as a microscope.</li> </ul>
	S1A.2. Discuss with students their ideas and aspirations, answer their questions, and provide guidance, encouragement, and assistance.	<ul style="list-style-type: none"> <li>Given a topic, develop a set of probing and follow-up questions to lead student discussion on the topic.</li> <li>Given a topic, ask questions to retrieve, relate, explain, infer, predict, connect, compare, contrast, or evaluate information.</li> <li>Given a topic, develop a set of questions to determine students' prior knowledge of the topic and to assess students' understanding and gaps in understanding of new learning.</li> </ul>
	S1A.3. Provide oral feedback to students.	<ul style="list-style-type: none"> <li>Provide an evaluation/critique of students' work and/or recommendations for improvement.</li> <li>Review an example of a student's work and provide corrections.</li> </ul>
	S1A.4. Demonstrate various communication strategies when there is a breakdown in communication or when students' lack of knowledge prevents them from communicating or comprehending the information.	<ul style="list-style-type: none"> <li>Given a situation (e.g., description of a teacher-student conversation that illustrates students' difficulty in comprehending the information), develop a set of questions to determine students' prior knowledge of the topic.</li> <li>Given a concept/term, develop a three-minute explanation of the concept with age-/level-appropriate examples.</li> </ul>
<b>B. Managing the classroom and student behaviour</b>	S1B.1. Discuss the rules of acceptable and unacceptable classroom behaviour and procedures.	<ul style="list-style-type: none"> <li>Given a situation, suggest alternative approaches or behaviours for students to discuss and respond to.</li> <li>Develop a verbal summary of rules during class debate or presentation.</li> </ul>

- E. **Extract from the *BALEAP TEAP Scheme Handbook*** (BALEAP 2014, p. 23). “BALEAP has developed the TEAP practitioner competency framework and accreditation scheme to enhance the quality of the student academic experience through facilitating the education, training, scholarship and professional development of those in the sector.” There are two qualification levels, Fellow and Senior Fellow.

## E. PROFESSIONAL DEVELOPMENT, RESEARCH AND SCHOLARSHIP

*An EAP practitioner will recognize the importance of applying to their practice the standards expected of students and other academic staff whilst engaging individually and collaboratively in continuing professional development, research and scholarship in the TEAP discipline.*

Professional Knowledge & Values: <b>E</b>	Fellow Area of Activity competence in: <b>EF</b>	Indicative evidence: <b>EF</b>
a. the importance of continuing professional development b. the EAP subject-discipline literature and its impact on practice c. the importance of research and scholarship to developing professional learning and teaching practice d. the role of ambiguity and multiple perspectives in academic enquiry e. the importance of critical reflection on one's own practice f. current issues in teaching and researching EAP g. professional terminology	Senior Fellow Area of Activity competence in: <b>ESF</b>	Indicative evidence: <b>ESF</b>
	i. fully engaging with published research and theory in the discipline to inform own practice ii. undertaking research and scholarship to develop own professional practice and to inform the practice of colleagues iii. co-coordinating, supporting, supervising, managing and/or mentoring the professional development, research and scholarship of others iv. disseminating results of own scholarship and research to enhance the practice of and have an impact on the wider sector	i. Pedagogically focused literature review ii. Pedagogic Research study Learning & Teaching Project CPD workshops, presentations or similar. iii. CV. Records of CPD provision Meeting minutes iv. Publication or similar. Witness statement. Impact evaluation

- F. **Extract from the *European Profiling Grid*** (North, Mateva & Rossner 2013, p. 4). “The aim of the EPG is to support language teachers, whichever language they teach, in their own professional development. It is also a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and in-service development opportunities for language teachers”. There are three main ‘phases of development’ each divided into two sub-phases (like the six CEFR levels).

PROFESSIONALISM						
Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
<b>Professional conduct</b>	<ul style="list-style-type: none"> <li>▪ seeks feedback on her/his teaching practice and other work</li> <li>▪ seeks advice from colleagues and handbooks</li> </ul>	<ul style="list-style-type: none"> <li>▪ acts in accordance with the mission and regulations of the institution.</li> <li>▪ liaises with other teachers about students and lesson preparation</li> <li>▪ acts on trainers’ feedback after lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ welcomes opportunities to share class teaching (team-teach) with colleagues at one or two levels</li> <li>▪ acts on feedback from colleagues who observe her/his teaching</li> <li>▪ contributes to the institution’s development and good management and reacts positively to changes and challenges in the institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ welcomes opportunities to be observed by managers and colleagues and receive feedback on teaching</li> <li>▪ prepares for and participates actively in professional development activities</li> <li>▪ actively participates in the development of the institution and its educational and administrative systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ acts as mentor to less experienced colleagues</li> <li>▪ leads training sessions with support from a colleague or when given material to use</li> <li>▪ observes colleagues and provides useful feedback</li> <li>▪ when the opportunity arises, takes responsibility for certain projects related to the development of the institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ creates training modules for less experienced teachers</li> <li>▪ runs teacher development programmes</li> <li>▪ observes and assesses colleagues who are teaching at all levels</li> <li>▪ organises opportunities for colleagues to observe one another</li> </ul>



## REFERENCES

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