

The Eaquals Framework for Language for Academic Purposes Teacher Training & Development





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About Eaquals

Eaquals (Evaluation & Accreditation of Quality in Language Services) is an international association of institutions and organisation involved in education founded in 1991.

Its aim is to promote and guarantee high quality in language teaching and learning.

For more information about Eaquals see www.eaquals.org

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Introduction

The main mission of Eaquals (www.eaquals.org) is to contribute to the enhancement of quality in language teaching and learning. In line with this mission, the Eaquals Framework for Language Teacher Training & Development (Eaquals TD Framework) was designed to provide guiding principles and tools. This initial framework serves as the foundation for this new Eaquals Language for Academic Purposes (LAP) framework.

What is the relationship between the Eaquals LAP Framework & the Eaquals TD Framework?

The foundation of the LAP framework is the TD framework originally created by Eaquals in 2016. As such, the LAP framework follows the structure of the TD framework which means that it is structured on three phases of development across five areas: Planning teaching and learning, Teaching and supporting learning, Assessment of learning, Language communication and culture and the teacher as professional.

Within the LAP framework, competencies are described in terms of both “Knowledge of...” and “Skills in...”. As with the TD framework, the LAP framework sets out competencies in these areas and across these phases in order to encourage teacher development through self-assessment, principled evaluation and reflection. The descriptors of competences are kept as concise and free of jargon or acronyms as possible.

When constructing the LAP framework competencies, the descriptors used with the TD framework were considered so that there is clear equivalence between both frameworks.

However, the LAP is not a supplement to the TD framework. It can be used by itself, but those familiar with the TD framework and those who have used it for evaluation or CPD should see equivalences.

What are the differences between the Eaquals LAP Framework and the Eaquals TD Framework?

The LAP framework is based on the belief that teaching of and support for LAP should become more integrated with content as the teacher progresses in their career. The TD framework sets out the three phases as being related to teachers “early in their careers”, “intermediate” where they are building up experience and gaining greater autonomy and then “teachers with broad experience”.

Within the LAP framework, “greater autonomy” is taken to allow and encourage more engagement with the content that students are studying, and the language related to it. Similarly, the “broader experience” is taken to allow the person to work “across the institution” which entails dealing with a variety of needs and contexts.

Who is it intended for?

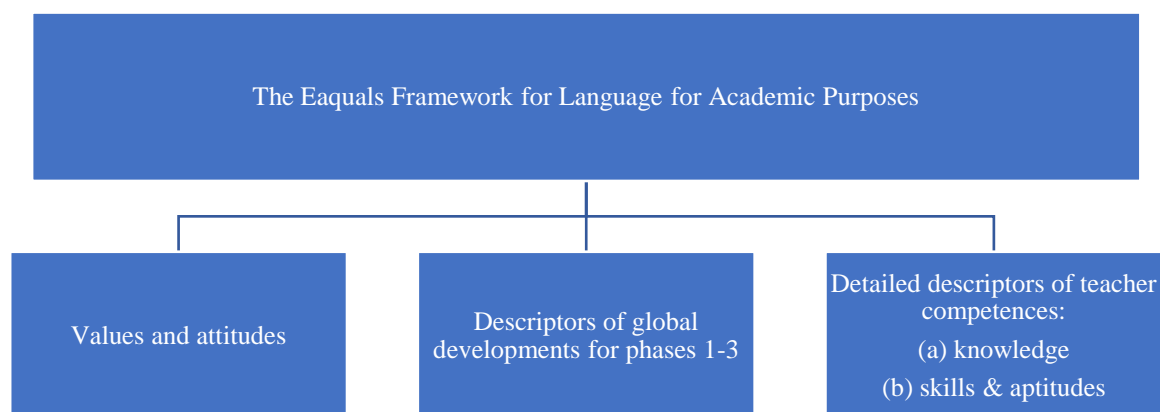
It is intended for use by teachers, managers, coordinators, teacher trainers and other professionals working in the field of language for academic purposes.

It should be noted that the description of three phases within the LAP is also a core principle, in that it is expected that there will be some teachers within academic contexts who are very new to some of the principles of LAP work (although they have spent some time teaching in general language contexts). It is not seen as practical (across the many different LAP contexts) to only recruit experienced teachers to work in LAP contexts.



What does the Eaquals LAP Framework contain?

The Eaquals LAP Framework aims to describe the key competencies required of language teachers in academic contexts across three phases of professional development.



The following elements are included in the Eaquals LAP Framework:

- **Values and attitudes** places right at the beginning of the Framework, such as:
 - A positive attitude to diversity and difference among learners
 - Response for the learners' personal and cultural backgrounds
 - A belief that learning is more effective if learners are aware of their aims
 - A belief in the learning-centred classroom
- **Global descriptors** summarise in a few sentences the all-round competence expected of teachers of language for academic purposes at each of the three development phases
- The descriptors of **knowledge** and **skills** for 5 main areas:
 - Planning Teaching and Learning
 - Teaching and Supporting Learning
 - Assessment of Learning
 - Language Communication and Culture
 - The Teacher as Professional

Development Phases

- **Development Phase One** normally applies early in a teaching career before experience has been gained across a wide range of contexts and levels of courses, and when the teacher's own "repertoire" of professional competence is not yet fully developed.
- **Development Phase Two** is an "intermediate" phase where teachers are accumulating experience and gradually gaining greater autonomy and competence as professionals.



- **Development Phase Three** would normally be associated with teachers with broad experience, further training and a strong commitment to the profession as well as high levels of competence across a broad spectrum.

Examples of “global descriptors” as distinctive characteristics associated with the 3 development phases:

Development Phase 1	Development Phase 2	Development Phase 3
<ul style="list-style-type: none"> • competent replicators • still needing guidance and feedback • involved in further development of their teaching skills 	<ul style="list-style-type: none"> • with greater confidence • showing initiative in planning, teaching and evaluating • can independently identify and implement appropriate teaching strategies 	<ul style="list-style-type: none"> • mastering a broad range of skills • competence in curriculum development • creating teaching materials and developing assessment tools • able to provide effective guidance to other teachers

It is assumed that what is described at phase 2 builds on what is in phase 1, and phase 3 builds on what is described at phase 1 and 2. However, these “phases” do not refer to the actual jobs that teachers may be doing or their qualifications or seniority. The focus is on the extent to which a teacher’s background knowledge and awareness, their professional skills, and their experience have so far developed, and it is likely that even an experienced teacher may be at different “phases of development” in different skills areas.

A teacher’s profile based on the Eaquals LAP Framework is likely to be uneven or “jagged” (i.e. not at the same level in all competence areas).

Main areas of the LAP Framework and their sub-sections

Planning Teaching and Learning	Teaching and Supporting Learning	Assessment of Learning	Language, Communication and Culture	The Teacher as Professional
1 Learner needs and learning processes	1 Teaching methodology	1 Assessment and the curriculum	1 Using the target language effectively with learners	1 Collaborative development
2 Curriculum and the teaching and learning programme (TLP)	2 Resources /Materials	2 Test types – selection, design and administration	2 Applying the CEFR principles	2 Exploratory teaching
3 Lesson aims and outcomes	3 Interacting with learners	3 Impact of assessment on learning	3 Giving sound language models and guidance	3 Lesson observation
4 The lesson – tasks, activities and materials	4 Lesson management	4 Assessment and learning processes	4 Handling relevant cultural issues as part of language learning	
	5 Using digital media		5 Applying practical insights from linguistics and psycholinguistics	
	6 Monitoring learning			
	7 Learner autonomy			



Detailed descriptors by main area

Although it is not easy to distinguish these elements from each other in the daily practice of teachers, they are described separately in order to make it easier for teachers, trainers and managers to identify and reflect on the strengths and gaps in competence that may exist, and what the focal points of professional training and development should be as a result.

Within each main area, the competences are subdivided and organised under sub-headings of “Key Areas”. Each Key Area has three separate columns, where relevant “knowledge” and “skills” are specified and grouped by development phase to illustrate the minimum progression that might be expected at the three successive phases.

The excerpt below illustrates this approach and the formulation of “detailed descriptors” characteristics of a certain phase, by area of professional activity. The key area selected for exemplification is “Applying the CEFR Principles” – the second sub-section from the main area “Language Communication and Culture”. The competences are described both (a) on the content side, i.e. what is expected of a teacher in relation to professional conduct in this area and (b) in terms of qualifiers to indicate progressions from one development phase to the next one.

Language Communication and Culture

Key Area 2: Applying CEFR Principles

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> the relevance of the CEFR to the development of LAP the uses of ‘Can Do’ statements in developing LAP 	<ul style="list-style-type: none"> the relevance of the CEFR to the development of LSAP the uses of ‘Can Do’ statements in developing LSAP 	<ul style="list-style-type: none"> Ways of helping less experienced colleagues to use the CEFR and ‘Can do’ statements to help students develop LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> using appropriate CEFR ‘Can Do’ statements to develop LAP Using CEFR ‘Can Do’ statements to encourage and facilitate self- directed learning of LAP 	<ul style="list-style-type: none"> Selecting and adapting appropriate CEFR ‘Can Do’ statements for the development of language related to specific target disciplines 	<ul style="list-style-type: none"> helping less experienced colleagues to use the CEFR and ‘Can do’ statements to help students develop LAP and LSAP providing awareness training related to the relevant principles and applications of the CEFR in LAP



The Eaquals LAP Framework

Values and attitudes

As with the Eaquals Teacher Development Framework, teachers of LAP share the same values and attitudes. These are repeated here below for ease of reference:

Teachers of Language for Academic Purposes at all phases of development share the following values and attitudes:

- A positive attitude to diversity and differences among learners, and respect for the personal and cultural background of the learners
- A readiness to adapt teaching to make the best possible provision for learners with learning difficulties or other disadvantages
- A belief that learning is more effective when learners are aware of their aims and the progress that they are making
- A recognition of the value of the learning-centred classroom, the various roles played by teacher and learners and their related modes of interaction
- A realisation that knowledge and awareness of the target language and sound methodology contribute to successful teaching and learning.

Learners needs and planning	Teaching	Assessment	Language, communication and culture
<ul style="list-style-type: none"> • A concern with identifying the learning needs and wants of all learners, and a conviction that methodical planning will lead to greater learner achievement and satisfaction • A readiness to consult learners and involve them in the planning process, prompting feedback and adapting activities in response to this • A realisation that planning needs to be flexible and that plans should be modified in the light of the learning process and the learners' needs • An appreciation that there should be a clear progression from one lesson to another with reference to the planned learning outcomes, and that remedial work is likely to be necessary to address areas where language development is progressing more slowly. • Critical awareness of a range of possible resources and their sound exploitation with reference to learners' level 	<ul style="list-style-type: none"> • A belief in the value of lifelong learning and development • A commitment to taking account of both individual and group learning needs • An open mind concerning methods and techniques for guiding and supporting language learning • A belief that learners learn more effectively if they are actively involved in decisions about the learning process • A determination to enable all learners to achieve optimal progress in their learning 	<ul style="list-style-type: none"> • A belief that assessment is an integral part of learning and teaching and therefore should be designed and used in a fair, transparent and coherent way • A commitment to implementing the principles of validity and reliability in test design, delivery, grading and feedback • An appreciation of the impact of assessment on the whole learning and teaching process (assessment for learning; assessment of learning) • A commitment to providing timely, accurate and meaningful feedback to learners on their progress and attainment • An appreciation of the role of self-assessment in enabling learners to actively engage in monitoring their own progress 	<ul style="list-style-type: none"> • A commitment to promoting linguistic diversity, plurilingualism and pluriculturalism, and a respect for varieties of language • A belief in language and communication as instruments for social cohesion and mobility • A belief in the dynamism and creative potential of language in planning, teaching and learning • A belief in the educational value of language learning and understanding of other cultures • A recognition of the important of the role of foreign language learning in cognitive development • An appreciation of the significance of differences among individuals in terms of the way they use language.



Overview of language teacher competences across three phases of development

Development Phase 1	Development Phase 2	Development Phase 3
Teachers at this level are competent replicators They have pre-service teaching qualifications and can follow models of good practice. They plan, teach and reflect on their teaching effectively, and are responsible to guidance and feedback.	Teachers at this level are aware practitioners. They have greater confidence and show initiative in planning, delivery and evaluation. They are open to and aware of issues that arise in the learning and teaching process, and can independently identify and implement appropriate teaching strategies, seeking guidance as necessary.	Teachers at this level are expert facilitators. They have mastered a broad range of skills and strategies related to learning and teaching processes. They are competent in curriculum and syllabus development, creating teaching materials and developing assessment tools for use by others. They can also provide informed and instructive guidance to other teachers.
Teachers at this level are engaged in the further development of their teaching skills in the context of systematic institutional development programmes.	Within an institutional environment conducive to professional development, teachers at this level have gained a clear understanding of the nature and value of continuing professional self-development, can identify their professional needs, and can set objectives for continued professional growth.	Teachers at this level understand the need for continuing professional development even at this high level of competence, and are fully engaged in this, both as learners and as trainers or mentors of less experienced colleagues.



Detailed descriptors by main area

Planning Teaching and Learning

Key Area 1: Learner needs and learning processes

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• The purpose and key components of a needs analysis related to LAP• The main differences between academic cultures in different countries and their potential influence on the development of LAP• The key learning needs relevant to the study of LAP	<ul style="list-style-type: none">• The components of a needs analysis suitable for LAP in different subject disciplines• The range of differences between academic cultures in different countries and their influence on teaching and learning• The methods for identifying actual learning needs	<ul style="list-style-type: none">• Potential differences in learning and teaching needs related to LAP within an institution• Needs analysis tools suitable for use across different contexts in an institution• ways of helping teachers to develop their awareness of cultural differences and influences in approaches to learning• ways of collaborating on needs analysis to aid less experienced teachers
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• identifying learning needs relevant to the development of LAP• adapting the teaching of LAP to take account of the influences of students' previous academic experience• anticipating and responding to learning needs relevant to the development of LAP	<ul style="list-style-type: none">• researching actual learning needs for different subject disciplines, and incorporating these into teaching and learning• identifying key differences between students' prior academic experiences and those likely in their intended disciplines, and integrating these new experiences into teaching and learning	<ul style="list-style-type: none">• creating tools to be used for analyzing learning needs across an institution• helping less experienced teachers to anticipate and respond to cultural influences that affect students' learning• helping less experienced teachers to design lessons which respond to learners' emerging academic needs



Planning Teaching and Learning

Key Area 2: Curriculum and the teaching and learning programme

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">the purposes and the elements of syllabuses that are used in LAP (e.g. genre or function)Language skills and areas which are seen as key to the development of competence in LAPWays of deciding whether to integrate syllabus components [in teaching?] or to keep them separateThe differences in content and focus needed for different course types (e.g. pre-sessional, foundation)	<ul style="list-style-type: none">Principles and processes for creating syllabuses for LAP in different subject disciplinesthe range of language skills and areas relevant to different disciplinesfactors influencing the choices in content and focus for different LAP / LSAP coursesof the ways in which syllabus review can help to identify and respond to changing learning needsthe importance of examples of actual language use to the design of a syllabus or course for LSAP	<ul style="list-style-type: none">the differences between syllabuses across an institution and the relevance of the differences for LAP coursesthe impact that choices of content and focus for a course may have on students' readiness for studyways of reviewing how effective syllabuses are for preparing students for academic disciplinesthe role of language research and analysis, including discourse and genre analysis, in the development of academic syllabuses
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">Using a LAP syllabus as intended, and adapting the elements according to student needsprioritizing language skills and areas relevant to the study of LAPIntegrating the elements of a LAP syllabus in teaching where appropriateMaintaining a focus on course objectives and incorporating syllabus content into the course	<ul style="list-style-type: none">Creating versions of a syllabus relevant to different disciplinesIdentifying the language skills and areas most necessary for different disciplinesDeciding on the focus and content for a specific LAP / LSAP courseReviewing a syllabus to identify and respond to changing learning needs in different disciplinesIncorporating examples of actual language use in the design of a syllabus for LSAP	<ul style="list-style-type: none">Designing syllabuses for LAP which take account of academic differences across departments in an institutionAssessing the impact that choices of content and focus for a course may have on student readiness for academic studyreviewing the effectiveness of syllabuses in preparing students for academic disciplinesParticipating in language research and analysis with a view to developing relevant academic syllabuses



Planning Teaching and Learning

Key Area 3: Lesson aims and outcomes

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> the key characteristics of academic language and texts The key grammar and vocabulary areas to be taught during a course in LAP The key academic skills to be taught during a course in LAP The common areas of difficulty for students studying LAP – especially those arising from different cultural influences and study habits The methods for developing critical thinking skills and autonomy in preparation for academic study 	<ul style="list-style-type: none"> variations in the characteristics of academic language between subject disciplines variations in the grammar and vocabulary of LAP between disciplines differences in the relative importance of individual academic skills across disciplines the difficulties related to common language [meaning?] for students studying in specific disciplines – especially those arising from cultural influences The tools and methods for analyzing the language used in specific academic disciplines The genres and features of discourse which are shared across disciplines and those which distinguish one from another 	<ul style="list-style-type: none"> Processes for guiding the choice of relevant lesson objectives in the areas of language, grammar, vocabulary and skills for LAP frameworks which may help to identify difficulties in academic study created by differences in academic cultures Ways of helping teachers to analyze the language related to academic study Processes for reviewing the features of genre and discourse relevant to proficiency in LAP across an institution and in particular disciplines
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> selecting appropriate lesson objectives for a course in LAP on the basis of the key language, grammar, vocabulary and skills areas specified in the syllabus anticipating the areas of difficulty for students studying LAP – especially those arising from cultural influences providing opportunities for critical thinking and autonomy in preparation for academic study 	<ul style="list-style-type: none"> adapting lesson objectives in line with the differences in language, grammar, vocabulary and skills between disciplines recognizing common language related difficulties for students studying specific disciplines, especially those arising from cultural influences using the tools provided and methods suggested to analyze the language related to a specific academic discipline incorporating into a lesson the genres and features of discourse which are shared across disciplines, and those which distinguish one discipline from another 	<ul style="list-style-type: none"> Providing guidance to less experienced colleagues in the choice of relevant lesson objectives with regard to language, grammar, vocabulary and skills for LAP Raising awareness of frameworks which may help to identify difficulties in academic study created by differences in academic cultures Introducing tools and methods to analyse language related to academic study and helping less experienced teachers to use these Assessing the relevance of features of genre and discourse included in LAP courses across an institution and in particular disciplines



Planning Teaching and Learning

Key Area 4: The lesson – tasks, activities and materials

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> • presentation techniques, practice activities, interaction patterns and assessment procedures relevant to development of LAP • methods for sequencing, staging and scaffolding tasks • methods for developing learner autonomy • the influence of previous academic culture on students' participation in activities • the selection, adaption and design of materials relevant to LAP • methodology relevant to the teaching and learning of LAP 	<ul style="list-style-type: none"> • the cognitive demands of academic study, both generally and within specific subject disciplines • the role of sequencing, staging and scaffolding in aiding comprehension and developing skills in LAP / LSAP • of the ways in which learner autonomy is important in study across subject disciplines • the range of study and learning activities used in different disciplines within an institution • the selection, adaptation and design of materials for use in different disciplines • the range of teaching and learning methods used across different disciplines 	<ul style="list-style-type: none"> • frameworks for organizing activities according to the demands they make on students' cognitive and language abilities • ways of improving the sequencing, staging and scaffolding within a syllabus • Ways of assessing the importance of learner autonomy across different subject disciplines • frameworks for understanding the influence of academic culture on students' reaction to and participation in activities • principles to guide their selection and adaptation or development of LAP materials • processes to encourage collaboration across an institution to develop best practices and sharing of expertise in methodology
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> • using presentation techniques, practice activities, interaction patterns and assessment procedures relevant to the development of LAP • sequencing, staging and scaffolding tasks effectively • providing opportunities for learners to develop autonomy • adapting activities to take account of students' previous academic cultures • selecting, adapting and designing materials relevant to LAP • using methodology relevant to the teaching and learning of LAP 	<ul style="list-style-type: none"> • raising student awareness of the cognitive and language demands of academic study generally and within specific disciplines • sequencing, staging and scaffolding tasks to aid students' comprehension of academic concepts and to develop academic skills • developing learner autonomy relevant to the requirements of specific academic disciplines • preparing students for the kinds of activities used within different disciplines • selecting, adapting and designing materials for use in LAP for different disciplines • raising student awareness of the methodology used within different subject disciplines 	<ul style="list-style-type: none"> • Helping develop teacher awareness of the cognitive demands of different teaching and learning activities • Helping less experienced teachers to adjust the sequencing, staging and scaffolding proposed in a syllabus • Reviewing and taking account of the importance of autonomous learning across an institution • Helping to develop teacher awareness of the influence of academic culture on students' participation in LAP learning activities • Establishing principles to guide the selection, adaptation and development of LAP materials • encouraging and leading collaboration across an institution to develop best practices and the sharing of expertise in teaching methodology



Teaching and Supporting Learning

Key Area 1: Teaching methodology

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> • key concepts and special terms needed for teaching LAP • approaches, methods and techniques relevant to LAP • language, content and skills relevant to LAP • critical thinking skills relevant to academic study • The place of autonomous learning in academic study 	<ul style="list-style-type: none"> • Concepts and terminology used within LAP in different subject disciplines • Approaches, methods and techniques used by teachers in different disciplines • language, content and skills relevant to different disciplines • the critical thinking skills needed in different disciplines • The requirements for learner autonomy in different disciplines 	<ul style="list-style-type: none"> • The wide variety of concepts and terminology used in LAP and LSAP • Ways in which LAP and content teachers can collaborate in selecting and using different approaches to, and methods and techniques of teaching and supporting learning • Processes for reviewing the language, content and skills being taught, and ensuring that they are relevant to LAP and the specific disciplines • Ways of raising teacher awareness of the differences across the institution in the need for critical thinking skills and autonomous learning
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> • using concepts and terms appropriate to the teaching of LAP • using approaches, methods and techniques relevant to LAP • Providing opportunities for students to develop the language competence, content knowledge and skills relevant to academic study • Providing opportunities for students to develop the critical thinking skills and autonomy relevant to academic study 	<ul style="list-style-type: none"> • Using concepts and terms relevant to different disciplines • Helping students to adapt to the approaches, methods and techniques used in LAP courses and different disciplines • Providing opportunities for students to develop the language competence, content knowledge and skills relevant to different disciplines • Providing opportunities for students to develop the critical thinking skills and autonomy relevant in different disciplines 	<ul style="list-style-type: none"> • Helping colleagues understand the concepts and terminology used across the institution • Encouraging collaboration between LAP and content teachers on their different approaches to, and methods and techniques of teaching and supporting learning • Reviewing the language, content and skills being taught, and ensuring that they are relevant to LAP as well as to the specific disciplines • Raising teacher awareness of the differences across the institution in the demand for critical thinking skills and autonomous learning



Teaching and Supporting Learning

Key Area 2: Resources / Materials

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">resources for LAP and their usefeatures distinguishing LAP from general languagemethods for identifying features of LAP through text analysisgeneral requirements of academic study general genres and text types appropriate to LAP	<ul style="list-style-type: none">resources for LSAP and their useMethods for adapting resources to the teaching of LSAPMethods for identifying features of LSAP through text analysisthe requirements of study in specific academic disciplinesresearch on the genres and text types relevant to LAP in specific academic disciplines	<ul style="list-style-type: none">resources available for LAP / LSAP and methods for adapting them to particular needsresearch identifying the features of LAP /LSAPways of helping teachers and students to develop their understanding of LAP and LSAP through text analysisways of collaborating with subject specialists to identify relevant language use and appropriate learning requirementsways of giving less experienced colleagues guidance as to genres and text types appropriate to LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">choosing and using appropriate LAP resourcesraising student awareness of features distinguishing LAP and general languageanalysing texts with students to raise awareness of the features of LAPraising student awareness of general requirements of academic studyraising student awareness of genres and text types appropriate to LAP	<ul style="list-style-type: none">adapting LAP resources make them appropriate to teaching LSAPguiding students in recognizing features of LSAP through text analysisraising student awareness of the requirements of study in specific academic disciplinesidentifying genres and texts types appropriate to LAP in specific academic disciplines	<ul style="list-style-type: none">critically evaluating resources and adapting them to specific needsways of helping teachers and students to develop their understanding of the features of LAP and LSAPcollaborating with subject specialists to identify relevant language use and appropriate learning requirementshelping less experienced colleagues to identify genres and text types appropriate to LAP and LSAP



Teaching and Supporting Learning

Key Area 3: Interacting with learners

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• ways of communicating (e.g. emails) and interacting (e.g. seminars) in general academic study• concepts and special terms required for explanations and responses to questions relevant to LAP	<ul style="list-style-type: none">• ways of communicating and interacting in specific academic contexts• concepts and special terms required for explanations and questions relevant to LSAP	<ul style="list-style-type: none">• Ways of collaborating with colleagues to identify ways of communicating and interacting that are generally appropriate and relevant to specific academic disciplines• Ways of raising teacher awareness about their language use and its appropriacy for LAP / LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• raising awareness of and providing opportunities for communication and interaction relevant to general academic study• using concepts and special terms required for explanations and responses to questions relevant to LAP	<ul style="list-style-type: none">• raising awareness of and providing opportunities for communication and interaction relevant to specific academic contexts• using concepts and special terms to explain and respond to questions relevant to LSAP	<ul style="list-style-type: none">• collaborating with colleagues to identify ways of communicating and interacting that are generally appropriate and relevant to specific academic disciplines• Helping less experienced colleagues to become more aware of the language they use with students and how this may be (in)appropriate to LAP / LSAP



Teaching and Supporting Learning

Key Area 4: Lesson Management

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> Differences between academic cultures and their impact on expectations of learning and teaching The potential range of knowledge and skills in general academic language among students in a class 	<ul style="list-style-type: none"> Differences between academic disciplines and their impact on expectations of learning and teaching The potential range of subject specific language, knowledge and skills in a class 	<ul style="list-style-type: none"> Best practices across an institution for teaching and student support Ways of helping less experienced colleagues to deal with a range of academic language, knowledge and skills in a class
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> Helping students to adapt to the teaching and learning expectations of a new academic culture catering for a range of academic language, knowledge and skills in a class 	<ul style="list-style-type: none"> helping students to adapt to the teaching and learning expectations of their intended academic discipline catering for a range of subject specific language knowledge and skills within one class 	<ul style="list-style-type: none"> Collaborating with colleagues across the institution to identify best practices for teaching and student support Helping less experienced colleagues to deal with a range of academic language, knowledge and skills in a class

Key Area 5: Using Digital Media

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> The types of digital resources and tools relevant to the development of LAP The kinds of digital resources and tools relevant to research in academic study 	<ul style="list-style-type: none"> The types of digital resources and tools relevant to the development of LSAP the kinds of digital resources and tools relevant to research in specific academic disciplines 	<ul style="list-style-type: none"> ways of developing teachers' awareness of the various digital resources and tools relevant to student LAP / LSAP and research ways of helping less experienced colleagues support students in using relevant digital resources and tools
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> using digital resources and tools to help students develop their LAP providing opportunities for students to use digital resources and tools in their academic study and language improvement 	<ul style="list-style-type: none"> using digital resources and tools to help students develop their LSAP providing opportunities for students to use digital resources and tools for research related to their specific academic discipline 	<ul style="list-style-type: none"> developing teachers' awareness of digital resources and tools that can be used to help students develop their LAP / LSAP and research helping less experienced teachers to provide students with opportunities to use digital resources and tools in their research



Teaching and Supporting Learning

Key Area 6: Monitoring Learning

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• common difficulties experienced by students in developing LAP and academic skills• the effects of differences in academic cultures on student reactions to feedback and error correction• variations in motivation for academic study among students	<ul style="list-style-type: none">• common difficulties experienced by students in developing language and skills for specific academic disciplines• The modes and types of feedback / error handling in the intended academic discipline• variations in motivation for academic study in specific disciplines	<ul style="list-style-type: none">• Ways of raising teacher awareness of common student difficulties in developing academic language and skills• Ways of collaborating to establish best practices for feedback and handling errors• Ways of helping less experienced colleagues cater to different levels of student motivation
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• anticipating and responding to common difficulties in developing LAP and academic skills• helping students to adapt to differences in feedback and error handling in the new academic culture• catering to differences in motivation for academic study among students	<ul style="list-style-type: none">• anticipating and responding to common difficulties in developing language and skills for specific academic disciplines• raising student awareness of the modes and types of feedback / error handling in the intended academic discipline• catering to differences in motivation among students for academic study in their specific disciplines	<ul style="list-style-type: none">• raising teacher awareness of common student difficulties in developing academic language and skills• collaborating to establish best practices for feedback and error correction• helping less experienced colleagues cater to variations in level of student motivation



Teaching and Supporting Learning

Key Area 7: Learner Autonomy

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• The role of autonomy in general academic study• The ways in which autonomy can be developed through teaching and self-study	<ul style="list-style-type: none">• Differences between academic disciplines in how much autonomy is expected and how students are expected to demonstrate it• The kinds of activities used in specific disciplines and the types of autonomy they require	<ul style="list-style-type: none">• ways of collaborating with colleagues across the institution to establish expectations of autonomy and best practices for developing it
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• raising student awareness of the role of autonomy in general academic study• incorporating activities into lessons and homework tasks which help students to develop their autonomy	<ul style="list-style-type: none">• raising student awareness of the expectations of autonomy in specific academic disciplines• Incorporating activities into the lesson and homework tasks which help students to develop autonomy relevant to the specific academic discipline	<ul style="list-style-type: none">• collaborating with colleagues across the institution to establish expectations of autonomy and best practices for developing it• developing resources that can be used to encourage different types of autonomy



Assessment of Learning

Key Area 1: Assessment and the curriculum

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> • The language and skills tested in exams granting access to higher education • assessment procedures, tools and criteria (e.g. ILOs) for assessing LAP and academic skills • the relevance of the CEFR levels and descriptors to assessing LAP and academic skills 	<ul style="list-style-type: none"> • The relevance of the language and skills tested in exams granting access to HE, to study in specific academic disciplines • assessment procedures, tools and criteria (e.g. ILOs) used in specific academic disciplines 	<ul style="list-style-type: none"> • Ways of raising awareness of the relevance of language and skills tested in 'access' exams to those required for general and subject specific academic study • Ways of collaborating with colleagues to establish procedures tools and criteria relevant for testing LAP / LSAP and related academic skills
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> • Building from language and skills gained in 'access' exams to those required in general academic study • Using assessment procedures, tools and criteria (e.g. ILOs) for assessing LAP and academic skills • Applying CEFR levels and descriptors to the assessment of LAP and academic skills 	<ul style="list-style-type: none"> • Helping students to adapt and extend the language and skills gained in 'access' exams to their study in specific academic disciplines • Using assessment procedures, tools and criteria (e.g. ILOs) relevant to specific academic disciplines 	<ul style="list-style-type: none"> • raising awareness of the relevance of language and skills tested in 'access' exams to those required for general and subject specific academic study • collaborating with colleagues to establish procedures tools and criteria relevant for testing LAP / LSAP and related academic skills • providing standardization training for colleagues in applying relevant CEFR levels and descriptors in assessment



Assessment of Learning

Key Area 2: Test types – selection, design and administration

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• The priorities in general academic assessment• The types of assessment tools, tasks and criteria used in general academic assessment• The assessment tools, tasks and criteria which effectively assess preparedness for academic study	<ul style="list-style-type: none">• The priorities in assessment within specific academic disciplines• The assessment tools, tasks and criteria which effectively assess preparedness for study in specific academic disciplines• Ways of designing assessment tools, tasks and specifying criteria which effectively assess preparedness for study in specific academic disciplines	<ul style="list-style-type: none">• Ways of critically evaluating assessment tools, tasks and criteria• Ways of helping less experienced colleagues to develop and use tools, tasks and criteria which reflect those used in academic assessment• Ways of collaborating with colleagues in the institution to identify and / or design tools, tasks and criteria which assess preparedness for academic study
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• reflecting the priorities of academic assessment within assessment for LAP• using assessment tools, tasks and criteria which reflect those used in general academic study• using assessment tools, tasks and criteria which effectively assess preparedness for general academic study	<ul style="list-style-type: none">• reflecting the priorities of academic assessment within assessment for LSAP• designing assessment tools, tasks and criteria which effectively assess preparedness for study in specific academic disciplines• using assessment tools, tasks and criteria which effectively assess preparedness for study in specific academic disciplines	<ul style="list-style-type: none">• critically evaluating assessment tools, tasks and criteria• helping less experienced colleagues to use tools, tasks and criteria which reflect those of academic assessment• collaborating with colleagues in the institution to identify and / or design tools, tasks and criteria which assess preparedness for academic study



Assessment of Learning

Key Area 3: Impact of assessment on learning

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> • The differences in testing, assessment and feedback across different academic cultures and the potential impact of this on student performance • The forms and functions of testing and assessment in general academic study and in LAP • The role of feedback in developing autonomy, academic skills and LAP 	<ul style="list-style-type: none"> • The range of forms and functions that assessment and testing may have in different academic disciplines • the range of forms and functions that feedback may have in different academic disciplines 	<ul style="list-style-type: none"> • Ways of raising awareness of the impact that cultural differences in testing, assessment and feedback may have on student performance • ways of collaborating with colleagues to identify best practice in supporting student preparation for the testing and assessment • ways of helping less experienced colleagues to use feedback effectively to develop student autonomy, academic skills and LAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> • Anticipating and responding to problems students may have adapting to cultural differences in testing, assessment and feedback • Preparing students for the forms and functions of testing and assessment in general academic study and in LAP • Using feedback to help students develop autonomy, academic skills and LAP 	<ul style="list-style-type: none"> • Incorporating forms and functions of testing and assessment used in the target discipline into lesson and courses so as to prepare students for them • Incorporating forms and functions of feedback which reflect those used in the target discipline so as prepare students for them 	<ul style="list-style-type: none"> • raising awareness of the impact that cultural differences in testing, assessment and feedback may have on student performance • collaborating with colleagues to identify best practice in supporting student preparation for these types of testing and assessment • helping less experienced colleagues to use feedback effectively to develop student autonomy, academic skills and LAP

Key Area 4: Assessment and learning processes

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> • the cognitive and linguistic demands of general types of academic assessment and the strategies / skills that might be used to deal with these 	<ul style="list-style-type: none"> • the cognitive and linguistic demands made assessment in specific academic disciplines and the strategies / skills that might be used to deal with these 	<ul style="list-style-type: none"> • ways of critically evaluating the cognitive and linguistic demands of different forms of assessment, and of helping less experienced colleagues to support students in developing relevant strategies and skills
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> • helping students develop strategies / skills to deal with the cognitive and linguistic demands of general types of academic assessment 	<ul style="list-style-type: none"> • helping students develop strategies / skills to deal with the cognitive and linguistic demands of assessment in specific academic disciplines 	<ul style="list-style-type: none"> • critically evaluating the cognitive and linguistic demands of different forms of assessment, and helping less experienced colleagues to support students in developing relevant strategies and skills



Language Communication and Culture

Key Area 1: Using the target language effectively with learners

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> difficulties that students with low language proficiency may have communicating in LAP ways of communicating and interacting common to general academic study differences in communication across academic culture and their influence on interaction and learning ways of communicating effectively with students about LAP 	<ul style="list-style-type: none"> difficulties that students with low language proficiency may have communicating in LSAP ways of communicating and interacting within specific academic disciplines ways of communicating effectively with students about LSAP 	<ul style="list-style-type: none"> ways of collaborating with colleagues to support students with low language proficiency in their studies in general and specific academic contexts Ways of raising awareness of communication and interaction appropriate to general and specific academic contexts Ways of helping less experienced colleagues to communicate effectively with students about LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> Anticipating and responding to difficulties that students with low language proficiency may have communicating in LAP Helping students to develop ways of communicating and interacting common to general academic study Helping students adapt to cultural differences in academic communication and interaction communicating effectively with students about LAP 	<ul style="list-style-type: none"> Anticipating and responding to difficulties that students with low language proficiency may have communicating in LSAP Helping students to develop ways of communicating and interacting within specific academic disciplines communicating effectively with students about LSAP 	<ul style="list-style-type: none"> Collaborating with colleagues to support students with low language proficiency study in general and specific academic contexts raising awareness of communication and interaction appropriate to general and specific academic contexts Helping less experienced colleagues to communicate effectively about LAP and LSAP

Key Area 2: Applying CEFR Principles

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> the relevance of the CEFR to the development of LAP the uses of 'Can Do' statements in developing LAP 	<ul style="list-style-type: none"> the relevance of the CEFR to the development of LSAP the uses of 'Can Do' statements in developing LSAP 	<ul style="list-style-type: none"> Ways of helping less experienced colleagues to use the CEFR and 'Can do' statements to help students develop LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> using appropriate CEFR 'Can Do' statements to develop LAP Using CEFR 'Can Do' statements to encourage and facilitate self-directed learning of LAP 	<ul style="list-style-type: none"> Selecting and adapting appropriate CEFR 'Can Do' statements for the development of language related to specific target disciplines 	<ul style="list-style-type: none"> helping less experienced colleagues to use the CEFR and 'Can do' statements to help students develop LAP and LSAP providing awareness training related to the relevant principles and applications of the CEFR in LAP



Language Communication and Culture

Key Area 3: Giving sound language models and guidance

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• language organization and use in general academic discourse and genres• common problems students encounter in organizing and using language within general academic discourse and genres• ways of selecting and using models of oral and written language to illustrate and teach language organization and use effectively	<ul style="list-style-type: none">• language organization and use in discourse and genres in specific academic disciplines• common problems students encounter in organizing and using language appropriately in specific academic disciplines• ways of selecting and using models of relevant oral and written language to illustrate and teach language organization and use in specific academic disciplines effectively	<ul style="list-style-type: none">• ways of raising awareness of language organization and use in LAP and LSAP• ways of helping less experienced colleagues to understand common problems that students encounter in organizing language appropriately in LAP and LSAP• ways of helping less experienced colleagues to select and use models effectively to illustrate language organization and use in LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• Providing good models of language organization and use in general academic discourse and genres• Anticipating and responding to common problems that students have when organizing and using language within general academic discourse and genres• using models to illustrate language organization and use	<ul style="list-style-type: none">• Providing good models of language organization and use in discourse and genres of specific academic disciplines• Anticipating and responding to common problems students have when trying to organize and use language appropriately within specific academic disciplines• using models to illustrate language organization and use in specific academic disciplines	<ul style="list-style-type: none">• raising awareness of language organization and use in LAP and LSAP• helping less experienced colleagues to understand problems that students commonly encounter in organizing language appropriately in LAP and LSAP• helping less experienced colleagues to use models to illustrate language organization and use in LAP and LSAP



Language Communication and Culture

Key Area 4: Handling relevant cultural issues as part of language learning

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> Differences between academic cultures regarding academic language and skills the influence of academic culture on student expectations of language use and skills the influence of culture on student expectations of support the influence of culture on student expectations of the processes and products of research 	<ul style="list-style-type: none"> Differences across cultures (within the same discipline) regarding student language and skills Differences across cultures (within the same discipline) regarding the provision of language support Differences across cultures (within the same discipline) regarding the process and product of research 	<ul style="list-style-type: none"> Ways of raising awareness of differences across cultures regarding student language and skills Ways of collaborating with colleagues to establish best practices regarding the provision of language support Ways of helping less experienced colleagues to anticipate and respond to different student expectations of support
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> Preparing students for the expectations of the academic culture in terms of their language and skills Helping students adapt to new expectations of language use and skills Anticipating and responding to students' different expectations of support Helping students adapt to different cultural expectations regarding the processes and products of research 	<ul style="list-style-type: none"> Helping students adapt to differences across cultures (within the same discipline) regarding student language and skills Preparing students for differences across cultures (within the same discipline) regarding the provision of language support Helping students adapt to differences across cultures (within the same discipline) regarding the process and product of research 	<ul style="list-style-type: none"> raising awareness of differences across cultures regarding student language and skills collaborating with colleagues to establish best practices regarding the provision of support helping less experienced colleagues to anticipate and respond to different student expectations of support

Language Communication and Culture

Key Area 5: Applying practical insights from linguistics and psycholinguistics

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> the main ways in which LAP differs from general language (GL) the vocabulary and expressions common to LAP 	<ul style="list-style-type: none"> the main ways in which the language and genres of a specific discipline differs from general LAP (or GL) the vocabulary and expressions common to the language and genres of a specific discipline 	<ul style="list-style-type: none"> Ways of raising awareness of the ways in which LAP and LSAP differ from GL Ways of helping less experienced teachers to provide students with practice in using vocabulary and expressions common to LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> Developing student awareness of the main ways in which LAP differs from GL Helping students to practise using vocabulary and expressions common to LAP 	<ul style="list-style-type: none"> Developing student awareness of the main ways in which the language of a specific discipline differs from LAP (see above) Helping students to practice using the vocabulary and expressions common to the language of a specific discipline 	<ul style="list-style-type: none"> raising awareness of the ways in which LAP and LSAP differ from GL helping less experienced teachers to provide students with practice in using vocabulary and expressions common to LAP and LSAP developing resources that can be used to raise awareness of the special features of LAP and LSAP



The Teacher as Professional

Key Area 1: Collaborative development

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none">• Ways of collaborating with colleagues teaching on a variety of courses in a general academic context• Ways of developing an understanding of the research relevant to LAP	<ul style="list-style-type: none">• Methods for collaborating with colleagues teaching specific academic disciplines• Ways of developing an understanding of the research related to LSAP	<ul style="list-style-type: none">• Ways of helping colleagues to collaborate within and across courses and disciplines• The wide range of research areas and related literature relevant to LAP and LSAP
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none">• collaborating with colleagues teaching on a variety of courses in a general academic context• developing an understanding of the research relevant to LAP	<ul style="list-style-type: none">• collaborating with colleagues teaching specific academic disciplines• developing an understanding of the research related to LSAP	<ul style="list-style-type: none">• Ways of helping colleagues to collaborate within and across courses and disciplines• The wide range of research areas and related literature relevant to LAP and LSAP



The Teacher as Professional

Key Area 2: Exploratory teaching

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> Ways of exploring the local academic context and adapting one's own teaching to it 	<ul style="list-style-type: none"> Ways of exploring a specific academic discipline in the local context and adapting one's own teaching to it 	<ul style="list-style-type: none"> Ways of helping less experienced colleagues conduct exploratory teaching and to reflect on their own teaching in relation to it
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> exploring the local academic context and adjusting one's own teaching to it 	<ul style="list-style-type: none"> exploring a specific academic discipline in the local context and adapting one's own teaching to it 	<ul style="list-style-type: none"> helping less experienced colleagues conduct exploratory teaching and to reflect on their own teaching in relation to it

Key Area 3: Lesson observation

Development Phase 1	Development Phase 2	Development Phase 3
LAP knowledge of	LAP knowledge of	LAP knowledge of
<ul style="list-style-type: none"> the processes for initiating, arranging, conducting and reflecting on or discussing lesson observations in the local academic context 	<ul style="list-style-type: none"> the teaching and learning practices of the target academic discipline within which you will be observing the lessons the means by which lesson observation can be used to gather information about subject-specific practices and language use the ways in which lesson observation can contribute to a culture of shared academic practice between LAP and subject specialists 	<ul style="list-style-type: none"> tools and processes to facilitate lesson observation and the development of teaching from it ways of helping colleagues to prepare for productive observation of different kinds, including self-observation ways of carrying out peer-observation and providing effective feedback on it
LAP skills in	LAP skills in	LAP skills in
<ul style="list-style-type: none"> initiating, arranging, conducting and reflecting on or discussing lesson observations in the local academic context 	<ul style="list-style-type: none"> using lesson observation to gather information about disciplinary practices and language use using lesson observation, the results of it and reflection on it to contribute to a culture of shared academic practice between LAP and content specialists 	<ul style="list-style-type: none"> Designing tools and processes to facilitate lesson observation and the development of teaching from it Helping colleagues to organize and prepare for observation of different kinds Carrying out different kinds of peer-observation and providing useful feedback and monitoring afterwards.



Glossary of terms

The definitions below relate to the ways in which the terms are used in the text of the Framework, not to other uses.

assessment | A systematic approach to assessing the (language) ability of a student. This can be done by test, interview, questionnaire, observation etc.

autonomy | Independence in learning, i.e. without relying on support from a teacher

CEFR | A Council of Europe document describing learning, teaching and assessing languages, and describing language competence across six main levels

cognitive | Relating to mental processes such as perception, reasoning, making connections

curriculum | An overall description of the aims, content, organisation, methods etc. of an educational course

descriptor | A phrase or sentence, for example in the CEFR, describing what an individual can do with language and communication at a specific CEFR level

evaluation | Using evidence to decide what level of proficiency has been reached

exploratory practice/teaching | Trying out new or experimental techniques or materials in teaching and assessing their relevance and effectiveness

functions, language functions | The purposes for which language is used, for example apologizing, inviting, thanking etc.

genres of discourse, of text, of disciplines | Spoken discourse and written texts can be categorised according to their type, for example, an e-mail is different from a report or a newspaper article; an informal conversation is different from a debate of a speech.

interaction | Interaction involves people communicating with each other, e.g. in a discussion

language models | Clear examples (usually spoken) of language mainly provided by a teacher or a digital recording, suitable for learning to listen to, understand, and replicate or manipulate

lesson management | The way in which a teacher carries out her/his plan for a lesson, including giving instructions, organising tasks, giving feedback, using time etc.

LSAP | Language for specific academic purposes e.g. for a given subject such as law or medicine

monitoring | Listening to what learners are saying or reading what they are writing in order to be able to provide feedback later

outcomes, learning outcomes | The expected and actual results of (language) learning

scaffolding, scaffolding tasks | The temporary support provided for an inexperienced learner by a teacher using instructional techniques to enable the student to move progressively toward increased understanding and greater independence in the learning process

self-assessment | Checking one's own performance on a language learning task after it has been completed or checking one's own success in using language

task | A (language) learning activity that involves using language, for example, to solve a problem by sharing information, or to prepare a dialogue based on an imaginary situation



teaching and learning programme (TLP) or syllabus | A written description of the content of a (language) course and the order in which skills and/or knowledge are to be taught, usually including an indication of the time to be allocated to main elements (see also curriculum)

testing | A means of assessment that usually involves learning writing or choosing answers on paper or on a computer so that these answers can later be checked; it can also involve oral tasks with the tester listening and perhaps participating



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