EXCELLENCE IN LANGUAGE EDUCATION

THE EAQUALS FRAMEWORK FOR LANGUAGE TEACHER TRAINING AND DEVELOPMENT

EAQUALS (Evaluation and Accreditation of Quality in Language Services) is an international association of institutions and organisations involved in language 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

What is the *EAQUALS Framework for Teacher Self-assessment, Teacher Training and Development*?

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 Teacher Self-assessment, Teacher Training & Development* **(TD-FRAM)** aims to respond to the need for guiding principles and tools. The TD-FRAM is related to the European Profiling Grid (the EPG), which provides an overview of the main training and experience, competences, and professionalism of language teachers at six successive phases in their development. The TDRAM adds to this a much more detailed but open-ended description of the key professional competences in terms of attitudes, knowledge and skills needed by language teachers at three main phases of development.

What is its relevance for language teachers?

TD-FRAM is designed primarily with language teachers in mind, although the open-ended **inventory of descriptors of professional competences across different phases of development** could be used by teachers in general to identify their strengths in various areas of activity, as well as further development goals. The approach adopted in TD-FRAM is similar to that of the European Language Portfolio, in that it encourages a positive attitude to self-assessment and evaluation. It acknowledges the fact that we may have different levels of competence in different skill areas and thus that we are likely to have different profiles as teachers.

Who is it intended for?

It is intended for use by both novice and more experienced teachers, by managers, coordinators, teacher trainers and other professionals in the field of language education, when they are assessing teaching-related competences.

It can also be used when setting aims for or deciding the content of further training and development that meets the specific needs of teams of teachers as well as individual teachers, or of training courses for language teachers.

What are its main aims?

- To help practising teachers to *assess and reflect on their own language teaching competences*, but in greater depth and using more detailed descriptors than those in the EPG to help *identify training needs and plan professional development for practising teachers*
- *t*o encourage teach*ers to continue their professional development on their ow*n and with the support of their institutions
- to help document *the design of public training courses* for practising teachers
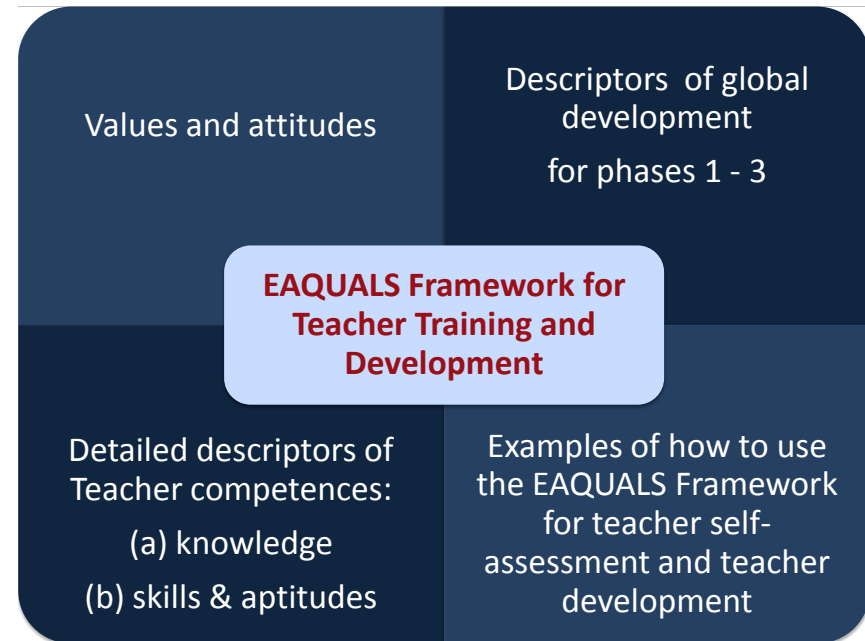- to serve as a tool for *evaluating and accrediting teacher training courses*.

It can also serve as **a model for those wishing to develop additional descriptors for more specific areas**, such as materials design, teaching young learners, teaching one-to-one lessons, providing specialised training and so on.

What approach has been taken and what does TD-FRAM contain?

The *EAQUALS TD-FRAM* aims to describe the **key competences** required of language teachers (although most of them not restricted to language teaching) across **three phases of professional development.**

The following elements are included in the *EAQUALS Teacher Development Framework*:

- **'values' and 'attitudes'** - placed right at the beginning of the *Framework* – e.g.
  - A positive attitude to diversity and difference among learners
  - Respect 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'** - These summarize in a few sentences the all-round competence expected of language teachers at each of the three development phases;
- **the descriptors of 'knowledge' & 'skills'** for **5 main areas**:
  - *Planning Teaching and Learning*
  - *Teaching and Supporting Learning*
  - *Assessment of Learning*
  - *Language Communication and Culture*
  - *The Teacher as Professional*

Values and attitudes	Descriptors of global development for phases 1 - 3
EAQUALS Framework for Teacher Training and Development	
Detailed descriptors of Teacher competences: (a) knowledge (b) skills & aptitudes	Examples of how to use the EAQUALS Framework for teacher self-assessment and teacher development

Development phases

- ***Development phase 1*** 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 2*** is an 'intermediate' phase where teachers are accumulating experience and gradually gaining greater autonomy and competence as professionals;
- ***Development phase 3*** 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:
• competent **replicators**; • still **needing guidance & feedback**; • involved in **further development** of their teaching skills;	▪ with **greater confidence**; ▪ showing **initiative** in planning, teaching & evaluating; ▪ can **independently** identify & implement **appropriate teaching strategies**	▪ **mastering a broad range of skills;** ▪ **competent in curriculum development**; ▪ **creating** teaching materials & **developing assessment tools;** ▪ able to **provide effective guidance to other teachers.**

It is, of course, assumed that what is described at phase 2 builds on what is in phase 1, and phase 3 builds on what is described at phases 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.

The competences listed at each development phase are overlapping – hence the dotted lines dividing each column – and are seen as the minimum levels of competence required at each development phase. As with the *ELP*-based language learner profiles, a teacher's profile based on the *EAQUALS TD-FRAM* is likely to be uneven or 'jagged' (i.e. not at the same level in all competence areas).

Main Areas 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 & learning processes (2) Curriculum and syllabus (the teaching & learning programme) (3) Lesson aims and outcomes (4) The lesson – tasks, activities & materials	(1) Teaching methodology (2) Resources/Materials (3) Interacting with learners (4) Lesson management (5) Using digital media (6) Monitoring learning (7) Learner autonomy	(1) Assessment and the curriculum (2) Test types – selection, design and administration (3) Impact of assessment on learning (4) Assessment and learning processes	(1) Using the target language effectively with learners (2) Applying the principles of the *Common European Framework for Reference* (3) Giving sound language models and guidance (4) Handling relevant cultural issues as part of language learning (5) Applying practical insights from linguistics and psycho-linguistics	(1) Self-assessment and teacher autonomy (2) Collaborative development (3) Exploratory teaching (4) Lesson observation (5) Professional conduct

Detailed Descriptors by Main Area

Although in reality it is not easy to distinguish these elements from each other in the daily practice of teachers, they are separately described 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 therefore be.

In each main area, the competences are subdivided by sub-headings that appear in the left-hand column (under 'Key Area'). In the other three columns, relevant 'knowledge' and 'skills' are specified and grouped by development phase to illustrate the progression in competence that might be expected as a minimum at the three successive phases. The dotted lines between columns, and between skills and knowledge, indicate the inevitable overlaps and the fuzziness of separation referred to above.

The excerpt below illustrates this approach and the formulation of 'detailed descriptors' characteristic of a certain phase, by area of professional activity. The key-area selected for exemplification is "Self-assessment and teacher autonomy" – the first sub-section from the main area "The Teacher as Professional". The competences are described both (a) on the content side -what is expected of a teacher in relation to professional conduct in this area - and (b) in terms of qualifiers to indicate progression from one development phase to the next one.

THE TEACHER AS PROFESSIONAL			
Key Areas	**Development Phase 1**	**Development Phase 2**	**Development Phase 3**
1. Self-assessment and teacher autonomy	**Knowledge of:** • a limited range of self-development processes, strategies and resources • one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment)	**Knowledge of:** • a broad range of self-development processes and strategies • a range of tools, resources and processes to enhance strengths and to address areas for development	**Knowledge of:** • the principles of reflective practice and ways of encouraging this with colleagues • self-development processes and strategies in depth • how to evaluate and apply tools, resources and processes to enhance strengths and to address areas for development
	Skills: • engaging in self-development professionally and ethically in supervised educational contexts • investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment)	**Skills:** • managing self-development autonomously, professionally and ethically in a variety of familiar educational contexts • identifying, selecting/recycling and incorporating/exploiting a range of tools, resources and processes to enhance strengths and to address areas for development	**Skills:** • managing self-development independently, professionally and ethically in a variety of contexts, including unfamiliar ones • critically evaluating tools, resources and processes and creating/designing alternative approaches in order to develop greater autonomy

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VALUES AND ATTITUDES

Language teachers 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
- 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 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

Teaching
- 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

Assessment
- 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 & 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

Language, communication & culture

- 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 importance 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 responsive 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.

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DETAILED DESCRIPTORS BY MAIN AREA

PLANNING TEACHING AND LEARNING

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
1. learner needs & learning processes	**Knowledge of** • the rationale for identifying learning needs and taking account of these in planning • the processes and resources available in the institution to determine learners' needs • different learning theories and how these are applied to the learning and teaching processes	**Knowledge of** • the main areas where learning needs and <u>learning styles</u> are likely to differ from learner to learner • various procedures and processes for finding out about learning needs, and their usefulness in different <u>teaching contexts</u> • aspects of <u>educational culture</u> which might affect learners' approach to language learning	**Knowledge of** • a wide range of possible learning needs and learning styles, and ways of making learners aware of them • the principles behind various procedures and processes to identify learning needs, and how they relate to differing teaching contexts
	Skills: • understanding and determining learners' main language learning needs using procedures designed by the school • identifying some of the differences between the <u>cognitive</u> and <u>affective</u> needs of different learners • integrating awareness of the cultural background of the learners into their teaching • taking these needs into account in designing lessons and developing teaching aims and planning learning <u>outcomes</u>	**Skills:** • determining and anticipating learners' language learning needs and <u>learning styles</u> at a range of levels, selecting appropriate ways of finding out about these. • basing lesson and course design and the selection of learning activities on learners' needs	**Skills:** • designing procedures to find out about learners' language learning needs in a range of contexts and setting relevant learning objectives • helping less experienced teachers to anticipate and take learners' needs into account in designing their lessons

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
2. Curriculum and the <u>teaching & learning programme</u> (TLP) or syllabus	**Knowledge of**: • processes and resources that can be used for reviewing and developing a curriculum and TLPs, including those that that reflect <u>CEFRL</u> levels and principles • the rationale for consulting stakeholders - including learners themselves - about the curriculum and TLP, and means of doing this	**Knowledge of**: • the principles and rationale behind the school <u>curriculum</u> and <u>syllabuses</u>, and the way these relate to the needs of learners • the main principles of the CEFRL and a relevant range of scales and <u>descriptors</u> • the way in which the curriculum and the TLPs relate to each other	**Knowledge of**: • processes and resources that can be used for reviewing and developing a curriculum and TLPs that are consistent with applying CEFRL levels and principles • ways of defining curriculum aims and content in terms of learner and <u>stakeholder</u> outcomes
	Skills: • following the school curriculum and TLP/course syllabus with guidance from school managers and more experienced peers • using standard processes and resources available at the school for researching and analysing language and other content in order to plan a logical sequence of lessons based on the TLP	**Skills:** • implementing the school curriculum and TLPs taking learners' needs into account • helping learners understand the principles and aims of the institution's curriculum and TLPs. • giving feedback to the institution on the curriculum and TLPs, and contributing to their further development • planning a logical sequence of lessons based on the TLP and learner needs	**Skills:** • consulting learners and other stakeholders in an appropriate and systematic manner on TLP content. • developing the curriculum and TLPs of an institution, taking into account the feedback obtained from teachers, learners and clients • cross-referencing the school curriculum and course syllabuses to the CEFRL or other widely accepted levels • writing new syllabuses for use in a given school context

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. Lesson aims & outcomes	**Knowledge of**: • the grammar, vocabulary and pronunciation points and language skills to be taught during a given course • the basic components and <u>functions</u> of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) • common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them • the complex interrelationship between teaching aims and learning outcomes • the importance of <u>integrated</u> skills and of <u>recycling and revision</u>	**Knowledge of:** • the relationship between grammar, lexis, pronunciation and language skills (don't know what this means) • a wide range of aspects of communication & language: <u>transaction vs. interaction</u>; speech vs. writing; text types and <u>genres</u>; levels of formality; <u>register</u> and <u>domains</u>; the relationship between language and culture etc. • the interdependence of learning outcomes, the teaching context and individual learners • the main linguistic, <u>procedural</u> and affective problems likely to arise in different teaching contexts, and possible options for solving these	**Knowledge of**: • all the main aspects of communication and language issues, including many relating to higher level discourse genres and idiomatic and metaphoric uses in literature, technical writing, journalism, political discourse etc. • the way the target language works in different domains, at different levels of formality, in different intercultural settings etc. • a wide range of linguistic, procedural and affective problems relating to different teaching contexts, and various options for solving these.
	Skills: • analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing • selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group. • anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these	**Skills:** • analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs • anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson • adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision	**Skills:** • analysing and developing plans for teaching all main formal and functional aspects of the target language and communication across all levels • differentiating learning objectives in the light of learners' needs • assisting less experienced teachers to anticipate learner problems and to devise ways of overcoming them

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
Lesson aims & outcomes (cont)	**Skills:** • drawing learners' attention to the relation between 'Can Do' statements and other elements in the syllabus and their learning needs • planning basic activities aimed at integrating skills and at providing opportunities for recycling	**Skills:** • successfully balancing objectives that relate to language systems, language skills, and language use. • relating objectives of individual lessons to 'Can Do' statements • linking language skills development with learners' real-life needs • organising activities that integrate the use of different language skills • reflecting on the extent to which learning outcomes reflect lesson aims • matching thematic content and topics of lessons with linguistic aims	**Skills:** • providing guidance to less experienced teachers in developing lesson aims that are realistic and match the learners' needs as well as the requirements of the TLP • helping less experienced teachers to appreciate and reflect on the complex relationship between lesson aims and learning outcomes
4. The lesson – tasks, activities & materials	**Knowledge of**: • some possible ways of organising lessons and varying activities • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners • the prescribed course-book, especially the way it is structured, and other core resources • the fact that language learning is a non-linear, cyclical process • the meaning of 'learner autonomy', and the need to develop it • the importance of learners' individual and group culture as a factor in their response to topics and learning activities	**Knowledge of** : • various possible teacher and learner roles, and some effective lesson management techniques • the rationale and options for planning lesson stages in different logical sequences • a wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs, and the cognitive demands of these types of activities • a wide range of course-books and supplementary materials used for different purposes • basic techniques for materials design • strategies for developing learner autonomy and for fostering learning opportunities in the classroom	**Knowledge of**: • the principles and techniques of materials and test design with reference to various teaching contexts • a wide range of strategies for fostering learning opportunities to develop and sustain learner autonomy

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
The lesson – tasks, activities & materials (cont.)	**Skills:** • gathering information on the resources available, and selecting teaching materials from set course-books • planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books • selecting and using a limited range of relevant additional resources and technical teaching aids • planning appropriate sequences of activities, paying attention to pace, variety and use of time • planning some activities to develop learner autonomy following procedures suggested by the course-book or school • selecting activities aimed at getting learners to recycle previously encountered language • introducing elements of intercultural awareness into lesson activities	**Skills:** • selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs • planning activities to support the development of learner autonomy, considering individual learner needs • reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development • reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered	**Skills:** • critically assessing, selecting and using approaches and strategies to enhance learning opportunities • selecting and creating teaching resources based on <u>authentic</u> materials, adapting them to suit the learners' language level and needs • selecting or developing a variety of teaching procedures, techniques and activities for use by other teachers • assisting less experienced teachers in selecting materials and resources and planning tasks and activities • incorporating into learning activities a wide range of techniques to support the development of learner autonomy • devising activities to develop learner autonomy and study skills for use outside the classroom

TEACHING AND SUPPORTING LEARNING

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
1. **Teaching methodology**	**Knowledge of:** • concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels • the notions of 'reception', 'production' and 'interaction' as key dimensions of language skills development • the impact of affective factors on learning • the main approaches, methods and techniques of language teaching, and their underlying principles	**Knowledge of:** • key issues in learning theory relevant to language learning • the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques • the role of cognitive and affective factors in the learning process and the development of language competence	**Knowledge of:** • theories and research related to more specialised approaches and methods of language teaching (e.g. task-based learning, the lexical approach, cognitive and affective factors in learning etc.)
	Skills: • using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication • using a range of core techniques to present and promote practice and support learning of the target language(grammar, vocabulary and pronunciation) • using classroom language appropriate to the level of the learners	**Skills:** • effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication • efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness	**Skills:** • using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills • evaluating the appropriateness of techniques for different teaching and learning situations, and creatively deploying a wide range of techniques

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
	Knowledge of: • the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners	**Knowledge of:** • the rationale and principles behind the design, sequencing and use of a range of learning resources, including <u>digital</u> and internet based media • the relationship between cultural content in learning resources and the social and cultural background of learners	**Knowledge of:** • 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 • categories, genres and text types in language teaching and learning
2. **Resources/ Materials**	**Skills:** • using a limited range of published materials and other learning resources effectively • managing teaching / learning resources well in familiar teaching contexts/situations • using resources effectively following suggestions in a teacher's guide or course-book • creating simple learning materials in line with learners' interests and needs to complement other resources • basic techniques for using authentic materials in class • adopting a professional approach to copyright and indicating the source of materials	**Skills:** • adapting and using effectively a wide range of published and other learning materials, including digital resources • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes • using various resources effectively, including the board and body language, to optimise learning outcomes • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom	**Skills:** • adapting or designing and using resources effectively for a broad range of teaching contexts • reviewing, evaluating and selecting materials and resources for use by the teaching team • creating additional materials based on authentic oral and written texts, including digital resources, and teachers' notes • <u>mentoring</u> and guiding colleagues in selecting, adapting and designing materials • developing and managing online learning management platforms(e.g. Moodle) in a <u>blended learning</u> context

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. Interacting with learners	**Knowledge of:** • basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair-work or individual activities • concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels	**Knowledge of:** • the principles and procedures for effective management of a broad range of interaction modes for optimising learning, including the flexible switching from one type of activity to another • concepts and terminology relevant to giving explanations and answering language and use questions at a fairly wide range of levels	**Knowledge of:** • <u>sociolinguistics</u> and the language classroom • applications of classroom <u>discourse analysis</u> in observation and self-observation • concepts and terminology relevant to handling explanations and answering language and use questions at all levels
	Skills: • establishing a positive rapport conducive to effective learning • setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in a teacher's guide • giving clear instructions for a range of basic classroom activities • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them • varying interaction patterns to optimise learning	**Skills** • efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimise learning outcomes • giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format • helping learners to activate their existing learning strategies in order to prepare for and carry out tasks • responding to and integrating feedback from learners, and handling cultural or other disagreement between learners • varying teacher and learner roles to promote learner-centred activities	**Skills:** • efficiently setting up and managing learner-centred, multi-level group work • guiding less experienced teachers in classroom management, including the management of incidents arising from cultural and other differences between learners • writing clear instructions for tasks to be managed by other colleagues

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
4. Lesson Management	**Knowledge of** • the kinds of guidance and teaching styles needed to cater for needs of different learners **Skills:** • keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting etc.) • using voice, body language and attitude to communicate with the class • creating a positive & constructive classroom atmosphere • running the lesson as planned while adjusting pace, format, and feedback to learners' reactions • using time effectively so that learners feel they are making progress and remain motivated • adopting different teacher and learner roles according to the teaching/learning context	**Skills:** • delivering effective lessons for classes to learners at a wide range of levels and in specialist courses • organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation • looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class • assessing, reacting and responding to learner needs on the spur of the moment • handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs • adapting and varying teacher roles to match the context and emerging learner needs	**Skills:** • observing and mentoring less experienced colleagues to assist them in maintaining and increasing learner motivation • using task-based teaching and learning imaginatively to develop learners' language competence • advising peers on the effectiveness of different teacher roles in increasing cognitive and affective engagement and enhancing learning

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
5. Using digital media	**Knowledge of:** • basic software that is needed for preparing materials & handouts for teaching • useful websites and search-engines	**Knowledge of:** • technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images • main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning	**Knowledge of:** • coordinating project work with digital media (camera, internet) • learning management systems (LMS) and internet platforms, and their application in supporting autonomous and interactive language learning • the various uses of mobile learning devices and applications for language learning
	Skills: • word-processing worksheets following conventions • following menus to operate software • using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) • downloading resources from websites • searching for potential teaching material on the internet • organizing materials in logically ordered digital folders	**Skills:** • using data projectors for lessons involving internet, DVD etc. • troubleshooting problems with classroom digital equipment • using software for handling images, DVDs, and sound files • recommending appropriate online materials • creating lessons with downloaded texts, pictures, graphics, etc. • using the IWB creatively • setting & supervising individual on-line work	**Skills:** ▪ training students to select and use on-line exercises ▪ training students to participate in IWB use and use of mobile phones etc. for language learning ▪ using any standard web and computer software, including media-related applications ▪ showing colleagues how to exploit the teaching potential of new media (e.g. mobile phones, IWBs etc.) ▪ designing blended learning modules using an LMS e.g. Moodle

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
6. Monitoring learning	**Knowledge of:** • basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired • key issues relating to individual differences between learners, and their effect on classroom dynamics • the role of feedback and error correction in fostering language learning • the nature and role of different kinds of motivation in learning	**Knowledge of:** • the impact of specific cultural, social and learning contexts on language learning and teaching • individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching • the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment etc.), on different aspects of performance such as fluency & accuracy • the role of errors in the development of learners' language proficiency and in language learning	**Knowledge of:** main conclusions from research into general educational theory, the acquisition and learning of the mother tongue and second languages, universal aspects of language; and their impact on language transfer
	Skills: • identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels • giving feedback that is clear and identifies positive points as well as areas which need further work • guiding learners towards appropriate lexical and grammatical reference materials • identifying emerging needs and responding to them, seeking advice as necessary	**Skills:** • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support • responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise • using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity	**Skills:** • listening actively to learners and advising them on learning problems and ways of addressing them • advising colleagues on techniques for monitoring learning, giving feedback to learners, and handling learners' errors

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
7. Learner autonomy	**Knowledge of:** the meaning of 'learner autonomy', and the need for ways of developing it	**Knowledge of:** some techniques for developing learner autonomy	**Knowledge of:** • a wide range of techniques for developing and maintaining learner autonomy
	Skills: • planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school	**Skills:** • including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs • setting up and managing simple individual and group <u>out-of-class projects</u> for language activation and practice • involving learners in decision making within the lesson and course • encouraging learners to take responsibility for their learning, and advising them on independent learning options • training learners to use 'Can Do' statements, a language portfolio and/or other instruments for self-assessment	**Skills:** • incorporating a wide range of techniques to develop learner autonomy into general learning activities • devising activities to develop learner autonomy and study skills for use outside the classroom • helping learners and colleagues to set up and manage their own out-of-class projects for language development • developing learner autonomy by helping them to set their own objectives and discussing different ways of continuing learning outside the classroom

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ASSESSMENT OF LEARNING

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
1. Assessment and the curriculum	**Knowledge of:** • the basic differences between <u>evaluation</u>, assessment and <u>testing</u> • the importance of learners' classroom performance in assessing learning needs • the relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied • the basic CEFRL proficiency levels and learning progression as expressed through the 'Can Do' statements in the CEFRL global scale and the self-assessment grid	**Knowledge of:** • the underlying principles of and differences between testing, assessment and evaluation • the distinctions between <u>formative, summative</u> and diagnostic assessment, and how these are best used • the potential relationships between teaching/learning and assessment processes • the principles, organisation and classification system of the CEFRL, and their implications for and impact on assessment	**Knowledge of:** • key criteria in designing language tests, assessment and evaluation, and how to apply them appropriately • awareness of the different kinds of learning appropriate to different CEFRL levels – for example, the increased cognitive element in attaining levels B2 and above – and implications for assessment • the principles and application of techniques of "assessment for learning" • the finer distinctions in the CEFRL 'plus' levels, e.g. the nature of B1+ proficiency as compared to B1 & B2
	Skills: • <u>monitoring</u> classroom learning to identify learning needs and achievement • carrying out assessment as instructed by the institution • evaluating learner performance in relation to the levels of the CEFRL	**Skills:** • making informed choices on when to test, assess or evaluate • assessing learners' performance with tests based on CEFRL scales which are appropriate to the learners' needs and aims • developing learners' awareness of their progress in language learning as expressed, for example, in the CEFRL 'Can Do' statements so as to facilitate learner self assessment and increase learner autonomy	**Skills:** • guiding and advising others in making informed choices on when to test, assess and evaluate, and how to use the resulting data • creating and developing an assessment system as an integral part of the curriculum and the course syllabus • applying CEFRL criteria to describe and assess proficiency across the language skills in any language learning context

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
2. Test types – selection, design and administration	**Knowledge of:** • common types of tests, (e.g. placement, diagnostic etc.) and task types (e.g. multiple choice, cloze etc.) • procedures for running different types of test • a range of basic techniques for grading learners' work • how to correct, grade and comment on learners' work	**Knowledge of:** • a wide range of different types of tests, and assessment techniques, taking into account cognitive and meta-cognitive competences (e.g. age, domain etc) • a wide range of grading/scoring methods and the underlying techniques, e.g., weighting, using different types of grading/ scoring scale	**Knowledge of:** • types of testing and assessment techniques in relation to their reliability and validity for the intended purpose, high or low stakes etc • the concept of validity and differences between various kinds of validity, and the impact of them on test design and implementation • the uses of quantitative and qualitative assessment and tests • the critical differences between 'standard' and customised assessment techniques and tests, and the advantages and disadvantages of each • intercultural aspects of assessment and testing, and the attitudes of different groups of learners to these
	Skills: • selecting from a pre-specified range of available (published and in-house) tests and using them in familiar contexts • supervising test takers and marking class tests (informal and formal) • administering tests according to procedures ensuring test conditions are respected • using an appropriate grading or scoring scheme for the test to ensure learners receive the correct grade/score	**Skills:** • collaborating in the design of tests and assessment tasks which are fit for purpose • using assessment tasks effectively during teaching • overseeing and monitoring test administration (test taking, grading, recording of grades) • selecting and using an appropriate grading/scoring method in line with the underlying test purpose and design	**Skills:** • using appropriate and valid task-types to design and construct a wide range of testing and assessment tools for various contexts and groups • coordinating assessment and testing procedures within a team of assessors in order to ensure consistency of approach and the reliability of test and assessment outcomes • devising grading scales and ensuring that they are valid and can be applied appropriately to support the development of learner autonomy and provide positive reinforcement of learning

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. **Impact of assessment on learning**	**Knowledge of:** • the basic purposes of assessment in supporting learning • the types of feedback that can be given e.g. from formal testing, assessment of class performance, general evaluation • alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment	**Knowledge of:** • the different purposes for which testing and assessment can be used, e.g. assessment of learning, assessment for learning, certification • feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning • ways of providing feedback so that it is sensitive to the culture and expectations of the learners	**Knowledge of:** • ways in which self-assessment, peer assessment and various non-standard assessment methods can be designed and used to support effective learning • the development of individualised learning pathways • ways of using feedback as a motivational factor in enhancing learner autonomy and self-esteem
	Skills: • selecting appropriate ways of providing feedback for learners • delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning • identifying situations in which self-assessment and peer assessment can be useful	**Skills:** • delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning • developing learners' awareness of assessment criteria with a view to engaging them in monitoring their own progress using a range of assessment mechanisms • applying a constructive and systematic approach to handling errors • providing individualised and relevant feedback to enable the learners to begin to monitor their own progress and achievement	**Skills:** • using the results of assessment so that learners can, independently or with teacher guidance, select, plan and evaluate their learning • analysing and evaluating the most effective approach to feedback for individualized learning

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
4. Assessment and learning processes	**Knowledge of:** • a basic range of exam taking techniques, e.g. reading the rubric, familiarity with task types etc. • the role of assessment and self-assessment in fostering learner motivation	**Knowledge of:** • a detailed range of exam taking techniques and their effectiveness	**Knowledge of:** • the effectiveness of various approaches to the development of exam taking strategies • the various types of motivation which influence learner choice in assessment
	Skills: • carrying out simple language assessment tasks in the context of classroom learning activities • supporting the development of exam taking techniques through the use of exam practice materials and tasks	**Skills:** • demonstrating and providing experience in task types and mechanisms in order to develop test taking strategies for the learner • using assessment as a means of motivating the learner and supporting learning	**Skills:** • incorporating opportunities for development of examination strategies within the course syllabus

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LANGUAGE COMMUNICATION AND CULTURE			
MAIN AREA	**DEVELOPMENT PHASE 1**	**DEVELOPMENT PHASE 2**	**DEVELOPMENT PHASE 3**
1. Using the target language effectively with learners	**Knowledge of:** the communication limitations and learning difficulties of learners with low levels of language proficiency **Skills:** • selecting language used in class to communicate effectively with learners of the target language up to B2 level • recognising the main causes of communication difficulties up to, for example, B1 level • overcoming basic communication problems with learners up to B1	**Knowledge of:** the causes of the communication difficulties of learners with low and intermediate levels of proficiency **Skills:** • communicating effectively with learners of the target language up to C1 • anticipating most communication difficulties up to at least B2 level • overcoming any significant communication problems with learners up to at least B2 level	**Knowledge of:** the ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies **Skills:** • communicating effectively level with learners of the target language at all levels • identifying and overcoming communication difficulties and maintaining communication flow
2. Applying CEFRL principles	**Knowledge of:** • the 6 proficiency levels of the CEFRL global scale • some basic 'Can Do' statements • the concepts of "text" and "task" • the concepts "learner-centred" and "action oriented" • main features of the language levels, intercultural communication, etc.	**Knowledge of:** • the implications of "learner-centred" and "action-oriented" as underlying principles of language curricula • the full range of CEFRL scale descriptors, including the "plus" levels • comprehensive understanding of intercultural communication, language, language levels etc. • the distinction between competences and activities in the scales • the different competences included in 'communicative competence' • the difference between "user" and "<u>rater</u>" scales; • the descriptors in the CEFRL self-assessment grid and the grid on qualitative aspects of spoken and written language use	**Knowledge of:** • comprehensive knowledge of the CEFRL and the complementary documents – database of 'Can Do' statements, User Guides, case studies etc. – as a basis for curriculum and syllabus planning • the full range of didactic, pedagogic principles which underlie the CEFRL – the processes of language learning, the treatment of error, the development of learner autonomy, the teaching of the range of competences • the methodology required to design assessment procedures to calibrate them with the CEFRL levels as described in the Council of Europe manual for relating tests and examinations to the CEFRL

MAIN AREA	DEVELOPMENT PHASE 1	DEVELOPMENT PHASE 2	DEVELOPMENT PHASE 3

Applying CEFRL principles (cont.)	**Skills:**
	
	• distinguishing between learners' language competence in respect of the broad levels 'basic', 'independent' and 'proficient' in the CEFRL Global Scale
	• recognising and distinguishing basic differences between levels of language competence and language knowledge at least at A1, A2 and B1 levels
	• linking topics and grammar lessons to appropriate 'Can Do' statements
	• setting, presenting and explaining learning objectives in terms of:
	  - a general CEFRL level (for example, A1, A2 and B1)
	  - specific 'Can Do' statements
	• assessing whether learners have:
	  - satisfactorily achieved a 'Can Do' objective at, for example, A1-B1
	  - reached the overall target CEFRL level of the class
		Skills:
		
		• recognising and distinguishing specific differences between levels of language competence and language knowledge up to B2 level
		• distinguishing clearly between learners' language competence in respect of the levels A1 to C1, including 'plus' levels, in all skill areas
		• planning TLPs/course syllabuses related to the levels of the CEFRL
		• selecting appropriate teaching materials for courses related to CEFRL levels
		• teaching coherent sequences of activities which combine to lead learners to attain the levels (global and specific) in the CEFRL descriptors at A1-B2 levels
			Skills:
			
			• distinguishing between learners' language competence in respect of the levels A1 to C2, including 'plus' levels, in all skill areas and all domains
			• distinguishing between different levels of quality in spoken language use – range, accuracy, fluency, interaction & coherence
			• guiding less experienced teachers in identifying the CEFRL levels of learners
			
			• designing and planning curricula in which the approach reflects CEFRL principles, and which have coherent CEFRL levels systems

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. **Giving sound <u>language models</u> and guidance**	**Knowledge of:** • likely areas of difficulty in learning and using the target language up to, for example, B1 level	**Knowledge of:** • likely areas of difficulty in learning and using the target language up to, for example, B2 level	**Knowledge of:** • likely areas of difficulty in learning and using the target language up to C2 level and for specialist purposes

	Skills:
	• giving good and correct models of language and <u>paralinguistic</u> features of usage for learners up to B1 level, for example:
	   o good pronunciation models (sounds, stress and intonation)
	   o correct models of written language (grammar, style, spelling)
	• identifying and seeking help with learners' language difficulties, and answering most language queries satisfactorily at, for example, A1-B1, using reference sources as necessary
	• anticipating, and helping learners at these levels to overcome, major language and communication difficulties
		Skills:
		• giving consistently correct and well-contextualised models & examples of usage up to at least B2 level
		• answering all main language queries reliably up to this level
		• anticipating, and helping learners up to this level to overcome language and communication difficulties
		• providing guidance and correctly answering questions on most aspects of communicative language use, as well as on grammar, vocabulary and pronunciation for learners up to this level
		• demonstrating paralinguistic features and getting learners to rehearse these
			Skills:
			• anticipating, and helping learners up to C2 level to overcome language and communication difficulties
			• providing easily understood and comprehensive guidance, and answering questions on all aspects of communicative language use, as well as grammar, vocabulary and pronunciation for learners up to C2 level and with specialist language requirements
			• identifying and responding to special needs arising in communication/ interaction
			• giving guidance to learners on alternative ways of achieving goals in communication and avoiding communication difficulties.

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
4. Handling relevant cultural issues as part of language learning	**Knowledge of:** • definitions of 'culture' • the relationship between language and culture • relevant cultural behaviour, traditions, artefacts • cultural differences and intercultural issues • features of one's own culture which may influence the way one teaches and behaves	**Knowledge of:** • language and culture – power, gender, status, conformity etc. • the social impact of culture • concepts of "otherness", "diversity" • the importance of intercultural aspects in the choice and development of teaching activities and materials	**Knowledge of:** • the impact of culture on language and of language on culture among mother tongue speakers • cultures of education: teaching and learning – the relationships between learners and teachers • types of intercultural & interpersonal problems that may arise in class
	Skills: • dealing with other cultures in the learners' home country or in target language countries • creating an atmosphere of respect, tolerance and understanding • identifying and using materials that are culturally appropriate (and culturally inappropriate) for given learners • taking account of relevant stereotypical views • promoting inclusivity and tolerance, and resolving intercultural difficulties	**Skills:** • adapting materials so that they are culturally appropriate • identifying and using approaches to teaching which help learners to develop intercultural and pluricultural competence • integrating into lessons key areas of intercultural difference (e.g. proximity, politeness punctuality, directness, definiteness) • helping learners to analyse and compare cultural behaviour, traditions, artefacts etc. with materials and activities appropriate to the group. • identifying or adapting materials that promote intercultural understanding (and language use) • selecting and using materials that are well matched to and yet extend the cultural horizons of learners	**Skills:** • designing/creating materials that promote pluricultural understanding (as well as language use) • using web searches, projects and presentations to expand own and learners' understanding of inter-cultural issues • ensuring that learners understand the relevance of cultural conventions regarding, e.g. proximity, politeness, punctuality, directness etc. • systematically developing learners` and less experienced colleagues' ability to analyse and discuss cultural similarities and differences • anticipating and managing effectively areas of intercultural disagreement and incidents if they arise • advising less experienced colleagues on techniques to defuse such disagreements and incidents when they arise

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
5. Applying practical insights from linguistics and psycho-linguistics	**Knowledge of:** • how first languages, second and further languages develop • basic concepts of <u>connotation</u>, <u>collocation</u>, <u>chunking</u>, fixed expressions etc.	**knowledge of:** • child and adult language acquisition • the effects of the mother tongue on second language learning • the importance of acknowledging learners' mother tongues as elements in their personal identity, and in their learning of other languages • the way <u>frequency</u> lists and language <u>corpora</u> work • the relevance of chunking, collocation and fixed expressions in language learning	**knowledge of:** • language domains and registers, and language for specific purposes • lexical chunking and the relationship between lexis and grammar • the potential uses of corpora and concordances in language teaching and learning
	Skills: • using reference books and tools to select vocabulary items at the appropriate level for production and recognition • explaining or demonstrating distinctions between similar lexical and grammatical items up to, say, B1 level and providing examples	**Skills:** • using reference sources, including frequency lists and inventories, for selecting and analysing the language to introduce for production and recognition up to at least C1 level • explaining or demonstrating distinctions between different collocations and connotations of the same lexical item	**Skills:** • using concordances to explore and demonstrate similarities and differences between lexical and syntactical usage • assisting less experienced teachers to develop their understanding of the relevance to language teaching of insights from language acquisition studies and practical linguistics

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THE TEACHER AS PROFESSIONAL

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
1. Self-assessment and teacher autonomy	**Knowledge of:** • a limited range of self-development processes, strategies and resources • one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment)	**Knowledge of:** • a broad range of self-development processes and strategies • a range of tools, resources and processes to enhance strengths and to address areas for development	**Knowledge of:** • the principles of <u>reflective practice</u> and ways of encouraging this with colleagues • self-development processes and strategies in depth • how to evaluate and apply tools, resources and processes to enhance strengths and to address areas for development
	Skills: • engaging in self development professionally and ethically in supervised educational contexts • investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment)	**Skills:** • managing self development autonomously, professionally and ethically in a variety of familiar educational contexts • identifying, selecting/recycling and incorporating/exploiting a range of tools, resources and processes to enhance strengths and to address areas for development	**Skills:** • managing self development independently, professionally and ethically in a variety of contexts, including unfamiliar ones • critically evaluating tools, resources and processes and creating/designing alternative approaches in order to develop greater autonomy
2. Collaborative development	**Knowledge of:** the importance of professional development in collaboration with colleagues **Skills:** engaging in collaborative development activities e.g. ideas sharing, workshops, team teaching, <u>peer observation</u>, seeking guidance, project work etc.	**Skills:** • engaging in, promoting and leading some collaborative development activities • attending/presenting at continuous professional development (CPD) events outside the institution • giving feedback on professional and institutional policies, processes etc. (e.g. TLPs)	**Skills:** • critically assessing collaborative development needs and taking a leading role in the development of policies, processes and projects • <u>mentoring</u> other teachers and facilitating their further professional development • taking an active role in the planning, presentation and evaluation of external CPD activities • providing informed views when consulted on professional and institutional policies, processes etc.

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Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
3. Exploratory teaching	**Knowledge of:** • The importance of principled teaching practices and processes • the importance of <u>exploratory practice</u> and research in teaching **Skills:** using existing model tools and processes for exploratory practice	**Skills:** • Exploring <u>classroom-based research</u> opportunities and incorporating research processes as part of exploratory teaching • selecting and adapting tools and processes for exploratory practice	**Skills:** • analysing, assessing and acting upon data from exploratory research • creating/designing alternative tools and processes for exploratory practice
4. Lesson observation	**Knowledge of:** • the importance of being receptive to observation and feedback • the importance of reflection processes in teaching • teachers' affective needs in lesson observation **Skills:** • engaging in observation of more experienced teachers • interpreting and incorporating feedback into teaching practice by using different existing models, processes, tasks or resources	**Skills:** • anticipating challenges regarding teaching & learning processes • selecting and adapting different models, processes, tasks, resources and strategies based on feedback • using a variety of reflection tools e.g. diaries, video recordings etc. • seeking regular involvement in <u>peer observation</u>, asking for advice and engaging in constructive collegial discussion	**Skills:** • being able to undertake observations of less experienced colleagues and provide constructive feedback for them • creating/designing alternative reflection and feedback tools, processes, tasks, resources and strategies • contributing to the professional development of other teachers through coaching or mentoring processes • taking a leading role in fostering a constructive developmental culture within the institution through the use of observation, reflection and feedback
5. Professional conduct	**Knowledge of:** the need for effective on-going communication within the work place and with all stakeholders; **Skills:** contributing to effective communication and helping maintain the ethos of the institution	**Skills:** • identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication • helping develop the ethos of the institution	**Skills:** • being pro-active in the further development of communication and relevant decision-making processes • actively supporting and developing the ethos of the institution

Key Areas	Development Phase 1	Development Phase 2	Development Phase 3
Professional conduct (cont)	**Knowledge of:** • ethical principles related to teaching and language teaching • the importance of teaching and other professional and administrative responsibilities and duties within the institution • the need for different teacher roles to support learners' achievements **Skills:** • carrying out teaching and other professional responsibilities and duties within the institution • completing routine tasks like taking the attendance register, giving out and collecting materials • delivering required plans and/or records correctly completed and on time • marking homework and tests efficiently	**Skills:** • providing support and giving guidance to peers in their teaching and other professional responsibilities and duties within the institution • assuming a variety of roles to support learners' achievement and peer growth e.g. resource sharer, peer observer, etc. • handling marking and report writing efficiently • handling administrative tasks around the job efficiently and reliably • anticipating regular but less frequent tasks and completing them in good time • dealing with students' issues and enquiries appropriately	**Skills:** • constructively assessing the effectiveness of existing teaching and other professional responsibilities and duties within the institution and developing new systems and processes as necessary • assuming a variety of roles to support and promote school success • coordinating administrative tasks with others; collating information, reports, opinions, etc. if asked to do so • acting as course coordinator if asked to do so • taking responsibility for certain administrative tasks (e.g. organising teachers' meetings, etc.) • liaising with the enrolment department, finance department, sponsors, parents etc. as necessary • contributing actively to the design or review of administrative systems
	Knowledge of: the mission, vision and educational goals of the institution and what the institution stands for	**Skills:** being proactive in supporting and promoting the institution through a variety of professional activities	**Skills:** representing and promoting the institution in the wider community; actively contributing to the strategic planning of the institution
	Skills: contributing to the maintenance of quality within the institution	**Skills:** enhancing and extending quality in all aspects of institutional work	**Skills:** monitoring, reviewing and designing quality systems and contributing to quality practices in the wider professional context

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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.

affective	Relating to feelings, emotions and motivation
assessment	A systematic approach to assessing the (language) ability of a student. This can be done by test, interview, questionnaire, observation etc.
authentic	Refers to spoken or written texts taken from real communication, i.e. not designed for teaching purposes
autonomy	Independence in learning, i.e. without relying on support from a teacher
blended learning	Combination of face-to-face learning with e-learning
CEFR, CEFRL	A Council of Europe document describing learning, teaching and assessing languages, of describing language competence across six main levels
chunking	The way in which words cluster together to make semi-fixed expressions such as 'how are you', 'don't mention it' etc., which can be learnt as units
classroom-based research	Research focusing on teaching and learning that is carried out in the classroom by the teacher herself or by a researcher or collaborator
cognitive	Relating to mental processes such as perception, reasoning, making connections
collocation	The grouping together of words with certain other words e.g. 'tall woman', 'high mountain'; 'do a test', 'make a mistake'
connotation	An association or idea suggested by a word. Words can have positive or negative connotations; e.g. 'terrorist' versus 'freedom fighter' can refer to the same person, but terrorist has a negative connotation while freedom fighter has a positive one.
corpus, plural: corpora (of language)	A collection of examples of language use that can be used to illustrate, for example, the more frequent ways of using words, grammatical structures etc.
curriculum	An overall description of the aims, content, organisation, methods etc. of an educational course.
customised	Adapted for the specific needs of a learner or group of learners
data projector	An electronic device that can be connected to a computer to project images or texts for a whole class
descriptor	A phrase or sentence, for example in the CEFRL, describing what an individual, can do with language & communication at a specific CEFRL level
digital resources	Materials that are in computerised form, not printed
discourse analysis	Analysis of the way language is used in a specific real situation or context
domain	Sector of social or professional life in which language is used
educational culture	The tradition and background of education of a specific country or group
evaluation	Using evidence to decide what level of proficiency has been reached
exploratory practice	Trying out new or experimental techniques or materials in teaching and assessing their relevance and effectiveness

formative, summative assessment	Formative assessment is assessment that takes place during learning and is intended to provide guidance which contributes to further learning; summative assessment happens at the end of a stage of learning as a a record what has been learnt
frequency	The number of times certain words or grammatical forms occur in normal language; for example, the more frequent a word is, the more useful it may be for elementary learners
functions, lang- uage functions	The purposes for which language is used, for example apologizing, inviting, thanking etc.
genres of discourse, of text	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 or a speech.
grading	Deciding and communicating to learners what level of proficiency they have reached in a certain language or skill area following an assessment, or deciding how well they have done a task
individualised	Adapted to the needs of individual learners
integrated skills	Language learning that involves combining language skills, e.g. reading then talking and/or writing about what has been read
interaction, transaction	Interaction involves people communicating with each other, e.g. in a discussion; a transaction involves passing on information or getting something done, e.g. an instruction or order, and usually implies an outcome
interactive whiteboard (iwb)	Computerised equipment in the form a wallboard which is used for presentations and other teaching and learning applications. It can be used dynamically by teachers and course participants using electronic markers and/or also as a large computer or projector screen
intercultural difficulties	Difficulties arising because of individuals' different cultural backgrounds through misunderstanding or rejection of other people's cultural norms
language models	Clear examples (usually spoken) of language mainly provided by a teacher or a digital recording, suitable for learners to listen to, understand, and replicate or manipulate
language transfer	The way in which features of the learner's first language may affect his/her learning and use of another language: these features may help them or may 'interfere' with the way they use the second language
learning pathways	Ways proposed by a teacher or in course materials which different learners can follow to achieve the proficiency they want to achieve
learning management system (LMS)	A digital framework such as Moodle, usually based on the internet, in which learning can take place. The platform may contain tasks, texts and examples of spoken language, video clips, test exercises, and means of communicating with a teacher and other learners, e.g. a forum or blog
learning style	The way in which individual learners approach and manage their (language) learning depending on their preferences; for example, some learners depend a lot on written examples, while others prefer to listen; some like to memorise language, others prefer to experiment
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.
lexical approach	A specific approach to language teaching developed in the 1990s where the main focus was on vocabulary and its meaning and use rather than other aspects of language

mentor, mentoring	A mentor is a person who is asked or invited to help another person, in this case another teacher; mentoring usually involves a more experienced teacher helping a less experienced teacher, including by observing her/him, helping with planning etc.
metalanguage	Technical language used to discuss another area such as grammatical structures, phonology, teaching methods or testing
mobile learning	(language) learning involving the use of mobile phones, tablets, etc. so that learning can continue when the learner is not in class
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
out-of-class projects	Projects organised by a teacher involving groups of learners (or individual learners) using the language outside the language classroom; the project might involve activities such as research on the internet, interviews with other speakers of the language, preparing a presentation in the language, etc.
paralinguistic	Aspects of communication that do not involve language, for example gestures, body language, facial expression and eye contact, pauses
peer assessment	Assessment of an aspect of a learner's language, for example written work, carried out by another learner
peer observation	Observation of a teacher by a fellow teacher, involving giving feedback afterwards, comparing the teacher's approach with the observer's approach etc.
pluriculturalism	A term coined in Council of Europe documents to describe the ability of individuals to respond and react appropriately in different cultures
plurilingualism	A term coined by the Council of Europe to describe the ability of individuals to operate in however limited a way in more than one (usually at least three) different languages. Countries or institutions can be "multilingual" (i.e. a number of languages are used); plurilingualism describes individuals' competence in different languages
procedural	Occurring during the teacher's management of a lesson
production, reception	Language skills such as speaking and writing are described as 'productive', in contrast with reading and listening, which are mainly 'receptive'
professional competences	The combination of knowledge and skills that enable an individual to carry out her/his profession effectively
rate, rater	To measure (language) performance relative to a scale, such as the CEFR scales; a rater is someone who does this with the results of an assessment such as a test.
recycling, revision	Recycling involves the teacher organising tasks to encourage learners to use language that they have learnt and used on previous occasions; revision involves the teacher finding ways of getting learners to go over again elements of what they have previously learnt
reflective practice	Activities carried out by teachers that involve them consciously thinking about what they have done in their teaching, the way the learners reacted, the way in which their teaching skills are developing, and using the results of the reflection to adapt future practice.
register	Specific language used for specific contexts, e.g. in different professions, in management, in education etc.

reliability	The extent to which a test or assessment task gives similar results whenever it is used
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.
sociolinguistics	The aspect of linguistic studies that focuses on the way language is actually used in communication in society
stakeholders	Those with an interest in the (language) learning process and outcomes, including learners, perhaps their parents or employers, teachers, school heads etc.
summative, formative assessment	Summative assessment happens at the end of a stage of learning as a check on what has been learnt; formative assessment is assessment that takes place during learning and may at the same time contribute to learning
task, task-based learning	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)
teaching context	The situation in which a teacher is working, including aspects such as the age and number of learners, the type of institution or classroom, the number of lessons learners have per week, the aims of the course etc.
testing	A means of assessment that usually involves learners 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
validity	The quality of a means of assessment that makes it suitable for the learners being assessed, given their previous learning, age, language proficiency etc., and also makes the assessment fair. Valid tests measure what they claim to be measuring.
web search	A search for information, ideas, pictures and other materials on the internet
weighting (in tests)	Assigning different levels of importance to different parts of the test to ensure that the result also reflects different levels of importance

Examples of how the TD-FRAM can be used

As a source of criteria for assessment of teachers and for self-assessment

Quality assurance and quality development in any kind of teaching hinge on effective and valid assessment of teaching, whether this is done by teachers themselves, their peers, their managers or by their students or preferably all of these. Most such assessment is based on observation of various kinds, sometimes using pre-specified criteria or 'indicators', or with a specific focus or set of questions in mind, but which is more often generic. Both approaches are valid.

The assessment of teaching by <u>managers or co-ordinators</u> can serve different purposes on the same or on different occasions:

- Quality assurance related to the institution's level of effectiveness as demonstrated by its team of teachers and the progress learners make
- Assessment of the performance and capabilities of individual teachers in order to decide how they can best be deployed and supported in their further professional and career development, sometimes referred to as 'performance management'. This will include in given cases deciding whether they are ready to be mentors and trainers of less experienced colleagues, to take on more demanding teaching tasks, and so on.
- As part of a professional development programme where the focus is on the further development of competences, comprising workshop sessions combined with observation.

Observation of teaching by <u>colleagues/peers</u> can also serve either or both of two main purposes:
- To learn from the colleague observed and thereby further develop one's teaching competences, or to develop new competences
- To assist the colleague with their own development by providing feedback and advice on their teaching performance.

In all such observation situations, assessment is involved. The TD-FRAM offers clear criteria for this, whether the assessment is narrowly or widely focused.

<u>Self-observation</u> is less often discussed. This is where teachers take the opportunity to review and reflect on video or audio recordings of their own teaching made informally by themselves or with the assistance of a colleague. Where teachers are able and willing to do this, the TD-FRAM may also provide focus points for the review and reflection process.

<u>Self-assessment by teachers</u> can of course be done without self-observation, using a simple reflective process, for which the TD-FRAM provides a useful tool. To use it this way, teachers would simply mark the descriptors in the TD-FRAM which they consider currently apply to them. This is especially to be encouraged as part of the performance management process mentioned above so that in one-to-one meetings with the teacher's manager or co-ordinator the self-assessment can be compared with the assessments made by the manager/co-ordinator and future professional and career development can be discussed.

Scenario
At school A it has been decided to intensify the lesson observation programme by making more time available to co-ordinators and teachers to carry out focused observation and peer observation for a fixed period in order to be able to decide with teachers where to focus in-service development.
Following a week of 'buzz' observations in which co-ordinators of adult and young learner groups have observed every class for 20 minutes unannounced, and have compared notes on the overall strengths and gaps in competence that they have identified, they have designed observation sheets for longer developmental observations. The headings focus on two main areas: planning, especially 'lesson – tasks and activities' (subsection 4), and teaching, especially 'monitoring learning' (subsection 5).Time will also be made available for teachers to observe each other in pairs, using the same sheet.

For designing professional development or training

Within the language teaching world, various kinds of training and professional development take place:

- Institution-based in-service training and professional development programmes are generally designed for a team working in a given institution, ideally in consultation with team members and taking into account their individual development needs and wishes, some of which may be identified through the kinds of observation discussed above.

> *Scenario*
> *Institution B has received a report from an accreditation body which has recently inspected it. The teaching met the required standard, the report contained recommendations about areas of learner assessment and about the language proficiency and awareness of teachers, as well as about increasing teachers' motivation and commitment. The director has now asked a working group that includes two teachers to refer to the EAQUALS Framework, especially the sections on 'assessment of learning', 'the teacher as professional' and 'language, communication and culture', in order to plan a series of professional development activities that will address these recommendations.*

- Open-enrolment in-service training offered publicly may lead to an approved qualification, in which case a specific curriculum will be drawn up and validated by the approving body. Gaining the qualification will require meeting specified assessment criteria. Alternatively, it may take the form of refresher courses, for example run in a country where the target language is spoken during school holidays, such as those for which participants can seek EU Comenius funding. While there will be a course outline for such courses, the details of the programme are often finalised on arrival and depend on who the participants are, and generally no formal assessment is built in.

> *Scenario*
> *Institution C runs numerous teacher refresher courses in the UK for teachers of English coming from across Europe on EU grants, and from countries beyond. The courses are well advertised but the descriptions of content and structure are largely derived from previous courses, with much freedom being given to trainers to adapt the loose descriptions when participants arrive. In response to feedback from some participants and sponsors, the Head of Teacher Training has been asked to use the EAQUALS Framework as a point of reference to organise the courses over three levels aimed respectively at less and more experienced teachers, and to relate the content to the TD-FRAM areas, drawing on the subsections as appropriate, but also creating new descriptors along similar lines to cover 'teaching business English' and 'Using ICT in language teaching', which are two of the most popular courses. Once this is done and the new programmes are running, she plans to ask EAQUALS to accredit the courses.*

- Self-motivated and individual professional development in which teachers themselves individually and collectively pursue a programme and are supported in this by their employer is very much to be encouraged, and can involve a wide range of experiences including teacher reflection, self-assessment and self-observation activities, team teaching and classroom-based research involving peers and learners, as well as participation in workshops within or outside the institution, conferences, on-line seminars and forums with 'distant' teaching colleagues in different contexts, and so on.

In all these cases, the EAQUALS Framework offers points of departure organised across the three levels, and in some cases, particularly in the design of in-house or open-enrolment courses, provides suggested aims and objectives. Language teaching institutions generally specify clearly what levels of language courses are available, in terms of (for example) the Common European Framework of Reference levels. However, a majority of organisations providing refresher courses for teachers do not specify a pre-requisite level of experience or development. It is thus quite difficult for participants and their sponsors to know in advance what content will be covered, or at what level. The headings in the Framework suggest specific objectives for different kinds of courses at three different levels, while the descriptors provide a basis for assessing whether or not these have been attained.

Resources for familiarisation training

A plan and materials for a training session about the Framework

Aim: to introduce the TD-FRAM, its aims, content and use
Assumption: participants know very little (if anything) about the TD-FRAM
Materials needed: copies or a PDF version of the TD-FRAM; the related PowerPoint and worksheet (replicated below)

A. Introduction to TD-FRAM and a general overview of its aims, rationale, content (suggested time: 75 minutes)

1. Lead-in
Elicit what the acronyms EAQUALS and TD-FRAM stand for (slide 2)?

> What do these acronyms stand for?
>
> • EAQUALS
>
> • TD-FRAM
>
> 2

EAQUALS = Evaluation and Accreditation of Quality in Language Services (slide 3)

> **EAQUALS**
>
> **Evaluation and Accreditation of Quality in Language Services**
>
> 3

TD-FRAM = Framework for Teacher Training and Development (slide 4)

> **TD-FRAM**
>
> Framework for Language Teacher Training and Development
>
> 4

Briefly elicit the main aims of EAQUALS and the TD-FRAM (slide 5):

> ### Main aims of EAQUALS & TD-FRAM
>
> - EAQUAL's main mission is to contribute to the enhancement of quality in language teaching and learning.
>
> - The TD-FRAM offers guiding principles and tools to support this aim.
>
> 5

EAQUALS' main mission is to contribute to the enhancement of quality in language teaching and learning, and the EAQUALS Framework for Language Teacher Training and Development (the TD-FRAM) offers guiding principles and tools to support this aim.

Briefly introduce what the TD-FRAM is and who it is designed for (slide 6)

> ### The TD-FRAM
>
> - In brief, it contains an **open-ended inventory** describing the **professional competences** needed by language teachers **at different stages**.
> - It is intended for use by **managers, co-ordinators**, **teacher trainers** and **teachers** themselves working in language education when they are assessing teacher competences.
>
> 6

2. Background: Aims , Rationale and Content

Interactive text: *give participants the extract from the TD-FRAM (the handout below). Ask then (in pairs or small groups) to fill in the gaps with the missing key concepts. Summarize/ comment on key information in the PowerPoint while checking answers from task 2.*

HANDOUT

Use the phrases in the boxes to complete the text below each box (taken from the introduction to the TD-FRAM)

> **open-ended / three phases/ professional development/ public training courses/ teachers' training needs/ assess and reflect**

The TD-FRAM is related to the European Profiling Grid, a two-page overview of the main competences, training and experience of language teachers at successive phases in their service. TD-FRAM adds to this a detailed but _____ description of the professional competences needed by language teachers at _____ of development. It serves as a tool for:

- Helping practising teachers to _____ on their own language teaching competences

- Encouraging teachers to continue their _____ on their own as well as with the support of their institutions
- Helping co-ordinators and managers to identify _____ and plan professional development
- Aiding the design of _____ for practising language teachers

Those using it may wish to add or adapt descriptors for specific contexts (e.g. teaching young learners, teaching one-to-one lessons, providing language support for immigrants etc.).

COMPETENCES

> **practical or technical skills and abilities / effectively integrated in a holistic way/ key language teaching competences / dotted lines/ knowledge, understanding and awareness**

The TD-FRAM aims to describe _____ across three levels of professional development. In it, competences are seen as including three main components:

a. _____ (in French, savoir)
b. _____ (savoir faire)
c. Attitudes and values (savoir être)

Although in the classroom these elements are integrated in the daily practice of teachers, they are separately described here in order to make it easier for teachers, trainers and managers to identify and reflect on individual strengths and on areas for further training and development. It is, however, important to bear in mind that teaching competence depends on how the knowledge, skills and attitudes described are _____ in classroom teaching. This is indicated by the _____ used to divide the descriptors into columns and between descriptors of 'knowledge' and 'skills'.

WHAT THE TD-FRAM CONTAINS

> **values/ p*lanning teaching and learning*/ global descriptors/*professional / assessment of learning***

The following elements are included in the TD-FRAM:
- _____ and attitudes
- _____ of teachers at different phases of professional development
- Knowledge and skills relating to five key areas of competence:
  1. _____
  2. *Teaching and supporting learning*
  3. _____
  4. *Language communication and culture*
  5. *The teacher as a _____*

PHASES OF DEVELOPMENT

> **early in a teaching career / qualifications or institutional role/
> accumulating experience and insights/ builds on/ broad experience
> /greater independence and competence**

The TD-FRAM distinguishes three phases of development. These are intended to reflect the extent to which a teacher's background knowledge and awareness, their professional skills, and their experience have so far developed rather than their _____. Having said that, phase 1 normally applies _____ before experience has been gained across a wide range of contexts and course types, and when the teacher's own 'repertoire' of professional competence is not yet fully developed, whereas phase 3 would normally be associated with teachers with _____, further training and a strong commitment to the profession as well as expertise across a broad spectrum. Phase 2 is where teachers are _____ and gradually gaining _____ as professionals. It is assumed that what is described at phase 2 _____ what is in phase 1, and that phase 3 builds on what is included at phase 2.

SLIDE 7: What is the EAQUALS TD-FRAM?

> ### What is the EAQUALS Framework for Language Teacher Training and Development?
>
> - The TD-FRAM is a detailed but **open-ended** description of the professional competences needed by language teachers at **three phases** of development. It serves as a tool for:
> - Helping practising teachers to **assess and reflect** on their own language teaching competences
> - Encouraging teachers to continue their **professional development** on their own as well as with the support of their institutions
> - Helping co-ordinators and managers to identify **teachers' training needs** and to plan professional development
> - Aiding the design of **public training courses** for practising language teachers
>
> 7

A key feature of the TD-FRAM is that it is intended to be 'open-ended': EAQUALS' aim is to encourage shared further development of the tool. The categories and descriptors in it are at quite general. Those using it may wish to add or adapt descriptors for specific contexts (e.g. teaching young learners, teaching one-to-one lessons, providing language support for immigrants etc.).

The EAQUALS Profiling Grid for Language Teachers (EPG) summarises in 3 or 4 pages the qualifications, experience and main language and teaching skills expected of language teachers over six phases of development. In the TD-FRAM only language teaching competences are described, not qualifications, training and experience. It also has broader phases of development without the subdivisions into six found in the EPG.

One of the aims of the EPG is to enable managers to summarise the qualifications and skills of teachers in school-based teams, and to facilitate comparison between teachers from different backgrounds with a variety of experience. The purpose of the TD-FRAM, on the other hand, is primarily to support the professional development of practising language teachers.

SLIDE 8: Competences

The definition of 'competence' used in the TD-FRAM as an amalgam and activation of three main components:

      a. Knowledge, understanding and awareness (savoir)
      b. Practical or technical skills and abilities (savoir faire)
      c. Attitudes and values (savoir être)

In a sense, the separation of these 'components' of competence is artificial as all the elements combine in an inseparable way when teachers are working. Indeed, the very idea of separating competences from one another is controversial as the essence of good teaching is effectively combining competences in on-going sequences. Hence the use of dotted lines in the tables of descriptors. A teacher is not 'stuck' in one phase but may well move between phases or her/his profile may range across different phases at the same time (this is discussed further in slide 10).

Factors like personality, interpersonal skills, and teacher motivation, as well as the contexts in which teaching takes place, also affect the way in which people teach. These are not covered here as they are best taken into account at institutional level.

SLIDE 9: What the TD-FRAM contains

What the TDFRAM contains

- **Values** and attitudes
- **Global descriptors** of teachers at different phases of professional development
- Knowledge and skills relating to five key areas of competence:
  - *Planning teaching and learning*
  - *Teaching and supporting learning*
  - *Assessment of learning*
  - *Language communication and culture*
  - *The teacher as a professional*

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Values and attitudes have been subdivided into groups according to the section headings of the TD-FRAM. But, given their importance, and as they are largely independent of a teacher's phase of development, they are not separated progressively.

The overview of language teaching competences summarizes in a few sentences the all-round competence expected of language teachers at each of the three development phases.

In the main part of the TD-FRAM, the <u>descriptors of the knowledge and skills relating to the five main areas</u> are organised under the sub-headings in the left-hand column. The subdivisions are not intended to be exhaustive and do not deal with detailed techniques, such as handling one or another kind of teaching aids, teaching specific aspects of language, or working with learners with specialised needs.

SLIDE 10: Phases of development

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Phases of development

The TD-FRAM distinguishes three phases of development. These reflect a teacher's **background knowledge and awareness, their professional skills, and their experience** rather than their qualifications or institutional role.

- <u>Phase 1</u> is normally **early in a teaching career,** before experience has been gained across a wide range of contexts and course types, and when the teacher's own 'repertoire' of professional competence is not yet fully developed.

- <u>Phase 3</u> would normally encompass **teachers with broad experience, further training and a strong commitment to the profession**, as well as **expertise across a broad spectrum**.

- <u>Phase 2</u> is where teachers are **accumulating experience and insights** and gradually gaining **greater independence and competence** as professionals.

 It is assumed that what is described at phase 2 **builds on** what is in phase 1, and that phase 3 builds on what is included at phases 1 and 2.

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</div>

Phase 1: Teachers at this level are competent replicators

Phase 2: Teachers at this level are aware practitioners

Phase 3: Teachers at this level are expert facilitators

The knowledge and skills that make up relevant teaching competences are described and grouped in three columns to illustrate the progression that might typically be expected across the three successive phases.

The dotted lines dividing each column indicate that the competences needed for language teaching are complex and overlapping. The phases relate to both teachers' experience and training and to their general competence, so it is possible for a teacher with long experience to be 'stuck' at phase one in some areas of competence while being at phase 3 in others, and also for a relatively inexperienced teacher with strong initial training and a keen interest in self-development to have reached phase 3 in some areas. In fact, an individual teacher assessing their own competences using the TD-FRAM is almost certain to have an uneven or 'jagged' profile within one main area as well as across all areas.

B. Increasing familiarity with the five key areas of competence TD-FRAM (75 minutes)

3. Zooming in on the competences

Divide participants into pairs or small groups depending on numbers. Give each pair/small group a different area of the TD-FRAM:

1. Planning teaching and learning
2. Teaching and supporting learning
3. Assessment of learning
4. Language communication and culture
5. The teacher as a professional

- *Ask participants to brainstorm possible content for their specific area - what would they expect to see covered in that area?*
- *Give each pair/small group the relevant part of the TD-FRAM and ask them to check their ideas with the TD-FRAM.*
- *Round-up with a brief whole-group discussion in which the pairs/small groups share any interesting points related to their specific areas.*

4. Personal application: zooming in on the *participants*

- *Tell participants to refer to the area of 'Teacher as Professional' sub division 1: 'Self-assessment and teacher autonomy'.*
- Individual task to promote reflection: *Where would you see yourself with respect to the three phrases?*
- *Brief feedback on the task - participants share any observations.*
  Note: promote the idea of cline (dotted lines).

Show slide 11 and get participants to share ideas:

- To what extent do you believe the TD-FRAM can act as a useful guide or reference tool for your professional development?

- Can you see other uses for it in your institution/work context?

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5. Wrap-up: questions and comments from participants

Expanding the TD-FRAM

A key feature of the TD-FRAM is that it is intended to be 'open-ended': EAQUALS' aim is to encourage shared further development of the tool. The current areas and descriptors are at a relatively high level of generality, with only five or six sub-sections in each main section, and the descriptors are of competences required in language teaching in general. However, many teaching situations will require additional more detailed descriptors.

At least two areas of further development suggest themselves:

1. <u>For specific types of language teaching</u>: the demands on and competence requirements of language teachers vary considerably depending on the context in which they are teaching. For example, teaching languages to very young learners requires competences and background knowledge that are quite different from those needed to teach company employees in their workplace. Similarly, teaching teenagers in CLIL classes in their own country makes radically different demands from teaching a multinational group of teenagers on an intensive holiday course in a country where the language is spoken. It is suggested that for such different situations, the descriptors provided would need to be added to, and new subsections would need creating. The following differences are examples:

   a. Course purposes: general vs. specific (e.g. for work, for study, for tourism etc.)
   b. Course orientation: whole range vs. primarily oral communication, primarily written communication etc.
   c. Course level: e.g. beginner vs. intermediate; remedial vs. advanced
   d. Group-size: large group (25-50), medium group (10-25), small group (3-10), or one to one;
   e. Context: e.g. school-based or in-company
   f. Resources: well resourced (interactive whiteboards, classroom internet access etc.), standard resources, or minimal resources
   g. Student background and motivation.

2. <u>Specific sub skills</u>: in the section *'teaching and supporting learning'*, teaching skills such as *'teaching pronunciation'* could be further sub-divided (for example, '*using phonetic symbols to teach sounds', 'teaching word stress', 'teaching sentence stress', 'teaching intonation', 'using jazz chants and other forms of repetitive practice'* etc.). The same is true of many other technical areas: using texts in class; designing listening comprehension activities; handling errors; and so on. This also applies to the sub-sections in the other main areas, especially in *'planning…', 'assessing…'* and *'language, communication & culture'*.

It is suggested that a good way of beginning teacher development or training in such specific areas and institutional level is to run a group activity to try to draw up the descriptors that participants and those co-ordinating the training/development consider to be important at the relevant development level, or at all three levels. Brainstorming sessions led by more experienced colleagues can be supplemented by reference to journal articles on practical teaching skills and background rationale, teachers' handbooks and language teaching websites etc., which can also be used in putting together systematic sets of descriptors. It is important that both specific relevant teaching skills and the relevant areas of knowledge and understanding required are addressed. For example, in the case of descriptors for teaching skills relating to teaching stress and pronunciation, background knowledge is needed on how these aspects of spoken language work in 'natural communication' as well as descriptors of the main teaching skills and techniques that can be used. This encourages those working on descriptors to identify and consult both relevant sources of ideas and relevant background reading.

EAQUALS hopes that schools, teacher trainers and co-ordinators will be willing to share the sets of descriptors that they create for special kinds of teaching or specialist areas of teaching by sending them to info@eaquals.org be added to the TD-FRAM so that they can be used and adapted by others.

Next steps in development

- An important step will be to continue improving the existing Framework by asking teacher trainers, directors of studies and teachers themselves within EAQUALS to verify its content, in particular the way descriptors are divided and written, and the three development levels proposed in each area.

- If feasible, EAQUALS would wish to make the TD-FRAM available in electronic form via the EAQUALS website, and to invite the language teaching community beyond to add sections to it, as described above.

- EAQUALS may also run workshops at future meetings to create further descriptors of interest and relevance to members. These could also be added to the TD-FRAM so that in time the resource would become more comprehensive and flexible.

EAQUALS is open to suggestions relating to the wider use and further development of the TD-FRAM, and welcomes feedback, which can be sent to info@eaquals.org .

Further information

Background and aims

The TD-FRAM is the result of an EAQUALS Special Interest Project. The purpose was to develop a detailed inventory of teacher competences based on the *EAQUALS Profiling Grid for Language Teachers*, which, following the model of the CEFRL Global Scale, summarised in two or three pages the qualifications, experience and main language and teaching skills expected of language teachers over six levels of development. The aim of the Grid was primarily to enable managers and inspectors within EAQUALS to gain an overview of the qualifications and skills of teachers in school-based teams, and to facilitate comparison between teachers with radically different backgrounds irrespective of the language being taught. Over the life of the project the TD-FRAM evolved into a separate but related resource with wider aims. Its purpose is to support the professional development of practising language teachers as well as the work of trainers and mentors who work with language teachers.

Development

1. Unlike the European Profiling Grid or EPG (the successor to the EAQUALS Grid). the TD-FRAM does not include analysis of qualifications, training and experience. However, it focuses in much greater depth on the main language teaching competences, organised across three 'phases of development', rather than the six used in the EPG.
2.
3. Sample descriptors helped to confirm the definition of 'competence' as an amalgam of three main components:
   a. Knowledge, understanding and awareness (savoir)
   b. Practical or technical skills and abilities (savoir faire)
   c. Attitudes and values (savoir être)

   In a sense, the separation of these 'components' of competence is artificial as all the elements combine in an inseparable way when teachers are working. Indeed, the very idea of separating competences from one another is controversial as the essence of good teaching is integrating competences effectively in on-going sequences appropriate for specific teaching and learning contexts. The intention of the descriptions offered here is to assist teachers themselves, their managers and those assisting them with training and development to select skills and background knowledge to be focused on in professional development that relate to the perceived needs and interests of teachers and their institutions.

4. A third important decision related to the areas of language teaching to be covered. Five main areas were decided on:

   a. Planning teaching and learning
   b. Teaching and supporting learning
   c. Assessing learning
   d. Communication, language and culture
   e. The teacher as a professional.

5. In preparing the TD-FRAM, the project group referred to a number of other sources apart from the EPG for inspiration and cross-checking.

   <u>Specifically related to language teacher training</u>:

   European Profile for Language Teacher Education

   The European Portfolio for Student Teachers of Languages, *EPOSTL*

   <u>Competency frameworks for teachers of any subject</u>:

   New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (UK)

   Professional Standards for Teachers (UK)

   A Competency Framework for Teachers (Australia)

   Professional Standards for Teachers - English as a New Language (USA)

6. An important step was the preparation of a list of key words and phrases to be included in the descriptors – the so-called 'language thread'. This work generated three lists of 17 verbs/verb phrases to distinguish the descriptors at the three development levels, for example:

   Level 1: '*selecting and using*' (e.g. teaching materials)

   Level 2: '*adapting*'

   Level 3: '*designing*'.

   This enabled the group to better conceptualise and describe the gradations of similar competences across the three phases of development.

7. Real progress was made in two two-day meetings hosted by Sabanci University (in 2010 and 2011), involving seven of the project participants. A comprehensive sample for 'planning' provided by one project participant was analysed and redrafted during the first such meeting. On the basis of this experience, a subgroup drafted descriptors for the four other main areas and compared them. Consultation with a wider group led to revisions and a second draft.

8. The resulting draft was then subjected to corpus analysis in order to identify inconsistencies in terminology and the extent to which the 'language thread' had influenced the drafting of descriptors. Further modifications were made after this, and will continue to be made.

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