



European Profile for Language Teacher Education

A Frame of Reference

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**University
of Southampton**



Education and Culture





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European Profile for Language Teacher Education

A Frame of Reference

Introduction

This brochure offers a comprehensive guide to 'The European Profile for Language Teacher Education - A Frame of Reference'. It outlines each item in full and presents a number of strategies for its implementation and practical application.

The Profile was developed by a team at the University of Southampton, UK, led by Professor Michael Kelly and Dr. Michael Grenfell, supported by the European Commission. It was developed in consultation with a group of international teacher educators and draws its findings from a range of teacher education programmes currently in operation across Europe.

The Profile builds on the conclusions of an earlier report, 'The Training of Teachers of a Foreign Language: Developments in Europe', which examined the current provision of language teacher education over 32 countries and found that there was scope to develop a shared understanding and shared terminology in this arena.

The Profile presents a toolkit of 40 items which could be included in a teacher education programme to equip language teachers with the necessary skills and knowledge, as well as other professional competencies, to enhance their professional development and to lead to greater transparency and portability of qualifications.

Using the Profile

The Profile's Scope

It is important to note that the Profile is not designed as a mandatory set of rules and regulations for language teacher education. In order to take account of the rich diversity of language teacher education programmes already offered in Europe, the Profile has been designed as a voluntary frame of reference that policy makers and language teacher educators will be able to adapt to their existing programmes and needs.

The Profile can be used as a checklist for institutions with longstanding strengths in language teacher education, and as a reference document providing guidance to institutions with plans to improve their language teacher education programmes.



European Political context

Since 2000, the European Union has increased attempts to improve language teaching and learning. The European Year of Languages in 2001 showed how language learning could be promoted at a European and national level. In 2002, the Barcelona meeting of the European Council proposed that European citizens should be taught at least two foreign languages, besides their mother-tongue, from an early age.

The education of foreign language teachers is of increasing importance because of their key role in improving foreign language learning and awakening learners' interest in languages. Language teachers play a major part in achieving the European Union's objective that all EU citizens should have linguistic competence in their own mother tongue and two other languages.

Who will use the Profile?

The Profile is designed as a resource for European, national and institutional policy makers in the field of teacher education. It also addresses teacher educators who want to introduce trainee teachers to some of the European initiatives in language teacher education.

The Profile provides a common frame of reference for its stakeholders across Europe, whether they specialise in primary, secondary, or adult learning. It contains information of value to teacher educators involved in initial and in-service education, especially in the areas of mentoring, exchanges and international cooperation.

In addition, the Profile is a flexible framework for language trainee teachers and language teachers themselves, since it deals with independent learning strategies, life-long learning and new learning environments. The Profile is built on the conviction that language teacher education is a life-long process that should occur both inside and outside organised teaching and learning contexts.

Organisation of the Profile

The Profile contains 40 items describing important elements in foreign language teacher education in Europe. The Profile is divided into four sections: Structure, Knowledge and Understanding, Strategies and Skills, and Values.

<p>Structure</p> <p>This section contains items describing the different constituent parts of language teacher education and indicates how they could be organised.</p>	<p>Strategies and Skills</p> <p>This section contains items relating to what trainee language teachers should <i>know how</i> to do in teaching and learning situations as teaching professionals as a result of their initial and in-service teacher education.</p>
<p>Knowledge and Understanding</p> <p>This section contains items relating to <i>what</i> trainee language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education.</p>	<p>Values</p> <p>This section contains items relating to the values that trainee language teachers should be taught to promote in and through their language teaching.</p>

These four sections should be viewed holistically as the composite parts of teacher education. Teacher education is a multi-faceted, multi-disciplinary activity which is reflected in the divisions of the Profile. The sections interact to form a comprehensive guide to language teacher education programmes in the 21st century.



Structure

I. A curriculum that integrates academic study and the practical experience of teaching

During language teacher education, the practical experience of teaching in the classroom and the academic study of pedagogical theory and the subject area are to be treated holistically as they interact with one another.

Language education should be seen as **multidisciplinary** and interdisciplinary with a complex range of theories behind different teaching approaches.

Theory can be usefully divided into the categories of '**knowledge**' and '**skills**'. Knowledge refers to academic knowledge about the language discipline and teacher education (historically and comparatively); skills relate to the social and professional context in which practical teaching takes place and the professional competences needed to teach effectively.

Awareness of the factors that **promote or inhibit language acquisition** allows trainee teachers to teach **creatively** and **flexibly**, designing learning situations relevant to the learning context.

In relation to education theories, areas dealing with **linguistic and cognitive dimensions** can be taught alongside the humanistic and affective implications of real learning situations. Trainee teachers can synthesise these areas through peer observation and self-evaluation.

Close **cooperation** between foreign languages departments, teacher education units and schools is crucial in achieving the integration of academic subject and practical experience.

Strategies for Implementation and Application

- The course is designed in such a way that all theory is related in some way to what the trainee will see or do in the classroom.
- Trainees should read theory and then recognise it working in practice, either through peer observation or through teacher observation.
- Trainees are able to demonstrate an understanding and evaluation of the theoretical part of their education.
- Through action research tasks or similar, trainees are able to apply the theory to their teaching and then assess it.
- Teacher educators need direct contact with classroom-based practice.
- Academic study of pedagogy and teaching practice need equal status.
- Trainees need to see the link between the two.



2. The flexible and modular delivery of initial and in-service education

The flexible delivery and modular organisation of education programmes make them more accessible, so that they can be followed alongside other working and personal commitments.

The overall aims of flexible and modular delivery are to attract a **diverse range of trainees** into language teaching, to adapt to different **lifestyles and financial factors** and to promote the use of new learning environments and life-long learning strategies.

There should be a number of **different entry times** into teacher education programmes to allow teachers to be recruited throughout the year and to work during holiday periods. Modules should be completed according to the time frame decided at the beginning of the programme.

In a changing educational climate, and with a European emphasis on **mobility**, flexible and modular courses are important ways to attract new trainees into teaching and to allow them to keep track of their courses while they are away from the institution.

Strategies for Implementation and Application

- Courses are available to trainees online, allowing virtual teaching and feedback. Courses online do not replace contact teaching but supplement it.
- Trainees can begin courses at several points throughout the academic year.
- Trainees are able to undertake their teaching practice in a range of schools, fitting with their personal commitments.
- Trainees are able to fulfil some of their teaching practice requirements in institutions abroad or local bilingual schools.
- Trainees are able to use new learning environments as part of their education and this is a recognised part of their study.
- Tutors must keep track of their trainees' progress since they begin their courses at different points throughout the year.
- Modular and flexible delivery may leave trainees without the same degree of interaction with peers as traditional course delivery. This means that peer observation and review, team-teaching and networking must be highly organised.
- Since school-based practice may be more feasible at certain times of the year the modular organisation of teaching programmes needs to take this into account.



3. An explicit framework for teaching practice (*stage/practicum*)

Trainee teachers are given a specific set of guidelines to organise their practical experience in schools which includes advice on how to monitor and reflect on their experience.

Trainee teachers benefit from being aware of what the **expectations, obligations and outcomes** of their school-based teaching practice are. It is valuable for trainee teachers to know what their rights are and what to do if they encounter problems or difficulties during this period.

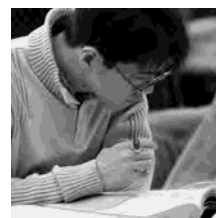
It is important for trainee teachers to receive **guidelines and feedback** on their school-based experience. **Mentors and teacher educators** are central to this process, and **cooperation** between them is crucial.

Institutions may employ a **written contract** signed by the trainee teacher, the school they are working in and their educational institution. This is an option when there are particular legal issues that need to be clarified for the parties involved.

Trainee teachers receive **structured feedback** on their school-based experience both from the school (in particular their mentors) and from their own educational institution.

Strategies for Implementation and Application

- Institutions provide trainees with written guidelines outlining how their teaching practice will be organised.
- Mentors are fully briefed and trained and understand the expectations of both the trainee and the educational institution.
- Trainees, likewise, are fully aware of what is expected of them in terms of what they achieve in the classroom and what subsequent papers or diaries need to be produced.
- Teaching practice is monitored by the trainee's institution through regular contact with the trainee and his/her mentor.
- Trainees keep a teaching practice diary or log recording their experiences. Mentors and tutors help trainees compile this document.
- Any problems with either the trainee or the school are foreseen and dealt with before they become an issue.
- Feedback from tutors and mentors is constructive and sensitive.



4. Working with a mentor and understanding the value of mentoring

Mentors advise trainees and offer guidance about all aspects of teaching and learning. They perform a valuable role in supporting the trainee through the school-based experience and helping them make the transition from trainee to qualified teacher.

Trainee teachers are able to develop a **friendly, flexible and professional relationship** with mentors built on trust, openness and mutual respect.

Mentors are willing to commit themselves to **observing** classes given by trainee teachers, offering them extensive **feedback** on their progress, and **liaising** with the trainee teacher's educational institution.

Mentoring serves as vital link between schools and educational institutes and between theory and practice.

Mentors require **support** and **training** on managing the professional development of the trainee.

Mentors should be involved in the work of the **departments of education** at universities. This enhances the quality of their mentoring.

Mentor training could take the form of a **postgraduate degree or qualification** (accredited at European level if possible). Specific training to achieve this qualification might link **school-based activities** (coordination of other foreign language teachers, team-working, coordination of action research, creation of teaching materials, syllabus design and so on) with **theoretical reflection** and research areas related to pedagogy or the academic subject.

Strategies for Implementation and Application

- Each trainee is assigned a mentor for the duration of the teaching practice.
- Mentors are fully briefed by the university and understand what expectations the university and the trainee will have of them.
- Equally the trainees fully understand the role of their mentor during the school experience.
- During the teaching practice, mentors complete a number of tasks and responsibilities with the trainees such as observing them teaching, giving them feedback, checking over their lesson plans and offering general pastoral support.
- Mentors should be offered a reduced workload or teaching load in order to allow them to perform their mentoring duties properly.
- Trainees and mentors are often from a different generation. Measures must be taken to avoid problems which can arise concerning teaching methods, methodology and personal teaching identities.



5. Experience of an intercultural and multicultural environment

Trainee teachers have experience of living, studying, working or teaching in a context characterised by distinctive or different social, cultural, ethnic, national, or religious groups.

'Multicultural' is understood as a descriptive term referring to a range of different cultural perspectives and attitudes existing in parallel.

'Intercultural' refers to a dynamic state of exchange and interaction between these cultural perspectives. These processes take place both in the trainee teacher's own country and abroad.

One way to experience an intercultural environment is by teaching one's native language to **non-native speakers** (for example, to immigrant children). Trainee teacher placements in multicultural classrooms help develop an intercultural mindset.

Even within one national context, learners have a wide range of cultural perspectives and attitudes, shaped by **social, ethnic and political** factors, as well as **gender, age and sexual orientation**. These affect how learners respond to teaching and learning.

Strategies for Implementation and Application

- Trainees are able to develop an intercultural understanding and appreciate the importance of culture, and sensitivity to it, when building relationships and in a professional setting.
- Institutions aim to give their trainees experience of teaching languages in a wide variety of learning contexts, such as local bilingual schools. Trainees understand that multicultural and intercultural issues affect most teaching and learning contexts.
- Trainees have experience of studying or working in another country and so are culturally aware and are equipped to face diversity in a non-judgemental manner. This can be reinforced by the content of the teacher education.
- Trainees are given the opportunity to work with fellow trainees from a variety of different backgrounds. How they treat their colleagues is reflected in how they teach.



6. Participation in links with partners abroad, including visits, exchanges or ICT links

Participation in links with other institutions abroad is a means of exposing trainees to different linguistic and cultural contexts. The developing use of the internet and email has meant that such links can be maintained virtually and the financial and logistical problems

Trainee teachers are aware of the diverse ways to **communicate** and **exchange information** and **resources** with partners abroad.

As well as visits to partner institutions, there are benefits from **written exchanges, e-twinning of institutions, interactive forums between institutions, email and video-conferencing**.

Trainees are able to use these links for the exchange of ideas, experiences and best practice and also to exchange materials used in teaching the language.

Trainees are encouraged to maintain **links** with **colleagues and peers** when they go abroad with a view to establishing links later in their career.

Being given the opportunity to travel abroad will have a direct impact on the personal and social development of the trainee.

Spending time abroad will develop **communication skills** and also provide an opportunity to improve **personal language competence**.

Strategies for Implementation and Application

- The extent and criteria of partnerships must be clearly defined in advance. This can avoid potential communication problems.
- Funding for establishing links may be problematic in certain contexts. The use of the internet and email can alleviate these issues.
- Links must provide a direct contribution to the teaching and learning of trainees. This can be in the form of authentic resources or opportunities to improve language competence.



7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native

Trainee teachers spend a period of time in the country in which the foreign language they teach is spoken as native whenever possible.

Whether the extended stay abroad is carried out before or during teacher education, the **benefits** to the trainee, both **personally** and **professionally**, are very real. Besides the obvious improvement in language ability, trainees are given insight into the **culture** and **every day life** of another country. Meeting people and participating in events and activities are also beneficial to trainees and increases their **communication skills and cultural awareness**. These experiences will be passed on to the learners, making the language more tangible and relevant.

During their teacher education, the extended stay abroad is also focused on establishing **networks and contacts** with the target culture, as well as gathering **authentic materials and resources** for use during teacher education and future teaching.

Spending time abroad clearly raises questions of funding. However for teachers of languages to reach the level of linguistic competence required for them to teach effectively, an extended stay in a relevant country is highly recommended. Work must be done to significantly reduce the financial barriers. A period abroad can be funded in a number of ways such as through a **European funding programme** such as Erasmus or Leonardo da Vinci, by individual educational institutions, and through bilateral exchange agreements between institutions.

There is wide agreement that it is currently more difficult for trainee teachers from certain contexts to spend periods abroad than others; for example, trainees who come from countries with less widely spoken languages have fewer opportunities to take part in bilateral exchanges. This needs to be addressed.

Strategies for Implementation and Application

- Trainees are given assistance in finding relevant work or university placements abroad by their educational institution. They are also given practical advice on issues such as healthcare and accommodation.
- Educational institutions build on their pre-existing network of contacts to facilitate their trainees' periods abroad.
- In some cases personal or other commitments may make a long stay abroad impractical although shorter periods abroad must still be encouraged.



8. The opportunity to observe or participate in teaching in more than one country

Trainees have the opportunity to experience first-hand how the foreign language classroom operates in different countries. They will witness different approaches being used, which will inform their own teaching.

In addition to working or studying abroad, trainee teachers have the chance to observe classes taught in a foreign institution and to engage in teaching wherever possible.

Team-teaching is one option when a trainee teacher is unable to teach independently.

Team-teaching has the advantage of increasing **intercultural awareness, cooperation and team-working skills.**

A framework for teacher **exchange between institutions** would help ensure that teaching and observation experience abroad is spent as effectively as possible.

Involvement with **language schools** teaching the mother-tongue to **non-native speakers** creates teaching opportunities for trainee teachers, allowing them to **experience different teaching methodologies.**

Strategies for Implementation and Application

- ✚ Trainees are encouraged to take advantage of the many varieties of teaching experience such as: teaching one's mother tongue as a foreign language; teaching languages in business contexts abroad; volunteer and private language teaching.
- ✚ Trainees must also be given some training on how to adapt their teaching to different contexts. For example, trainees need some guidance on how to teach their native language to non-natives if this is appropriate. Equally their approach to teaching is different if they are teaching their foreign language to native speakers of a third language.
- ✚ Networks and personal relationships must be established between trainees or education departments with other education department or schools abroad. This could be done following the initiative of the trainee.
- ✚ The experience of teaching abroad increases mobility.



9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility

A framework is established allowing programmes, courses and modules to be evaluated at a European level.

A European-level evaluation framework will ensure **recognition** and **transferability** of teacher education qualifications throughout Europe.

Its overall aims are to increase **mobility** and **European exchanges** and promote higher quality levels in foreign language teacher education programmes in Europe.

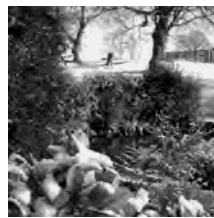
An evaluation framework, with **common elements** and **common descriptors**, is in line with the **Bologna process** and could involve an independent body **assessing** and **evaluating** teacher education programmes in Europe. Since education is the responsibility of each member state, there would be a very wide range of views about the **criteria for evaluation**.

The framework needs to be **flexible and responsive to local, regional and national needs**. It should not undermine good regional practice or local autonomy.

Teachers could be specially recognised for their participation in projects at a European level.

Strategies for Implementation and Application

- Before a European level evaluation framework can be established, bilateral agreements between institutions could be extended so that a network of institutions collaborate to recognise each other's qualifications.
- Collaboration can produce useful evaluation guidelines to form the basis of an eventual European framework.
- The European Credit Transfer System (ECTS) is already widespread and can play an important role in an expanding network of institutions recognising each other's qualifications.
- In order to establish such a network, there needs to more widespread adoption of the Common European Framework of Reference for Languages (CEF) to develop common understanding of language competence.
- Many European countries have their own rules and criteria about qualifications for teaching. Much work needs to be done to fit these into evaluation frameworks shared by a wide range of countries.



10. Continuous improvement of teaching skills as part of in-service education

As part of their continued in-service education, qualified teachers focus on updating their knowledge of new teaching methodologies and approaches.

Foreign language teacher education is an **ongoing process** that includes **interpersonal, communicative** and **professionalisation issues**. In-service education also involves acquiring skills in **leadership, educational administration, and networking**.

In-service education could lead to a **recognised qualification**. It has to be rewarding and attractive to teachers. One possibility would be to build up units towards a joint or combined Master's degree, or another formally recognised qualification.

Qualified teachers should be given the opportunity to develop their skills in a number of areas including **action research, reflective practice, the creative use of materials, ICT, and mentoring**.

Strategies for Implementation and Application

- Teachers must be aware which organisations and institutions provide specialised in-service education for language teaching.
- Provision must be made by schools to cover teaching responsibilities allowing teachers to take further courses and qualifications.
- In-service education needs formal recognition in terms of teachers' status and salary.
- In-service methodological enhancement can be organised efficiently if teachers arrange a strategy beforehand for sharing what they have learnt with colleagues. This can occur through workshops, seminars and other forms of communication (such as a summary report available to colleagues online).
- Liaison with colleagues and more experienced teachers helps teachers identify their in-service education needs and find relevant courses.



II. Ongoing education for teacher educators

Personnel involved in the education of language teachers should have access to continued education to enable them to perform their roles better.

The term 'teacher educators' refers to all teaching personnel involved in foreign language teacher education programmes: those working at teacher education institutions teaching methodology, pedagogy, didactics etc., as well as specialists in other areas such as language acquisition, (applied) linguistics, psychology and so on from other departments who contribute to language teacher education.

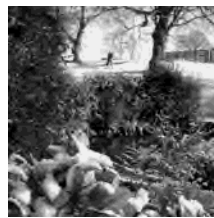
These teacher educators should have access, inside or outside the institutional context, to ongoing education in areas such as **interactive teaching, mentoring, new learning environments, networking, developing new teaching techniques, and CLIL.**

The ongoing education of teacher educators emphasises **interdisciplinary approaches, interdepartmental cooperation, team-working, and networking.**

The ongoing education of teacher educators is **formally recognised** by the educator's institution and leads to a further **qualification.**

Strategies for Implementation and Application

- Practising teacher educators should receive refresher courses in methodological techniques which they are aware of but may not be actively using.
- Practising teacher educators need to be encouraged to reflect on and re-evaluate their teaching with regards to various methodological approaches.
- The cascade effect is a good way of maximising the education of educators. Education of educators can be planned in advance to ensure that its benefits are passed on to colleagues through workshops and seminars.
- Teacher educators do not always need to look for external sources of ongoing education. Ongoing education of educators can be organised effectively using an institution's own resources.
- Funding must be made available for the continuing education of teacher educators.



12. Training for school-based mentors in how to mentor

School-based mentors are given structured training in how to mentor trainee teachers. It is essential that the mentors fully understand what is expected of them by the University and fully develop this role with confidence.

The University or teacher education institutions must ensure that mentors are fully **briefed** and receive the **relevant training** on:

- i. How to maintain open communication channels;
- ii. Ways of giving constructive feedback;
- iii. Dealing with teaching or disciplinary problems or legal issues;
- iv. Liaising with the teacher education institution;
- v. Organising cooperation between groups of mentors at particular schools;
- vi. How to give guidelines on self-evaluation and improving personal language competence, including use of portfolios and diaries.

Mentor education is important since mentors need to be **up to date** with current **methodological approaches**; repeating what they have learnt as trainee teachers may not be adequate.

There is a risky assumption that if someone can teach they can also mentor. In fact, the two activities are quite distinct. Mentors play a crucial role in language teacher education but currently training for them is not always available and mentoring is often an ad hoc activity.

Mentors must be able to **reflect** on their own practice; experience as a foreign language teacher is not enough. It would be beneficial for mentors to have an **advisory or supervisory system** and for their work as mentors to be **rewarded**.

Strategies for Implementation and Application

- Mentors can be encouraged to organise training sessions themselves within the school context, overseen by an institutional teacher educator or an experienced school mentor.
- Online resources for the training of mentors can be developed to allow them to train flexibly and autonomously, monitored by a leader mentor at an institution.
- A framework for mentor training is needed to outline the key areas of mentor training.
- Mentors need to be professionally recognised for being involved in mentoring.
- The funding of mentoring training may be an issue to be overcome.



13. Close links between trainees who are being educated to teach different languages

Trainee teachers being educated to teach different foreign languages cooperate during lectures, seminars, workshops, and other learning activities, as well as during their school-based teaching practice.

Joint seminars or workshops could be organised to focus specifically on **comparisons and contrasts** between different disciplinary approaches and cultural contexts to foreign language teaching and learning. They can also focus on the **European dimension** and concepts such as **plurilingualism and pluriculturalism**.

Although basic foreign language teaching methodology can be taught to future teachers of different languages, part of the foreign language teacher education should still be **language specific**.

Encouraging close links between trainees is a good means of promoting **intercultural exchange** and the exchange of good teaching and **learning practices**. This type of collaboration would be useful for the **exchange of materials**, especially for teachers of lesser-taught languages for whom the choice of materials is often limited.

Strategies for Implementation and Application

- Trainees in different languages have comparative methodology seminars and workshops, taught by their respective tutors.
- Tutors of trainees in different languages collaborate to identify key areas in which cooperation between trainees would be beneficial.
- Cooperation between trainees in different languages deals with linguistic, cultural, educational, historical and methodological comparisons.



Knowledge and Understanding

14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities

Trainee teachers learn about different language teaching methodologies and can use them to achieve different learning outcomes.

Trainee teachers who learn about a number of **methodological approaches** to teaching and learning are able to adapt to particular contexts, and have a firm foundation for the **critical and creative use** of teaching theories.

Trainee teachers also learn about different methodologies and new classroom techniques from peers training to teach different languages, where methodologies and resources vary.

Trainees are aware of the different techniques necessary for teaching reading, writing, speaking and listening and for improving reception, production, interaction and mediation skills in learners.

Trainee teachers learn how to use up to date classroom techniques and activities based on **interactive, group, and peer-assisted learning**.

Trainees can also use **ICT** and **audio-visual** techniques efficiently to achieve their desired learning outcomes.

Strategies for Implementation and Application

- Language teaching methodologies are taught through a mixture of lectures, seminars and workshops to ensure a balance of receptive and interactive learning.
- Trainees encounter a range of different language teaching methodologies to enable them to think reflectively about their teaching approach.
- ICT is related to specific learning situations so that trainees learn about technical matters as well as ICT's practical application in the classroom.
- ICT should be used as an integral part of a lesson rather than an add-on to it. The value added by using it should always be clear.
- A mixture of micro-teaching, team-teaching, classroom-based observation and peer observation allows trainees to see different teaching techniques in action.
- Trainees should be encouraged to experiment with different classroom techniques but their experiences should be recorded and built upon.
- A trainee needs a significant amount of classroom experience before they are able to use a variety of techniques confidently and effectively.



15. Training in the development of a critical and enquiring approach to teaching and learning

Trainees have an open-minded and experimental approach to teaching and they continually aim to build on past experiences.

Trainee teachers view teaching and learning as continually **evolving processes**.

They are keen to experiment with different **methodologies** and **resources** after their initial teacher education.

Increased **autonomy** is central to a critical and enquiring approach. Trainee teachers learn about teaching and learning in parallel to learning how to enhance their own abilities and competences independently.

A critical and enquiring approach is fostered through **cooperation** and **exchange with peers**, contact with different **methodologies** and other national **education systems** and practices, and an encouragement to undertake **action research** and maintain **reflective practice**. Placing increased value on **in-service education** also integrates this critical attitude into language teaching.

The transition between being a trainee teacher and a qualified teacher is important. Developing a critical and enquiring professional approach at an early stage helps make this transition easier.

Strategies for Implementation and Application

- Trainees are encouraged to question and challenge every aspect of their education. They must not accept anything as a norm.
- Trainees are able to reflect on what they have learnt and what they have seen or done in practice and are able to assess the value of this against the intended learning outcomes for a given group of learners.
- Trainees have a genuine interest in finding other ways and means of teaching a specific group of learners as appropriate. They make the vital link between their own learning and their teaching.



16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence

Trainee teachers are offered the opportunity to follow a course to maintain or improve their language proficiency. They are able to assess their own competence and devise strategies for developing their skills where appropriate.

This course aims to improve the trainees' language competences in correspondence with the learning scales outlined in the **Common European Framework (CEF)**.

The course aims to improve key skills and fluency in **writing, reading, speaking and listening**, and in the trainee's **productive, receptive, interactive** and **mediating skills**.

Such a course is closely linked, if not integrated, with teaching about the CEF and ways of assessing learners' progress. The course also refers to the European Language Portfolio and other types of **self-evaluation**.

The greater a teacher's language competence, the more **creative and effective** his or her teaching will be. Examining language competence with reference to the CEF not only facilitates **mobility** but also **highlights key areas of strength and weakness**.

The value of a high level of linguistic and cultural competence is to enable teachers to achieve more **confidence in their communication skills** in the target language and a more culturally appropriate lesson.

However the CEF assessment levels should be applied **flexibly**, since very good language teachers may not necessarily have the top levels of language competence according to the CEF.

Strategies for Implementation and Application

- Trainees' language level should be assessed before they begin courses so all strengths and areas for improvement are identified immediately.
- Trainees have access to television and multimedia facilities allowing them to use the target language regularly.
- Some parts of the trainee's initial teacher education take place in the target language, including a written project.
- Trainees use classes on literature, history and culture to broaden their target language vocabulary.
- Trainees are able to use a number of techniques, including online tests, to assess their language proficiency.



17. Training in information and communication technology for pedagogical use in the classroom

Trainee teachers are taught how to use information and communication technology (ICT) effectively and how to integrate its use into their teaching.

Trainee teachers learn how to **integrate** ICT into other teaching areas and are aware of how it contributes to several learning outcomes at once.

Trainee teachers use ICT as a **support** and **resource**, not as an end in itself.

When using ICT in the classroom, trainee teachers encourage learner **autonomy**, combining ICT with tasks and projects that highlight how it can be used independently outside the classroom context as part of ongoing learning.

In-service education in ICT is especially important in making teachers aware of **new resources and technologies**. This should be a regular and ongoing process. It should be focused on ICT for language learning. There should be a structured follow-up to these modes of in-service education.

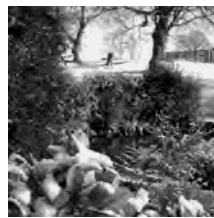
Trainee teachers are aware that ICT is not beneficial if used for its own sake, and that it has its **limitations**. Training focuses on how and when to use ICT in the language classroom and on its integration into lesson plans. Use of ICT benefits from having **clearly outlined learning objectives and outcomes**.

Training in ICT includes an ongoing **reflection on its pedagogical values** and is not focused merely on **technical competence**. It benefits from being linked with communication skills. Its principal objectives and outcomes are **learner autonomy** and increased access to **authentic resources**.

Mentors and teacher educators have a key role in guiding trainees in the effective use of ICT for language teaching and learning.

Strategies for Implementation and Application

- Training consists of a combination of technical skills in ICT and practical application of techniques to classroom teaching scenarios. This is taught to trainees using task-based learning approaches.
- ICT is not an add-on or a reward for a good lesson but as an integral learning tool.
- Trainees learn how to use ICT to maximise a lesson's learning outcomes and the interest and enthusiasm of their learners.



18. Training in information and communication technology for personal planning, organisation and resource discovery

Trainee teachers recognise the value of ICT for organising their own workload and schedules, retrieving and developing resources and archiving documentation.

ICT is a **valuable tool** for:

- i. Organising workloads;
- ii. Creating and archiving lesson plans;
- iii. Tracking progress within a framework of reflective practice;
- iv. Communicating and exchanging ideas with colleagues.

ICT is best integrated into teacher education as part of an ongoing process. It facilitates **communication** and **exchange of information** and **ideas**.

ICT gives trainee teachers access to a wide range of **resources** and **information**, and during initial teacher education, lecturers and mentors should inform trainees of useful sites for different teaching levels.

Trainee teachers are able to develop skills in using **word processing** and **data processing** packages. They are aware of how to use online agendas and email, search engines, educational websites, interactive website forums, resources and databases.

Strategies for Implementation and Application

- Trainees are taught to use different computer programmes to manage their work.
- Trainees are encouraged to use online forums for the exchange of ideas with colleagues both at a national and international level.
- Personal planning and professional development are key uses of ICT. Trainees who manage their work using ICT are able to track their own and learners' progress more effectively and disseminate the results of assessment and research more efficiently. Use of ICT enables qualified teachers to keep abreast of developments in teacher education and language learning at a European level.



19. Training in the application of various assessment procedures and ways of recording learners' progress

Trainees have a comparative view of the advantages and disadvantages of various assessment methods and are aware of the criteria that affect methods of assessment.

Trainees are able to adapt different ways of **recording learners' progress** and analyse the strengths and weaknesses of a range of methods.

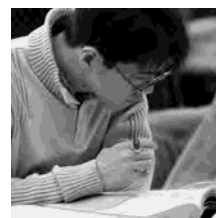
Trainees use **oral** and **written** tests or exams, **summative assessment**, written **project-based work**, **continuous assessment**, practical projects, group projects and portfolios.

They understand which assessment techniques to use to best display the learners' progress accurately in the area in which they are interested.

Trainees learn to record all results and interpret them to chart the learner's progress in a meaningful way. This will also allow them to see areas in which the learner may need to make improvements. The use of commonly understood levels, such as those in the Common European Framework (CEF) is extremely valuable.

Strategies for Implementation and Application

- Teaching trainees about assessment procedures and recording learners' progress can take place during trainees' language proficiency courses. By integrating improvement of trainees' language proficiency and awareness of methods of assessment, trainees develop a more cyclical view of teaching, learning and assessment.
- Trainees are given the chance to witness formal and informal assessment procedures during their school-based experience.
- Trainees need to conform to the assessment procedures in place in their school. However, there is often scope for developing new methods of assessment, or treating existing ones flexibly.



20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes

Trainee teachers are able to adapt teaching materials to the national or regional curricula within which they are working and ensure their teaching falls within the curriculum framework.

Trainees will reflect on their lessons with regards to the aims and objectives of the curriculum and the fulfilment of these aims.

Trainees know how to use **teaching materials** and **resources** effectively to meet the needs of learners and to fulfil the requirements of the curriculum.

After using certain materials, trainees are able to assess their impact in terms of the desired **learning outcomes**.

Trainees adapt their lesson plans and use materials which best satisfy the curriculum's requirements and the needs of the learners.

Trainees write detailed lesson plans in which they **integrate** the **aims of the lessons**, how these fit in with the **aims of the curricula** and how and why they have chosen their materials to best meet these aims and the needs of their learners.

Strategies for Implementation and Application

- Institutions integrate teaching about national and regional curricula into areas of teaching dealing with finding new teaching materials, use of ICT and comparative study of European educational systems.
- Trainees learn to build flexibility into existing curricular frameworks.
- Trainees are aware of thinking about curricula in terms of aims, objectives and outcomes so they approach them in a structured way. Teacher education seminars could focus on designing different tasks to fulfil the same curricular criteria.



21. Training in the theory and practice of internal and external programme evaluation

Trainee teachers are taught why these evaluation procedures are in place, and how to react to them and why quality assurance and enhancement is important in any learning environment.

Programme evaluation, similar in some ways to **quality assurance** and **quality enhancement**, verifies and checks that pre-agreed standards are being met.

Trainee teachers are aware of the **theory** behind programme evaluation and understand how it will work in practice when they become teachers.

Trainee teachers are taught why these evaluation procedures are in place, and how to react to them.

Trainee teachers also learn the difference between **internal and external evaluation**.

Terminology is important. Programme evaluation, quality assurance and quality enhancement are all ways of referring to the monitoring and improvement of courses. Quality assurance implies fixed standards that have to be met; quality enhancement makes quality an ongoing, developmental and non-judgemental process. Programme evaluation suggests an **assessment of programme quality** that is critical but not judgmental. In this context, quality is a process not a state.

Programme evaluation would benefit from a validated European framework for evaluation that maintained flexibility and did not undermine local and regional good practice. Such a framework would increase shared practices and mobility.

Strategies for Implementation and Application

- Quality measures are often seen as restrictive and not sufficiently responsive to local or national language teaching contexts. However, their importance in an educational environment must be stressed.
- Trainees follow the procedures relating to internal and external programme evaluation and can carry out extra tasks relating to this when required.
- During the school experience trainees are given the opportunity to work with a mentor for some form of external programme evaluation.
- During the school experience trainees become familiar with the internal quality standards of the institutions.



Strategies and Skills

22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners

Trainees understand the different factors that affect people's abilities to learn, and the different attitudes and cultural perspectives people bring to learning. Trainees are able to adapt their teaching approaches accordingly.

Trainee teachers are taught to be responsive to the different reasons people have for learning foreign languages. They understand the different **factors that affect people's abilities** to learn, and to the different attitudes and cultural perspectives people bring to learning.

Adapting teaching approaches involves thinking about **classroom management** issues, sensitive and suitable **use of materials and resources** and employing a variety of **learning activities** to achieve learning outcomes.

Trainee teachers adapt their teaching approach for learners with **special educational needs**. 'Special educational needs' refers to a range of issues from mental and physical disability to learning difficulties or behavioural issues. Trainee teachers are able to identify these needs and know how to respond to them.

Trainee teachers who are taught special needs education learn many transferable skills beneficial for teaching in other contexts.

Many people learn foreign languages for **vocational or professional purposes**. Trainee teachers should be taught particular strategies for teaching such learners effectively. In particular, trainee teachers ought to aim to integrate vocational and professional issues into the foreign language classroom through relevant use of materials, resources and classroom techniques such as role-play and situation-based language learning.

Strategies for Implementation and Application

- During the school experience trainees are given the opportunity to adapt their teaching to their learners by creating a classroom environment which is inclusive. They are encouraged to use a variety of materials and resources, including multi-sensory aids.
- Learners from different age groups may come to the language classroom with different experiences and expectations. Trainee teachers ought to be aware of the potential social and culture differences between age groups, and be able to adapt to these.
- In some contexts, courses dealing with specific educational contexts may only be available through in-service education. Sometimes teachers choose to undertake courses because it will lead to greater employability.



23. Training in the critical evaluation, development and practical application of teaching materials and resources

Trainee teachers understand the role of different types of teaching materials and resources in their teaching. They are taught to apply them critically and effectively.

The materials in question include **textbooks, authentic documents, video and tape cassettes, CD ROMs and online materials.**

These materials relate to the **curricula and syllabus framework** within which the trainee teacher will work.

Teachers across Europe benefit from exchanging teaching materials and resources. This is especially valuable in promoting **European-wide cooperation.**

Trainee teachers produce a great deal of innovative teaching materials and resources as part of their training process. When it has been assessed as successful, this material could be archived (both in physical form and online) to make it accessible to future trainee teachers, in-service teachers and teachers abroad.

Strategies for Implementation and Application

- Trainees are introduced to the relevant materials and resources. They are also encouraged to find or make their own, and adapt those more commonly used to meet their learners' needs.
- Trainees understand the methodology and theory which underpins the use of materials and resources.
- Trainees understand the theories surrounding learning styles and how these can best be tackled by using a variety of materials and resources.
- Trainees are encouraged to think critically about the value of a certain material or resource and understand that materials should act only as an aid to the teaching-learning process.



24. Training in methods of learning to learn

Trainees are introduced to strategies of autonomous learning and study skills. These approaches will not only contribute to their own education but can also be fostered in their learners.

Key points in methods of learning to learn are:

- i. Organising time;
- ii. Monitoring progress;
- iii. Identifying areas of strength and weakness;
- iv. Recognising different learning techniques and their contributions to learning.

By understanding the implications of learning to learn, trainee teachers will be able to **apply methodologies flexibly and creatively**, and in a context-sensitive way.

Trainee teachers are encouraged to **experiment** with different teaching styles in order to develop a critical ability to distinguish which is best for the learning context.

Strategies for Implementation and Application

- Through their education trainees will become more aware of their own learning styles and can implement strategies to address their own learning.
- Trainees understand the needs of learners and use different teaching styles in order to ensure a high motivation in the classroom for effective learning.
- Teacher educators emphasise a range of learning methods when teaching trainees to raise their awareness of how they are learning as well as what they are learning.
- Trainees are taught to analyse the learning strategies of their learners during their classroom-based teaching practice. They keep a record of this in their practice log or diary.
- Trainees are introduced to self-study methods that they can foster in learners.



25. Training in the development of reflective practice and self-evaluation

Trainee teachers learn to develop systematic methods and strategies for assessing the effectiveness of their teaching.

Trainees capitalise on successful lessons and teaching techniques by assessing **whether desired learning outcomes have been achieved**.

They see **evaluation** and **improvement** as connected and ongoing processes.

Self-evaluation is linked to **peer observation** and review, and to developing strategies for **independent learning**. Trainee teachers evaluate their peers as a way of helping them assess their own teaching skills.

Reflective practice begins as a theoretical idea to be translated into teaching practice. It gives a **theoretical underpinning** to many of the techniques and strategies teachers use intuitively. It also helps increase teachers' sense of professionalism. Portfolios and **teaching diaries** can help teachers engage in effective reflective practice.

Once they have qualified, foreign language teachers are encouraged to become mentors or to be observed by trainee teachers in order to maintain a reflective and self-evaluative attitude to teaching.

Strategies for Implementation and Application

- From the start of their initial teacher education, trainees are taught to engage in reflective practice and self-evaluation in a structured and progressive way.
- During methodology seminars, trainees work closely with peers to develop reflective techniques (alongside a practice log or diary, they discuss issues with tutors, mentors and peers).
- Trainees establish criteria for self-evaluation, charting progress, detecting patterns and recurring issues.
- Trainees may only be able to undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.



26. Training in the development of independent language learning strategies

Trainee teachers develop independent language learning strategies to improve their language competence and to be able to transfer these skills to their own learners.

New learning environments such as **virtual resources, language centres**, multicultural learning environments as well as up to date **course books** and materials play a major role in developing independent language learning.

Knowledge of independent strategies allows teachers to set tasks for their learners that **foster the ability to improve language competence** beyond the classroom without the explicit **guidance of the teacher**.

Independent language learning strategies help to foster the practice of **life-long language learning**.

Teachers are able to **pass on to learners** the methods they have been taught during their initial teacher education. **Classroom-based learning and independent learning** activities should be **integrated**.

Independent learning strategies are crucial in promoting life-long learning skills, which should be a key focus as early as possible in the learning process.

Strategies for Implementation and Application

- Trainees use resources such as a self-access learning environments or multimedia centres to develop independent language learning skills. They are introduced to these resources via formal sessions at the start of their initial teacher education.
- Trainees are aware of tools like DIALANG that allow them to monitor their language proficiency and focus on areas that need special attention.
- Trainees use their European Language Portfolio as a tool for addressing lexical areas that need improvement.
- Trainees take formal and informal opportunities to work on their language skills, for example, speaking with native speakers whenever possible inside and outside the institutional context.
- Independent language learning is particularly important in teacher education programmes where there is no provision for continued language learning.



27. Training in ways of maintaining and enhancing ongoing personal language competence

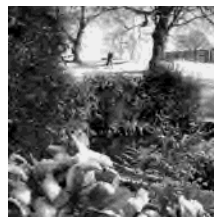
Teachers are taught to monitor their own language competence, enabling them to identify areas that need attention.

Trainee teachers are aware that maintaining language competence is an **ongoing process**. They understand that **periods abroad** and regular use of **new learning environments**, especially broadcast media and the Internet, help improve language competence.

Reference to the guidelines in the Common European Framework is an important way of quantifying personal language competence.

Strategies for Implementation and Application

- Guidelines for efficient enhancement of personal language competence might include:
 - i. Keeping and regularly reviewing a personal language learning diary;
 - ii. Identifying key areas where improvement is required and focusing on them;
 - iii. Regular contact with the foreign language through film, television, radio, newspapers and interaction with native speakers;
 - iv. Identifying and referring to Internet sources in the foreign language.
- Trainees are given opportunities within the institutional context to use new learning environments such as multimedia centres and interaction with native speakers visiting the institution on study exchanges.
- Trainees are educated to assess their language competence in key areas of speaking, listening, reading and writing, focusing on areas that need improvement.
- Trainees are aware that to maintain even the same level of language competence requires constant exposure to the language both actively and receptively.



28. Training in the practical application of curricula and syllabuses

Trainee teachers are aware of how to relate curricula and syllabuses to a diverse range of learning contexts.

Trainees learn how **to link curriculum and syllabus goals with suitable learning strategies** that focus on the learner and the learning context.

They are taught how to **organise and manage time** effectively so that syllabuses are covered. They also understand the importance of meeting curriculum and syllabus requirements.

Trainees are taught to **assess learners' progress** in relation to curricula and syllabuses.

Foreign language teacher education modules should aim to correspond to the national or local curriculum while also giving trainee teachers the chance to study areas outside the curricula.

Trainee teachers consult the foreign language syllabuses and curricula of **other countries** in order to develop a **comparative and critical perspective** about curricula in general. This goes hand in hand with cooperation between teachers who teach the same language in different countries.

Strategies for Implementation and Application

- Teacher education, either during initial or in-service education, highlights the importance of being able to apply curricula and syllabuses. This could be integrated into areas of teaching dealing with discovery of resources and use of ICT.
- Trainees are given a framework for applying curricula and materials; they practice designing lessons in relation to curricula in methodology seminars.
- Trainees are encouraged to look at the top grades as a benchmark of what they are aiming for. They know this is what can be achieved in the given time frame.
- Changes in government often entail changes in nationally prescribed curricula. Trainees need to be prepared for this.



29. Training in peer observation and peer review

Peer observation and peer review develop skills such as team-working, communicative ability, cooperation and practical analysis.

Peer observation and peer review are ways to capitalise on the trainee teacher's learning process.

Peer observation involves seeing how one's **colleagues teach and deploy what they have learnt**, while peer review asks for a **critical response** to this process.

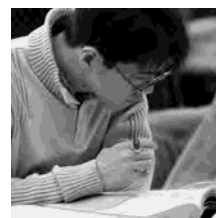
Other benefits of peer observation and review include the ability to provide **sensitive and constructive feedback**, to value approaches different to one's own, and a sense of professional community spirit.

Peer-observation and review are ways of increasing trainee teachers' autonomy and critical approach to teaching and learning. Critical approaches are further encouraged when trainee teachers make notes on their observations and write them up later. This stops trainees agreeing with each other automatically and gives them time to think about their responses. General topics can then be discussed in **seminars**.

Peer observations and peer review develop **team-working skills** that will be important for working professionally.

Strategies for Implementation and Application

- Trainees undertake teaching practice at schools in pairs or more so that they can engage in peer observation and review.
- Educational institutions give trainees guidelines on how to structure peer observation and review in the teaching practice context.
- Trainees are taught how to give balanced and critical feedback. Trainees are equipped with the correct language and phrases to carry this out efficiently.
- Mentors have a clear role in coordinating and monitoring peer observation and review.



30. Training in developing relationships with educational institutions in appropriate countries

Trainees are able to build up personal and professional contacts with colleagues abroad to exchange ideas and materials and to maintain their personal language competence.

Trainee teachers realise the value of **personal contacts** in establishing networks and work hard to maintain the links they have made with institutions in which they have previously worked or studied.

Trainee teachers are aware of **Europe-wide initiatives** for contacting and networking with institutions in other countries.

Trainee teachers realise that networks can take many forms, from **written, virtual or real life exchanges** between learners to **exchanges of materials**, resources and methodologies between teachers.

Trainee teachers maintain links with educational institutions as valuable sources of teaching materials and ongoing advice and support.

Strategies for Implementation and Application

- A website for teachers in Europe devoted to the exchange of information and ideas is needed to promote international links and networks.
- The network between teacher education institutions, schools and in-service education providers can be strengthened.
- In-service workshops for teachers from different European countries need to be provided.
- Trainees use the Internet and email to find schools and institutions that are keen to establish links with their country.
- It is important that the time and funding for establishing networks is made available to trainee teachers.



31. Training in action research

Action research involves trainee teachers identifying a particular issue or problem encountered while teaching, gathering information about it, developing a plan of action, evaluating its results and sharing them with colleagues.

Action research encourages **reflexivity** and an **enquiring approach** and gives teachers a substantial theoretical framework for resolving difficult issues.

Action research shows trainee teachers how **evaluation, dissemination** and **requests for feedback** from colleagues help integrate research findings into teaching practice.

Action research is not the only form of pedagogical research in which trainee teachers should engage although it helps teachers rely less on intuition and encourages **cooperation** with colleagues.

Action research can be developed and issues identified if new teachers keep a **learning diary** to record their experiences.

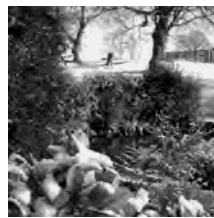
Since action research is time-consuming and teachers can be critical and reflexive without engaging in it, it is not always necessary to carry it out in a planned way. However, it does help teachers develop a personal teaching identity.

One way of encouraging action research is to teach trainees how to create single projects in schools. This allows teachers to enhance their teaching without the need for external evaluation.

Action research helps trainee teachers realise that teaching is not about accruing knowledge, but about developing a **flexible and context-sensitive way of achieving goals**.

Strategies for Implementation and Application

- Action research is part of initial teacher education from an early stage. Trainees gradually build up the key skills in action research, undertaking a full action research project towards the end of their course.
- Teaching action research outlines the key steps in the process, and emphasises the process itself as much as the end product.
- Trainees are then able to evaluate critically the impact of these strategies in the classroom.
- Schools form action research networks coordinated by an experienced teacher or mentor.



32. Training in incorporating research into teaching

Trainees can use a variety of sources to inform their approaches to teaching.

Trainee teachers learn how to incorporate research into their teaching from fields such as teaching methodology, applied linguistics, language acquisition, testing and evaluation, special needs education and so on.

Trainee teachers are able to turn to teacher educators, mentors and peers for advice on integrating education-related research into their teaching.

Trainee teachers develop an **open-minded attitude to educational research** and are keen to **experiment** with research conclusions within the limits of institutional or national teaching and learning frameworks.

Trainee teachers learn techniques such as micro-teaching, team-teaching, mini-case studies, brainstorming and new learning environments as ways of incorporating research into their teaching.

There are many forms of research relevant to language teacher education, some more general, some specific to language teaching, and trainees need to be aware of the **huge range** of research available to them.

Teacher educators and mentors have a key role to play in encouraging trainees to think positively about the **value** and **relevance** of research for their teaching and learning.

Strategies for Implementation and Application

- Trainees receive guidance from teacher educators, mentors and colleagues about incorporating research into teaching.
- They know where to find educational and relevant academic research, how to implement it in the classroom, and how to record and disseminate the results of their work.
- The issue of how to integrate research is important. Trainees learn that research needs to be tested in concrete learning contexts. They see research as exploratory.
- Teacher education institutions need to be equipped with libraries, books and other resources to allow trainees to undertake research relevant to their education.



33. Training in Content and Language Integrated Learning (CLIL)

Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.

Even if trainee teachers do not intend to specialise in this area, such training improves their **language competence**, encourages more **comprehensive use of the target language** in non-CLIL classes, and gives teachers ways of raising social, cultural and value issues in their foreign language teaching.

CLIL approaches encourage **cooperation** with colleagues from **different disciplines**.

CLIL is recognised as a growing area in language teacher education across Europe and many institutions already use it or are planning to introduce it.

CLIL approaches depend on the existence of **local CLIL schools** in which to train trainees. Generally, CLIL approaches work better in upper secondary than in primary schools.

In certain countries all trainee teachers already teach a language and another subject. Even if the context does not give teachers the chance to engage in CLIL teaching for the time being, trainees still benefit from learning about the approaches.

Strategies for Implementation and Application

- Trainees have the chance to teach in local bilingual or language specialist schools using CLIL methods.
- Trainees practise CLIL teaching in methodology seminars and workshops.
- Trainees are aware of the body of research into CLIL approaches to language teaching, and its increased use in European foreign language teaching.
- Trainees may not have the chance to teach using CLIL methods because there are no available contexts, such as local bilingual schools, in which to do so. Cooperation between teacher education institutions and local schools may help develop new contexts in which CLIL teaching can take place.
- Given the limited time-frame of initial teacher education, it may be more worthwhile teaching CLIL approaches during in-service education courses.



34. Training in the use of the European Language Portfolio for self-evaluation

Trainee teachers learn about the European Language Portfolio (ELP) from the earliest stages of their initial teacher education.

Trainee teachers understand how the ELP is structured in three parts (**language passport, language biography and dossier**) and recognise that its proper compilation is an ongoing process.

Trainee teachers are aware of the importance of adding to the ELP based on **periods of study, work and training abroad**.

Trainee teachers refer to it regularly in order to **evaluate their own language competence** and to assemble evidence of their achievements and experience.

The ELP is an important way of encouraging **mobility** and recording the experience of trainees abroad.

The European Language Portfolio can function as a good model for other kinds of documentation produced by trainee teachers. Similar documents can be created relating to school-based teaching practice and new learning environments.

Strategies for Implementation and Application

- Suggestions for introducing the European Language Portfolio include integrating it into courses on comparative European education, courses of teacher development and advancement, and courses dealing with personal language competence, language proficiency and self-evaluation.
- As happens with CIEP in France, it might be important for a public institution to take responsibility for disseminating the ELP directly to language trainee teachers at training institutions.
- Many institutions already use similar documents to the ELP and may therefore be disinclined to begin using the ELP.



Values

35. Training in social and cultural values

Trainees are taught that they have a vital role to play in promoting positive social and cultural values.

Trainee teachers are taught that teaching and learning foreign languages help promote social and cultural values such as **respect for difference, active communication, a participatory attitude to society**, and experience of a range of different **cultures and lifestyles**.

These values are fostered through inclusive and **context-sensitive classroom management strategies**, a choice of teaching materials that reflects social diversity and cultural plurality, and the development of international networks of communication and exchange between learners from different contexts and countries.

Social and cultural values can obviously be promoted right across the school curriculum. Language teachers benefit from cooperation with colleagues from different disciplines when promoting these values.

The emphasis on social and cultural values differs according to the local and national context of the school. Teachers need to be aware that social and cultural values cannot simply be applied, but are developed through an ongoing and context-sensitive process.

When thinking of the social and cultural values of a range of countries, what people have in common is as important as the differences that distinguish them.

Strategies for Implementation and Application

- Trainees learn about the links between language teaching and learning and social and cultural values, particularly in relation to the European Commission's language policy.
- Trainees are taught about using teaching materials that reflect social and linguistic diversity.
- Trainees learn about their peers' social and cultural perspectives (particularly in relation to teaching and learning).



36. Training in the diversity of languages and cultures

Trainee teachers are taught that respect for and promotion of diversity are key elements in their teacher education and subsequent teaching.

Trainee teachers know about the linguistic profile of countries in which the languages they teach are spoken as native.

Trainee teachers see the urgency of maintaining **linguistic diversity** in Europe, given the impact of English as an emerging global lingua franca.

Trainee teachers are able to identify the diverse range of **language contexts** and **backgrounds** of their learners.

Trainee teachers are aware of the central notions of **plurilingual** competence and **pluricultural** competence set out in the CEF.

Lesser-spoken and lesser-used languages could be promoted by giving learners of other languages tasters of them in classes focusing on plurilingualism and pluriculturalism.

Teachers could be encouraged to choose their materials to reflect linguistic and cultural diversity as much as possible.

Strategies for Implementation and Application

- Trainees have close links with those training to teach a range of languages. Peer observation and review capitalise on the variety of languages taught at an institution by encouraging such partnerships and exchanges.
- Trainees understand that the language they teach is influenced by other languages and is spoken in a number of different ways, contexts and countries. They are encouraged to employ teaching materials from as wide a range of linguistic contexts as possible.
- Specific training in diversity issues may be difficult, but teacher educators who employ a varied range of (authentic) teaching materials can be explicit about the underlying policy to enhance diversity.



37. Training in the importance of teaching and learning about foreign languages and cultures

Trainees understand the importance of the role they play in creating an interest in cultures and languages both inside and outside of the educational context.

Trainee teachers are aware that their language teaching can influence their learners' abilities to understand and respect others.

Learning foreign languages goes hand in hand with learning about other **cultures**, and leads to increased **mobility in education, commerce, arts, tourism and numerous other spheres**.

Learning foreign languages is a way of safeguarding **linguistic and cultural identity**, a process in which foreign language teachers play a crucial role.

Trainee teachers are able to convey the fact that learning languages and cultural knowledge improve commercial opportunities, increase people's mobility and allow people to experience foreign cultures and assimilate new commercial, social and cultural ideas.

Trainee teachers are taught how to convey that language learning has these benefits for learners beyond technical linguistic competence.

Trainee teachers are able to explain to their learners that learning foreign languages:

- i. Increases mother-tongue competence;
- ii. Promotes communication and presentation skills;
- iii. Gives them access to other cultures which enrich their own cultural background;
- iv. Helps them develop a critical mindset towards their own social and cultural presuppositions.

Strategies for Implementation and Application

- Trainees have methodology classes focused on language learning for professional, vocational and cultural perspectives.
- Trainees are referred to research showing how foreign language improves mother tongue competence.
- Practical methodology classes show trainees how to use language learning to develop other areas such as presentation skills, oral fluency, self-confidence, team-working and so on.
- Trainees find out the varying reasons why their learners want to study languages, but they are able to maintain a cohesive teaching framework that takes these into account.
- Extra measures must be taken to convince certain groups of the importance of language learning. Trainees are armed with strategies to tackle this.



38. Training in teaching European citizenship

Trainee teachers are taught what the concept of European citizenship entails.

European citizenship corresponds to a set of **shared values** and **beliefs** in democracy, the rule of law, the free press and a shared cultural heritage. European Union citizenship more specifically confers a set of **legal and civic rights and duties** on citizens, allowing them to work and travel freely between EU member states.

European citizenship can be incorporated into **teaching content** through promotion of these shared values, choice of teaching materials and intercultural and multicultural networks and exchanges.

The term 'citizenship' is complex, referring to different things in different contexts. European citizenship is not the same as national citizenship. Citizenship can refer to ideas concerning nationality or to issues of morality and responsibility.

European citizenship is one type of citizenship in a chain linking regional, national, international and global citizenship.

European citizenship is promoted in many other areas besides foreign language teaching. This demands **collaboration** with colleagues from other disciplines.

Strategies for Implementation and Application

- Trainees understand the importance of mobility and to this end have a working knowledge of the opportunities available to an individual who wants to study or work within Europe.
- As part of a course on European issues in education, trainees can focus specifically on understanding the concept of European citizenship, including the rights and responsibilities it confers.
- Trainees also understand that European citizenship is a complex issue, meaning different things to different people. They do however understand its central principles.
- Trainees need to approach European citizenship gradually, and encourage learners to develop their own sense, in dialogue with peers, teachers and partners abroad, of what it means.



39. Training in team-working, collaboration and networking, inside and outside the immediate school context

Team-working, collaboration and networking are important areas to be developed during teacher education.

Trainee teachers develop such skills during initial teacher education.

Using **peer observation, peer review and team-teaching**, they acquire **interpersonal** and **communicational** skills that will contribute to their ability to network and collaborate as teaching professionals.

During time spent working, studying or teaching abroad, trainee teachers are conscious of **building up** and **maintaining networks** with schools and other institutions with which they are associated.

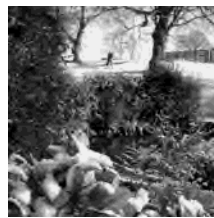
Trainee teachers are aware of institutions like the European Centre for Modern Languages (ECML) that act as centres for exchange, networking and collaboration at a European level.

Networking, teamwork and collaboration are skills that are built up gradually.

Networking and collaboration are key skills that can be developed in the methodology classroom by emphasising communicative competence and an attitude of **exchange and mutual support**.

Strategies for Implementation and Application

- Trainees use methodology classes and classroom-based teaching practice to develop team-working and networking skills.
- Trainees work closely with their mentor to develop these practical skills.
- Trainees team-teach with other trainees and with qualified teachers.
- Trainees are trained in peer observation and peer review.
- Trainees become conscious of building up and maintaining networks with schools and other institutions during time spent working, studying or teaching abroad or in their home country.



40. Training in the importance of life-long learning

Trainee teachers are able to highlight the value of ongoing language learning outside an institutional context.

Trainees are able to show learners how to use **ICT** to maintain and improve their **language abilities** independently.

They are aware that language-learning opportunities come in many forms, and can be integrated into work and travel environments.

Through **exploratory, participatory and communicative teaching methods**, trainee teachers foster an enquiring approach to language learning as an evolving and rewarding experience.

Life-long learning initiatives would benefit from greater cooperation and harmonisation at a European level.

It is important to decide whether life-long learning is an end in itself. It has important consequences for older learners.

Life-long learning can also be explicitly integrated into curricula by changing the **teaching focus from product to process**. Languages not only help learners to acquire knowledge, but also to develop transferable learning skills.

Strategies for Implementation and Application

- Teacher educators emphasise that teaching and learning are life-long processes.
- Trainees are introduced to a number of self-study techniques.
- Trainees learn to encourage learners to pursue their language learning outside the classroom.
- Trainees are aware of the benefits of life-long learning for social interaction, cultural competence and general education.
- Trainees can then foster the same understanding in their learners.



Further Information

The European Profile for Language Teacher Education - A Frame of Reference main report can be found in full at:

www.lang.soton.ac.uk/profile

The full report of the first phase of the research, 'The Training of Teachers of a Foreign Language: Developments in Europe' can be found at:

www.lang.soton.ac.uk/ttfl

A book based on this report, 'The European Language Teacher' by M. Grenfell, M. Kelly and D. Jones is available from Peter Lang Publishers.

Further information on the European Commission's strategies for language learning and cultural exchange can be found at:

http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm

or see the European Commission's home page at:

www.europa.eu.int

Information on the Council of Europe's Common European Framework of Reference for Languages (CEF) see:

http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/Language_Policy/Common_Framework_of_Reference/default.asp

Details of DIALANG testing can be found at:

www.dialang.org

Information on the European Language Portfolio (ELP) is available at:

[http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/welcome.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html)

For further information on the European Centre for Modern Languages (ECML/CELV) see:

<http://www.ecml.at/>

The European Language Council (ELC/CLE) website is:

<http://www.fu-berlin.de/elc/>

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