



Teacher competences for languages in education: Conclusions of the project

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Introduction

What is the purpose of this document?

This document proposes a taxonomy of categories and examples of teacher competences for languages in education. Its principal aim is to describe and illustrate competence dimensions for the role of languages in education that are relevant for any teacher, whether they teach languages or other subjects. The rationale of the document, which will be expanded on below, is to consider the commonalities of relevant teacher competences across different disciplines, including foreign language teaching, teaching the language of schooling as a subject, and the language dimension involved in teaching other subjects.

The taxonomy of categories is a main product of the project *Towards a common European framework of reference for language teachers* which took place within the 2016-2019 programme of the European Centre for Modern Languages. Accordingly, the publication is grounded in the language policy aims of the Council of Europe and its European Centre for Modern Languages (ECML). The project results, which are published under the title *A guide to teacher competences for languages in education* (www.ecml.at/guideteachercompetences), are intended to assist policymakers at the European level in considering what kind of future resources could be developed to describe the diverse teacher competences related to languages. Also, the results could potentially serve as a basis for the development of further, more comprehensive resources to support the development of these competences. Moreover, it is the authors' wish that the categories can serve as an inspiration for theory and empirical research on teacher competences for languages in education.

What is this document not intended for?

This document is not intended to be used as:

- a hands-on check list or observation grid to assess teachers;
- an instrument for self-assessment of individual teachers, or a specific category of teachers;
- a curriculum for teacher education or professional development.

It is the authors' conviction that such instruments could be created in the future, provided that the categories in this document are further developed, validated, and supplemented with adaptations for specific kinds of contexts. A first such adaptation was created within a sister project at the ECML, *Promoting excellence in sign language instruction* (www.ecml.at/prosign), to describe the competences of sign language teachers. In turn, this proposal attempts to describe what might be termed a matrix of competence dimensions for language education that are essentially common to all teachers, however differently the competences are acquired, realised, and further developed by teachers in different contexts and across geographical boundaries.

Which teacher competences are described in this document?

This document aims to describe the competences needed by teachers to help learners develop their language competences in whichever subject they are learning. These learner competences – which are not described explicitly in this document – include language competences for communication, cultural and intercultural competences, and the language competences required for, and integrated with, the learning of any subject. Accordingly, the categories encompass teacher competences for the contexts of foreign language teaching, the teaching of the language of schooling as a subject, language-sensitive subject teaching, as well as bilingual education and content and language integrated learning (CLIL). The competence descriptors in the taxonomy also take account of the multilingualism and other kinds of diversity of learners in today's classrooms. However, no systematic distinctions are made according to the learners' linguistic background (e.g. whether the language(s) of schooling is their first or second language). Likewise, differences between the competences required by teachers in different kinds of contexts are not spelt out in any detail. While the need for and value of specific teacher competence frameworks, many of which were documented during this project, is beyond any doubt, the creation of further specific instruments was beyond the scope of the project.

Importantly, the competences described are not intended to span the entire range of competences required for the teaching of subjects other than languages, such as subject-matter content knowledge or pedagogic content knowledge in history, science, or any other subject. In contexts that involve the teaching of such subjects, including those where the role of language is specifically highlighted (for example, CLIL, immersion, and language-sensitive subject teaching), such competences must necessarily be defined by the respective subject specialists, and the dimensions in this document can be drawn on for any competences related to languages. The authors' assumption is that, for the creation of any such subject-specific competence descriptions, cooperation between specialists in different subjects and between language teachers and applied linguists is a prerequisite.

What insights and concepts underlie the content and structure of the taxonomy?

- The importance of language education, according to the aims of the Council of Europe and its European Centre for Modern Languages, for securing democracy, human rights, and the rule of law (as described [here](#)).
- An adherence, within language learning, to the notions of communicative language competence, plurilingual and pluricultural competences, and to the importance of competences in the language of schooling, as outlined in key instruments and documents published by the Council of Europe and its European Centre for Modern Languages, such as the [Common European Framework of Reference for Languages](#) (CEFR) and its [Companion Volume](#), the [Framework of reference for pluralistic approaches to languages and cultures](#) (FREPA/CARAP), and the [Profession-related language competence profiles](#).
- Openness to a variety of pedagogic and methodological approaches, while focusing on content- and action-oriented/task-based approaches to learning and teaching that are broadly rooted in socio-constructivist theories of education.
- The insight that competent teachers play a key role in the pursuit of quality education; however, the primary focus on teacher competences is not meant to imply in any way

that teachers alone have the responsibility for success in education. Hence, the roles of the learners and of other stakeholders in education, such as the teacher's colleagues, the school and political administration, as well as parents, are highlighted throughout the document.

Background and methodology of the document

Within the 2016-2019 programme *Languages at the heart of learning* of the European Centre for Modern Languages of the Council of Europe, the project entitled, *Towards a common European framework for language teachers*, (team members), had the aim of weighing up the need for and the feasibility of a possible future resource (or set of resources) concerned with teacher competences related to language and communication. One of the starting assumptions of the project was a broadening of the term *language teacher*. As outlined in the 2015 ECML Call for Proposals, several recent developments have

“taken language education beyond the traditional confines of the foreign language classroom into the teaching and learning of the languages of instruction, the learning of regional, minority and migrants’ languages – contexts which to-date have remained largely unexplored. These new contexts bring a whole new meaning to the term “language teacher”. Moreover, languages are considered as transversal skills with the recognition of the importance of languages in subject teaching and the growing importance of intercultural communication in our increasingly linguistically and culturally diverse society.”

The project team was encouraged to respond to these tendencies by identifying

“synergies in the competence domains (and within them, the competences themselves) relevant to *all* language teachers, as well as competence domains specific to education sector/language type, etc. Such developments should also identify the competences relevant to subject teachers, with the overall aim of ensuring that teachers are equipped to provide maximum support for the linguistic development of their learners. These developments may, in due course, and depending on the results, provide a basis on which to develop a Common European Framework of Reference for Language Teachers.”

The work during the four-year project consisted of the five work packages, labelled from A to E (see [Table 1](#)): each of them resulted in insights as to how to address the above aim, as well as, in each case, a concrete product or outcome which might, for example, be useful in teacher education and professional development. This set of products may also provide inspiration or a starting point, if a decision is taken to engage in a future project with compatible aims.

Work package		Contribution to this analysis	Product in its own right
A	Analysis of existing instruments	Insights on content and form of possible sources and models	Online catalogue of existing instruments
B	Analysis of practice examples	Insights on use of existing resources	Illustrative vignettes (online)
C	Piloting and development of selected instruments	Insights from (further) developing, validating, and implementing existing instruments	Documentation (online)
D	Inventory of categories of competence descriptions related to language and communication in education	Insights on the theoretical feasibility of a competence framework with a broad language-related scope	A taxonomy of teacher competences related to language and communication (at the heart of this document)
E	Analysis of the need for, and feasibility of future instruments	Synthesis of packages above and further sources	Summarized in this document

Table 1: The five work packages of the Towards a Common European Framework of Reference for Language Teaching **project**

The competence descriptions in this document were compiled as follows:

In the first step, forty existing competence frameworks were identified, categorised and described (see [Appendix 1](#) for the complete list). The frameworks contain descriptions of teacher competences that are typically, but not only, in the form of *can-do* statements. All these frameworks were coded for basic data, such as the name, date, authorship, and the language versions available – this information was used to tag the entries in the online database. The content dimension included the kind of teaching described: the subject(s) and ISCED level of learners (for example, primary or secondary) concerned, the kinds of teacher competences covered, the means of categorisation, and the format of the competences (e.g. the nature of the descriptors). Where possible, background information was also provided on the purpose of the instrument, the intended users, and the creation process. Finally, the assessors contributed comments on the strong points of each instrument and questions arising from the perspective of Council of Europe language policy.

On the basis of this analysis, a matrix (see [Table 2](#)) was created with the aim to categorise the instruments according to their orientation. This categorisation resulted in eight categories being assigned to three main foci. The first focus contains teacher competences that are linked to their interaction with learners in a direct way, as in the categories “teaching and learning” (i.e. instruments with a strong focus on pedagogy and methodology), “plurilingual and pluricultural development”, and “attention to learners’ individual needs”. The second focus is on the teachers themselves and contains three sub-areas: the teacher’s language and cultural competence and awareness, reflection and self-assessment by the teachers, and the teacher’s professional development. The third focus

distinguishes between the teaching of language subjects (foreign languages, the language of schooling, etc.) and the teaching of other subjects.

Focus on learners	Focus on teachers	Focus on teaching
Teaching and learning	The teacher's language and cultural competence and awareness	Orientation: languages
Plurilingual and pluricultural development	Reflection & self-assessment by the teacher	Orientation: other subjects
Attention to learners' individual needs	Professional development	

Table 2: The eight dimensions of the online catalogue of existing teacher competence frameworks

This matrix was found to be very useful for the categorisation of instruments and frameworks describing teacher competences. However, for the purpose of organising categories of teacher competences that are common to all teachers, a slightly different approach was chosen. In a next step, all competence dimensions with illustrative descriptors in the teacher competence frameworks and instruments were cross-categorised and reorganised in the form of a first draft list. A number of key publications that describe teacher competences, learner competences and other aspects of language education were consulted to ensure that the document contains an adequate cross-section of competence descriptors relevant for the language policy aims of the Council of Europe and its ECML. The draft was developed further through intuitive work and discussions among the team members based on their own experience of creating competence frameworks. This challenging process might be seen as a 'dry run' for the task of developing the descriptive sections of future resources.

Preliminary versions of the taxonomy were discussed in various focus groups of teachers, teacher educators, student teachers, managers and other stakeholders. The feedback was gathered from experts with a very wide range of backgrounds in terms of geographical origin, academic fields, educational sectors, and sociolinguistic status of the languages concerned.

How is the taxonomy structured?

There are eight parts in the taxonomy (see [Figure 1](#)). First, there is an overarching dimension containing professional values and principles as a basis and orientation for all individual teacher action and development (1). The next two dimensions, language and communicative competences (2), and information technology competences (3), are transversal, in that they feed into the subsequent four dimensions. As presented further, illustrative descriptors for dimensions (2) and (3) reappear embedded at the end of dimensions 4-7. Dimensions 4-7 at the centre of the document contain metalinguistic, meta-discourse and metacultural competences (4), teaching competences (5), competences for cooperation (6), and competences for initial teacher education and professional development (7). The taxonomy

concludes with a section containing descriptions of professional learning opportunities (8). These are not competences themselves, but rather activities and opportunities that are conducive to the further development of the competences described in previous sections.



Figure 1: The eight dimensions of the taxonomy

In line with the earlier distinction made between this document and a teacher portfolio or an instrument for assessment, there is no attempt whatsoever in the document to describe levels of competences or career stages. The authors' assumption is that such levels could be identified if graded competence descriptors for specific contexts of teaching are formulated and validated. Likewise, no suggestions are made in the document as to which areas of competence are particularly important/relevant or should be prioritised at given points in a teacher's educational pathway (such as initial education, practical training, induction (beginning of career), career-long learning, etc.).

How are competences defined in the document?

The approach used in this document is based on the following definition from the recent publication [Competences for democratic culture](#) (Council of Europe 2018):

For the purposes of the current model, the term 'competence' is defined as 'the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context (...)'.
The present model construes competence as a dynamic process. This is because competence involves the selection, activation, organisation and co-ordination of relevant psychological resources which are then applied through behaviour in such a way that the individual adapts appropriately and effectively to a given situation.

(*Competences for democratic culture*, Council of Europe, 2018, vol. 1, p. 32; see also Weinert 2001 and Becker 2002)

In the illustrative descriptors that follow, there is no systematic distinction between the different psychological resources involved: the relative importance of different resources varies across the dimensions. For instance, values and attitudes predominate in dimension 1, knowledge and understanding are important in dimension 4, and the main focus of dimensions 5-7 is on teachers' skills. With the exception of dimensions 1 and 8, the descriptors refer to relatively concrete contexts and types of teacher activities. [Figure 2](#) illustrates how the competence descriptors are organised in dimensions and sub-dimensions and are coupled with examples.

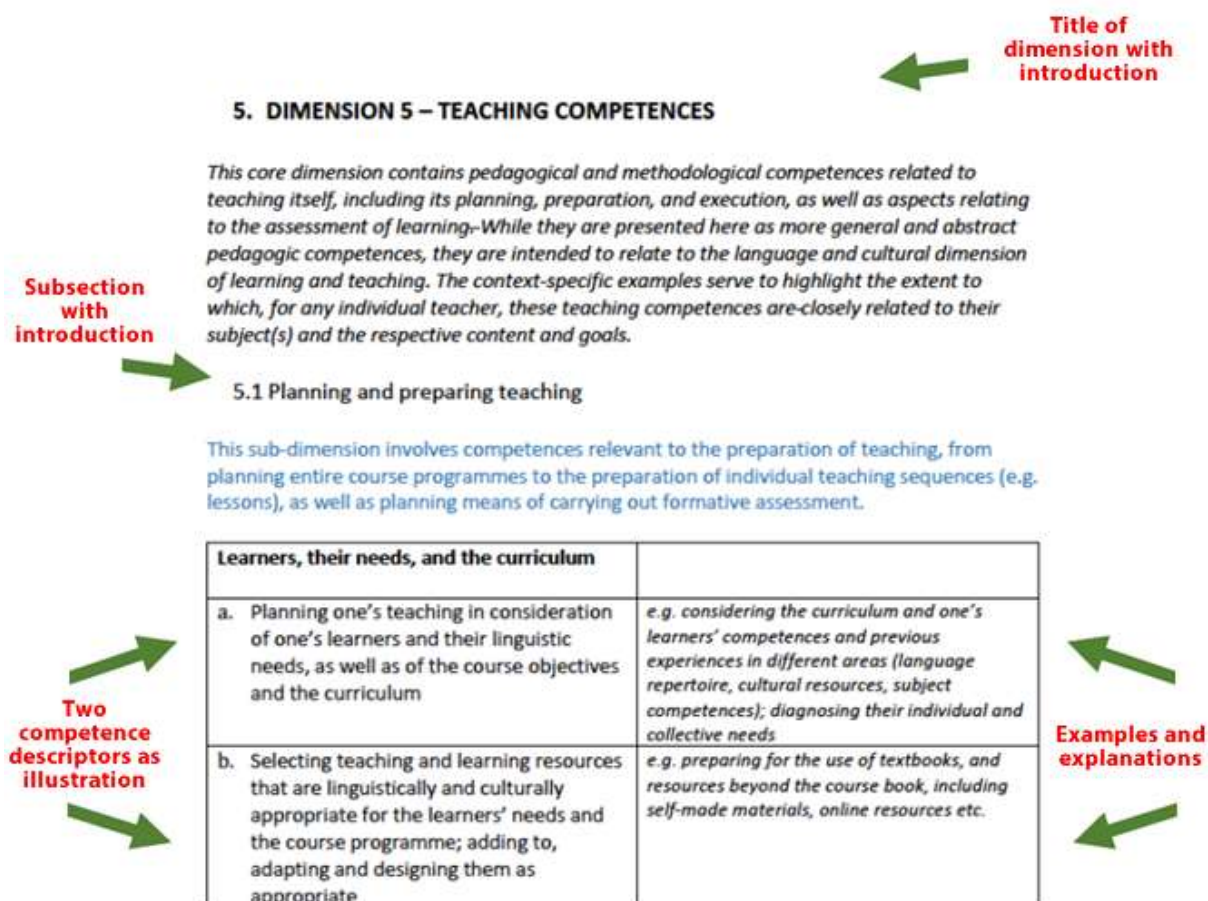


Figure 2: How the competence descriptors appear in the document

The eight dimensions of the taxonomy in more detail

1. Dimension 1 – Professional values and principles

The first dimension contains professional values and principles that are concerned with the contribution of teaching to quality education for all learners, and thus with upholding human rights, democracy, and the rule of law for every citizen. These values and principles are based on the aims of language education, and education in general, as proposed by the Council of Europe, and are intended to support teachers by highlighting and affirming their roles in a broader societal and ethical context. Therefore, the principles are relevant for language teachers as well as teachers of all other subjects. These values and principles are best understood in direct relation with the competences in the dimensions 2-8 on the following pages.

The teacher regards the following principles as integral to his or her teaching role:	
a. Respect for learners' rights to quality education	<i>e.g. striving for equal opportunities and quality learning for each individual, regardless of their ethnic, cultural, or linguistic background</i>
b. The importance of language in and for educational success	<i>e.g. considering the linguistic dimension of all subjects, and the specific linguistic requirements of any individual subject</i>
c. The promotion of languages and cultural understanding as relevant, necessary and interesting phenomena for each citizen	<i>e.g. fostering learners' and colleagues' interest in linguistic and cultural practices</i>
d. The value of each learner's personal resources	<i>e.g. considering the contribution of learners' linguistic and cultural resources to their learning, especially in the case of non-standard and non-mainstream linguistic and cultural resources</i>
e. The value and richness of linguistic and cultural diversity in society and education	<i>e.g. accepting the value of different languages and different cultures</i>
f. The pursuit of the success of each learner	<i>e.g. supporting learners in each possible way (for example through effective scaffolding); setting fair and adequate standards when testing learners</i>
g. The development of learners' autonomy and critical awareness	<i>e.g. enabling learners to assume responsibility for their own learning, and to become aware of the interrelation of language and power</i>
h. The fostering of a democratic culture, including mutual respect and equality of opportunities	<i>e.g. allowing others to talk, listening to them, fostering a spirit of exchange, of discussion and debating, and of joint decision-making.</i>

2. Dimension 2 – Language/communicative competences (transversal dimension)

This dimension contains the language and communicative competences relevant for all contexts of teaching and for the teaching profession as a whole. By definition, these competences involve key aspects of language proficiency and language use. Depending on the context, they include:

Key aspects of language use and of communication	
– receptive, productive and interactive competences in the written, oral and/or (for sign languages) signed mode	<i>e.g. listening, reading, spoken production, spoken interaction, writing</i>
– the use of paralinguistic and non-linguistic features	<i>e.g. gestures, facial expressions</i>

Languages are not uniform, but used in different linguistic varieties (e.g. registers, regional dialects, sociolects, etc.), often in combination with other languages (e.g. in multilingual settings). This requires teachers to develop, as appropriate, plurilingual competences in areas such as intercomprehension (exploiting competences in one language to understand or produce messages in another), the appropriate choice of such varieties in different situations, including instances of code-switching/translanguaging (changing languages), and different kinds of mediation (e.g. interpreting or translating into another language, explaining something using different words, etc.).

In this document, the dimension of language/communicative competences is transversal in relation to the other competence dimensions, since language competences are required in all of these domains. The competences enable teachers to enter the profession (e.g. as students in initial training), to interact with their learners, and to communicate with colleagues as well as with other professionals in different contexts.

Depending on the linguistic repertoire and the professional context of any individual teacher, competences in different languages may be required. These include at least the language(s) of schooling, which is/are often the dominant language(s) used in the region where the school or institution is located, and the target language(s) of their teaching, which may or may not (e.g. for foreign language teachers) be identical with the language of schooling. An important factor is the role of these languages in the repertoire of the teacher and the learners, e.g. whether teaching and learning takes place in a language that is a first, second, or foreign language for the teacher(s) and/or some or most learners.

There is a case to be made that any teacher should acquire competences in, and/or experience in, learning at least one other language as part of their education, even if they are not (foreign) language teachers. Such competences and experiences can contribute to a teacher's appreciation of key phenomena related to language in education, e.g. to understand the positive experiences and difficulties experienced by learners with partial/beginners' competences in a language, especially when it is learnt and used in the context of formal education. The language could be a language spoken in a nearby region or country, a world language, an important language of migration, a 'distant' language (e.g. for

Europeans, a non-Indo-European Asian language with a different writing system), a classical language (e.g. Latin, Ancient Greek), etc.

There is also always a cultural aspect to communication, so communicative competences include pluricultural and intercultural competences. These competences are potentially relevant in any situation of a teacher's everyday professional life, and especially so in interactions characterised by cultural differences, as in the following examples:

Intercultural competences within and for communication	
a. Interacting in a variety of situations related to everyday life, as well as educational, professional and other contexts	<i>e.g. to respect, as appropriate, the cultural norms that characterise communication in a staffroom or at a parent-teacher conference</i>
b. Interacting in situations characterised by cultural differences, taking different participants' cultural background into account	<i>e.g. to act appropriately in response to unforeseen challenges in a conversation when there is the possibility that people misunderstand each other because of cultural differences</i>

A final aspect of communicative competences is the use of different modes of communication, as illustrated in the following descriptors.

Combining different modes (semiotic means) of communication	
a. Interpreting and producing meaning using non-linguistic, audio and visual means	<i>e.g. to present content to learners in the form of spoken and written language(s), diagrams or other visualisations, and audio-visual media</i>
b. Creating multimodal messages using different semiotic means	<i>e.g. to create and edit a simple website for an online platform made available to one's learners</i>

3. Dimension 3 – Information technology (IT) competences (transversal dimension)

Competences in information technology are best seen as transversal, much like language and communicative competences of teachers. While many everyday and educational uses of digital media are indeed essentially communicative, it is useful to describe them separately. Like language competences, information technology (IT) competences are relevant for acquiring subject competences, for teaching, for cooperation with other teachers and stakeholders and for the teachers' education and development.

Examples of transversal competence dimensions are not given separately, but are integrated with and highlighted at the end of several of the competence areas on the following pages.

4. Dimension 4 – Metalinguistic, meta-discourse and metacultural competences

This dimension contains ‘meta’ competences, i.e. competences related to awareness and understanding of language and languages, of discourse (language use), and of culture and cultures. Since learners require language and cultural competences to engage with the content of any subject, it is necessary for teachers to be aware of these learner competences, and to be able to foster them through teaching. This dimension attempts to describe which competences related to awareness and understanding of linguistic and cultural phenomena are common to the teaching of all subjects, and which are specifically relevant to language teaching. Accordingly, a first section contains metalinguistic, meta-discourse and metacultural competences relevant for *all* teachers. The second section focuses exclusively on the competences of language teachers. The latter are understood, by and large, to constitute their core disciplinary competences.

4.1. Metalinguistic, meta-discourse and metacultural competences of all teachers

This section is based on the assumption that if there is a language dimension to most or all forms of teaching and learning, a case can be made for every teacher to acquire competences related to analysing and relating language(s), culture(s) and discourses to whatever their subject is and whatever the educational and other needs of their learners are. An understanding of the role of language in shaping the discourses of one’s discipline can be seen as a factor of success in engaging with the subject in the first place. These discourse types can vary substantially across disciplines (e.g. sociology versus physical education, art versus biology). Yet the underlying assumption is that the competences involved also have a general side to them, which is what this section attempts to describe. These competences can also be seen as a prerequisite for engaging with the language dimension of the subject in one’s teaching, as described in dimension 5 (teaching competences) below.

General metalinguistic competences of all teachers	
a. Analysing aspects of the use and structure of language, especially in the context of education, both with respect to individual languages and across different languages (multilingualism)	<i>e.g. to discuss what is typical about the spoken and written language that is required of one’s learners in a subject; to be aware of some shared features and differences between languages used by one’s learners</i>
b. Reflecting on aspects of the acquisition of language(s) (first/second/foreign language) and literacy/ies (plurilingualism/pluriliteracies), especially with respect to language use in and for education	<i>e.g. to discuss aspects related to a migrant learner’s acquisition of literacy in the language of schooling in different subjects; to consider code-switching (using more than one language when talking or writing) in educational contexts</i>

General meta-discourse competences of all teachers	
c. Observing and analysing instances of language use that are relevant for education	<i>e.g. to discuss differences between spoken and written language and between different text types/genres, as well as more or less formal registers (academic language, classroom language)</i>
d. Observing and analysing discourse functions in educational or other relevant contexts	<i>e.g. to understand how teachers and learners use discourse functions, such as explaining, informing, evaluating, arguing in educational settings, or contexts (e.g. the workplace) that they are being prepared for</i>
General metacultural competences of all teachers	
e. Observing social and cultural phenomena across time and across different cultural contexts, including transcultural phenomena, especially in the context of education	<i>e.g. to understand differences regarding the roles and interpretations of teachers in general, or of specific subjects, across time and different cultures</i>
f. Observing the development and effect of discourses and social views (including stereotypes) about language, culture and education	<i>e.g. lay discourses about specific languages, such as French being “very logical” or “too difficult”, or English being “very communicative” or a “T-Rex language killing off other languages”, that may interfere with learning</i>
Metalinguistic, meta-discourse and metacultural competences related to specific subjects	
g. Analysing the language dimension of a particular subject	<i>e.g. to discuss, as a (future) history teacher, how language is used in history as an academic discipline</i>
h. Critically reflecting on the language dimension of the history, assumptions, content and method of the disciplines relevant for one’s teaching	<i>e.g. to discuss, as a (future) geography teacher, the advantages and drawbacks of the scientific terminology used over time in one’s discipline(s)</i>

4.2. Metalinguistic, metacultural and discourse competences of language teachers

For teachers of language(s) as a subject, these competences are at the core of their work, whether they teach the language of schooling, a foreign language, or other languages. In that sense they are similar to the competences in section 4.1, which are all also valid for language teachers. However, they are a defining feature of the language teachers’ professional profile and play a more central role in the preparation and teaching of content, since languages are, broadly speaking, both the medium of instruction and its content. Therefore, the subsections of section 4.1 are replicated in more detail and complemented by a fourth subsection that sketches competences from a range of other disciplines that language teachers exploit for content-based language teaching.

Metalinguistic competences of language teachers	
a. Analysing in some detail aspects of the use, structure, and acquisition or learning of language, both with respect to individual languages and across different languages (multilingualism)	<i>e.g. to understand features of the pragmatics, vocabulary, grammar, phonology, etc., of the language(s) one teaches, and how they are acquired and learnt</i>
b. Analysing in some detail instances of language variation and change	<i>e.g. to understand how language users employ features of standard, regional, social, ethnic, gender-based and other linguistic varieties in various contexts</i>
Meta-discourse competences of language teachers	
c. Analysing and comparing relevant text types and genres in the target languages	<i>e.g. to compare and analyse texts representing relevant genres, such as literature (in primary and secondary language education), academic genres (in tertiary language education), workplace/professional genres (in upper secondary and adult language education), etc.</i>
d. Observing, analysing and comparing varieties of language that are relevant for the learning and teaching of languages	<i>e.g. to understand, in some detail, differences between relevant registers of the target languages, and aspects such as the interlanguage or partial competences of learners</i>
Metacultural competences of language teachers	
e. Observing, analysing and comparing social and cultural aspects across time and across different cultural contexts, including transcultural phenomena	<i>e.g. to analyse, in some detail, cultural phenomena such as religious holidays, visual art or pop music, especially in cultural contexts linked to the target language(s) of teaching</i>
f. Observing, analysing and comparing the development and effect of discourses and social views (including stereotypes) about language, culture and education	<i>e.g. to analyse, in some detail, how the target language(s) of teaching are represented in academic, folk and other discourses, within and outside different speech communities</i>
Language teachers' competences for content-based language teaching	
g. Analysing phenomena from domains such as geography, history, sociology, politics/political science, psychology, and philosophy, as appropriate and relevant in view of one's language teaching	<i>e.g. to conduct a language lesson about current political affairs, about a culturally relevant historical topic, or about a current debate in psychology</i>
h. Analysing and discussing phenomena from the domains such as natural science, mathematics, and information technology, as appropriate and relevant in view of one's language teaching	<i>e.g. to understand how statistics can be used to describe natural or social phenomena in a language lesson, or to exploit a text with a scientific topic for language learning</i>

The transversal **language and communicative competences** in this dimension include many instances of academic language use, such as the following:

a. Using oral and written language face-to-face and online in teacher education/training contexts concerned with metalinguistic, discourse and metacultural phenomena	<i>e.g. to interact with peers in a training or professional development session</i>
b. Understanding and producing academic texts relevant for one's subject-specific and pedagogic education	<i>e.g. to read textbooks for one's education, or to write reports related to one's profession</i>

The transversal **IT competences** in this dimension include, for instance:

c. Using digital databases to retrieve and store information related to metalinguistic, discourse and metacultural phenomena	<i>e.g. to work with online catalogues, e-books</i>
d. Using digital communication technology for exchanges related to metalinguistic, discourse and metacultural phenomena	<i>e.g. to engage in collaborative work on digital learning platforms</i>

5. Dimension 5 – Teaching competences

This core dimension contains pedagogical and methodological competences related to teaching itself, including its planning, preparation, and execution, as well as aspects relating to the assessment of learning. While these competences are presented here as more general and abstract pedagogic competences, they are intended to relate to the language and cultural dimension of learning and teaching. The context-specific examples serve to highlight the extent to which, for any individual teacher, these teaching competences are closely related to their subject(s) and the respective content and goals.

5.1. Planning and preparing teaching

This sub-dimension involves competences relevant to the preparation of teaching, from planning entire course programmes to the preparation of individual teaching sequences (e.g. lessons), as well as planning means of carrying out formative assessment.

Learners, their needs, and the curriculum	
a. Planning one's teaching in consideration of one's learners and their linguistic needs, as well as of the course objectives and the curriculum	<i>e.g. considering the curriculum and one's learners' competences and previous experiences in different areas (language repertoire, cultural resources, subject competences); diagnosing their individual and collective needs</i>
b. Selecting teaching and learning resources that are linguistically and culturally appropriate for the learners' needs and the course programme; adding to, adapting and designing them as appropriate	<i>e.g. preparing for the use of textbooks, and resources beyond the course book, including self-made materials, online resources, etc.</i>
Teaching content and activities	
c. Analysing and selecting forms and features of language and communication, including oral/signed and/or written genres and language functions, that are relevant to the course programme and lesson objectives	<i>e.g. identifying features of language that are important in a given subject (science, history, a foreign language, etc.) and specifying learning activities that develop learners' ability to use the subject-related language effectively</i>
d. Planning a coherent, varied and well-timed sequence of language-related teaching/learning activities for each lesson	<i>e.g. taking language progression and communicative aspects of each activity into account when deciding on the most effective sequence</i>

5.2. Conducting teaching and managing student learning

These competences, which are relevant to the way in which teaching is conducted and learning is managed, include the organisation of activities within a classroom, interaction with learners and the appropriate integration of different resources.

Initiating, carrying out and concluding learning sequences	
a. Starting and ending lessons and activities in ways that are efficient, motivating, and conducive to language-related learning	<i>e.g. creating an atmosphere that is positive and ensuring for communication; clarifying the desired learning outcomes, and allowing time for conclusion and reflection at the end</i>
b. Using lesson time in an efficient way taking account of the need for flexibility in responding to learners' language-related needs	<i>e.g. giving clear instructions; regularly monitoring learners' activity, intervening when necessary for individual or collective support</i>

Using teaching methodology in a varied way that is suitable for the teaching context and focus of learning	
c. Giving learners equal opportunities to participate, to exchange ideas and opinions and to learn from one another	<i>e.g. running a variety of activities for individuals, for small groups and for the whole class, and moving smoothly from one activity to the next</i>
d. Managing the selected media and devices to support language-related learning, including handouts, display boards, projectors, mobile devices, etc.	<i>e.g. offering appropriate media to provide inclusive opportunities that cater to different learning preferences or styles, and enable learners to further develop their own learning strategies</i>
Managing the content of learning sequences and the resources needed	
e. Exploiting resources for learning, including digital resources and resources outside the school, and the related activities to motivate learners and maximise language-related learning	<i>e.g. relating the content and language of the resources to current topics, events and offers (e.g. museums), as well as the learners' individual resources and experiences, as appropriate</i>
f. Explaining and organising practice of language points related to lesson content in a way that is clear, effective and adapted to learners' needs	<i>e.g. helping learners to make connections between different languages, and exploit strategies based on similarities of the structure of conversations and texts, vocabulary/terminology, etc.</i>
Learner management and the scaffolding of learning	
g. Eliciting and managing learners' interventions with use of appropriate communication strategies	<i>e.g. interacting with individual learners and the entire group, taking on different roles (e.g. supervisor, mediator, participant) when necessary</i>
h. Engaging and maintaining learners' focus on, and interest in language-related learning	<i>e.g. ensuring that learners are not distracted from the learning activities; providing feedback and clarification as needed, controlling one's share of talking time</i>
Organising and giving learner support	
i. Catering for learners who have diverse educational needs and challenges; and helping each learner to obtain the support and learning resources they need to progress especially in terms of language	<i>e.g. considering to what extent a learner's difficulties and strengths are related to language, lesson activities, cultural or other factors; handling groups of learners with mixed abilities, from different cultural backgrounds, etc.</i>
j. Using appropriate monitoring, clarification and encouragement techniques when learners have difficulties with the language required for learning	<i>e.g. dealing constructively with learners' errors in a manner designed to aid learning; offering individual support where possible; helping learners to use suitable learning strategies; inviting learners' feedback on their activities</i>

Working towards learner autonomy	
k. Getting learners to reflect on their language-related learning process, encouraging them to take responsibility for their own learning	<i>e.g. eliciting feedback from learners about how interesting and useful they find different kinds of learning activities, encouraging them to talk about what they have learned in terms of language competences after a series of activities</i>
l. Encouraging learners to set themselves achievable language-related goals, work autonomously, and help each other	<i>e.g. introducing learners to work with reflection/self-assessment portfolio instruments for their language competences</i>
Supporting learners' language development	
m. Being aware of, and drawing learners' attention to the language requirements and language development goals when necessary	<i>e.g. asking questions to check understanding and by encouraging students to ask questions for clarification when they are in doubt</i>
n. Providing students with language elements for academic language development (general academic words and expressions, subject-specific terminology and set phrases) by integrating them into one's language performance as a teacher	<i>e.g. emphasising specific patterns, structures and linguistic means through intonation and body language, repeating or paraphrasing relevant language, etc.</i>
Learning beyond the classroom	
o. Planning, assigning and explaining language-related tasks to be done autonomously at home which extend or complement work done in the classroom	<i>e.g. monitoring learners' 'homework' tasks, seeking and planning opportunities for group and individual project work</i>
p. Where feasible, planning and managing opportunities for learner mobility, including virtual mobility, for language-related learning	<i>e.g. organising networking through group or individual online exchanges with learners in different locations or/and different countries, in different languages and subjects, as appropriate</i>

5.3. Assessment and evaluation of learners' progress and achievement

This section, which covers the teacher's competences for formative and summative assessment, includes competences related to the procedure, the content, and outcomes of assessment, and providing feedback on these outcomes.

A. Formative assessment/assessment for learning

Assessment for learning involves creating opportunities for obtaining evidence about learning which is then used to provide feedback to help learners to progress. Learners become more involved in the learning process and gain confidence in what they are expected to learn and to what standard. It implies organising learning activities that enable the teacher to assess different aspects of learners' knowledge and use of language, in order to be able to provide useful feedback.

Procedures of formative assessment	Examples
a. Regularly monitoring learners' language-related progress during teaching, and identifying their strengths as well as areas where improvement is needed	<i>e.g. using criteria from relevant instruments that describe language-related competences in the language of schooling, a foreign language, etc.</i>
b. Using a range of activities with relevant criteria to assess learners' language-related progress in a valid and helpful way; including forms of self-assessment (e.g. portfolios) and peer feedback	<i>e.g. using ways of giving feedback which are clear to learners and consistent; ensuring that learners understand the assessment activities and criteria being used</i>
Focus of formative assessment	
c. In language teaching, defining the focus of assessment with respect to the learners' language, cultural/intercultural, and plurilingual competences when required	<i>e.g. assessing competences in reading, listening, speaking or writing; intercultural knowledge, attitudes, or skills; intercomprehension or mediating between languages</i>
d. In subject teaching, defining the focus of assessment with respect to each learner's competence in the relevant subject-related language and cultural competences, when required	<i>e.g. assessing the language competences required to understand or produce subject-related texts</i>
Outcomes of formative assessment	
e. Offering assessment experiences that aid learning, enhance self-confidence, motivation and engagement, and help learners with their further language-related learning	<i>e.g. offering positive and constructive ways of acknowledging learners' strengths and handling their difficulties and errors, and recommendations for learning strategies at school or at home</i>
f. Using the information and insights from assessment activities when planning future teaching and future methods and means of assessment for language-related learning	<i>e.g. reconsidering the procedure and focus of one's assessment activities with respect to the language(-related) competences assessed</i>

B. Summative assessment/assessment of learning

Generally, institutions have their own policy and procedures for summative assessment, including placement tests and periodic assessment of achievement. Teacher involvement in this kind of assessment depends on the institution's policy and procedures. In many contexts, their role is mainly to administer tests or other forms of evaluation specified by the institution or in regional or national curricula, to participate in oral assessment, and to be involved in marking tests and recording results. In some contexts, teachers may be asked to contribute to test writing as well and/or to provide subjective summative assessments of progress and achievement based on their own ongoing work with learners.

Procedures of summative assessment and evaluation	Examples
a. Informing learners about the type of language-related test or other assessment procedures that will be used and, where necessary, providing some training in these	<i>e.g. describing the test and requirements, including those related to language, in detail; offering mock test exercises</i>
b. Administering, marking and grading language-related tests and other assessment activities to groups of learners as required by the institution; and according to the agreed criteria; (co-)creating such tests if required	<i>e.g. administering tests, recording the results, grading them using relevant scales and descriptors, also for the assessment of learners' language (-related) skills</i>
Focus of summative assessment/evaluation	
c. In language teaching, defining the focus of assessment with respect to the learners' language, cultural/intercultural, and plurilingual competences when required	<i>e.g. competences in reading, listening, speaking and writing; intercultural knowledge, attitudes, and skills; intercomprehension and mediating between languages</i>
d. In subject teaching, defining the focus of assessment with respect to each learner's competence in the relevant subject-related language and cultural competences when required	<i>e.g. the language competences required to understand or produce subject-related texts</i>
Outcomes of summative assessment and evaluation	
e. Providing information for each learner, on their progress towards and/or achievement of the intended language-related learning outcomes specified in the course programme	<i>e.g. to give feedback to learners on areas of strength and required improvement, on whether or not a learner is ready to proceed to the next course, can be awarded a certificate, can enter a higher-level programme, can be appointed to an employment position, etc.</i>
f. Providing information about the results of language-related assessment to other teachers, the institution, and other stakeholders, as appropriate	<i>e.g. informing other stakeholders about the future potential and learning needs of each learner, as appropriate; when necessary, assisting the organisation in providing certification of the level of achievement attained in relation to the various aims</i>

The transversal **language and communicative competences** in this dimension are typically characterised by a complex pattern of accommodating linguistically to one's learners, often (and especially with younger learners) by simplifying one's level of language, while retaining appropriate elements of complexity for learning to be possible. The examples below reflect many of the previously illustrated pedagogic competences. They are listed separately here to highlight how strongly their successful activation depends on the teachers' competences in the language(s) they are using, rather than 'only' on their pedagogic and methodological skills.

Use of language for preparing resources	Examples
a. Reading or listening to texts (textbooks, excerpts from the media, literature, internet pages, video clips, etc.) in the language of schooling or relevant language, and analysing them in order to decide whether they are linguistically and culturally suitable for the lesson	<i>e.g. identifying examples of language in oral and written texts that illustrate language and communication points that are focused on in the lesson</i>
b. Preparing written handouts and audio-recordings in the language of schooling or relevant language	<i>e.g. adapting or extending texts in learning resources, and creating new texts</i>
Use of language for classroom management	
c. Using the relevant language (or languages) to organise lessons	<i>e.g. greeting learners and explaining lesson objectives; giving instructions during the lesson, and bringing activities or lessons to a close</i>
d. Dealing efficiently, using appropriate language, with unexpected events such as interruptions from outside the classroom, late arrivals, learners not feeling well, or disciplinary problems	<i>e.g. intervening using very clear signals, instructions, the voice, body language and facial expressions to maintain order, to maintain learners' attention, or deal with a dispute between learners</i>
Use of language as a linguistic model	
e. Depending on the activity, providing very clear and appropriate oral and/or written models of the language being focused on, and, in the case of new language, eliciting repetition of the models, parallel examples from learners, and encouraging reformulation	<i>e.g. knowing how to explain to learners or invite and comment on their interpretation of words, phrases and other features in the spoken or written texts selected</i>
f. In whole class role-plays, simulations, discussions or debates, using appropriate language to moderate and support the flow of communication without unnecessary interruption or untimely correction	<i>e.g. creating communicative conditions that enable learners to regularly have the opportunity to speak, ask questions, express an opinion, etc.</i>

Use of language for the learning of content	
g. Using and allowing for questions of different kinds to stimulate genuine learner participation, to elicit opinions and information, as well as to aid comprehension and learning	<i>e.g. asking open questions; answering learners' questions with simple and clear explanations, and when necessary providing clear further examples</i>
h. Exploiting language and other means to scaffold learning	<i>e.g. using mime, diagrams and other visual support, and/or another language that learners know for clarification</i>
Use of language for formative and summative assessment	
i. Understanding and analysing spoken, written, or signed language produced by one's learners in order to assess it for their benefit	<i>e.g. to grade oral coursework or written texts at different levels</i>
j. Providing genuine feedback in the language concerned using various expressions of praise and encouragement when appropriate	<i>e.g. using questions and other forms of interaction to elicit suggestions from learners and their peers when errors occur</i>

The transversal **IT competences** in this dimension include, for instance:

k. Setting up and conducting digital learning opportunities for one's learners' individual work	<i>e.g. integrating the use of digital learning applications (learning apps, digital coursebooks, online dictionaries and thesauri, etc.) into one's teaching</i>
l. Setting up collaborative and communicative digital learning activities, while considering aspects related to the safe use of digital communication (internet security)	<i>e.g. fostering the efficient, informed, and critical use of instruments such as digital forums, wikis, collaborative writing, creating and sharing text, audio, and video files via chat, e-mail, videophony, etc.</i>

6. Dimension 6 – Competences for cooperation

This dimension contains competences related to cooperating with different stakeholders in the educational context. The notion of cooperation is especially important in the context of this document, with its aim to describe competences common to different teachers.

6.1. Cooperating with other teachers, staff members and stakeholders

These competences concern different aspects of cooperation with colleagues at one's own or, as appropriate, other institutions.

Cooperating with, and engaging in teamwork and exchanges with other members of one's institution, where appropriate	Examples
a. Liaising with teachers of the same subject and/or other subjects (linguistic or other) for language-related exchange and possible learning partnerships or joint and cross-curricular activities or projects	<i>e.g. discussing how similar language-related activities and topics (e.g. oral presentations, strategies for understanding or producing different kinds of texts) are treated by different teachers and in different subjects; collaborating for action research projects concerned with the language dimension of different subject</i>
b. Cooperating with various members of staff, including special needs experts, mediators, psychologists, nurses, etc., as appropriate for language-related learning and issues	<i>e.g. to discuss the language requirements of a subject with a special needs teacher</i>
Cooperating with peers, experts and other stakeholders outside of one's institution where appropriate	
c. Cooperating with experts and other stakeholders for language-related aspects of one's teaching	<i>e.g. contacting experts on language education for a talk at one's institution; for adult education; liaising with representatives of the learners' workplaces or of organisations dealing with migrant/refugee language courses, etc.</i>
d. Participating, as appropriate, in developing partnerships with institutions in local, national or international contexts, for language-related learning	<i>e.g. organising an exchange programme with a partner institution</i>

6.2. Cooperating with educational authorities and managers of educational institutions

These competences complement those described in the previous subsection and reflect a variety of responsibilities towards authorities and superiors.

a. Complying with standards (international, national, regional) and the institutional code of conduct and carrying out administrative duties related to one's language-related teaching, while respecting the principles and values outlined above	<i>e.g. avoiding 'hidden curricula' that are likely to compromise language-related learning; keeping authorities/employers informed about relevant aspects of one's teaching practice</i>
b. Contributing to a whole school language policy or related developments concerning curricula for more than one language in one's institution, where appropriate	<i>e.g. participating in development projects or quality assurance measures for language-related teaching and learning</i>

6.3. Interacting with parents

These competences, which obviously apply only if the learners are children or adolescents, relate to interactions with the learners' parents and/or guardians, and are aimed at treating them as partners in their children's educational progress.

a. Informing parents about – and listening to their reactions to – the aims and methods used for their children's language(-related) learning, or the learners' progress and difficulties	<i>e.g. elaborating on differences between current teaching methodologies and those experienced by parents</i>
b. Encouraging parents to take an active role, as appropriate and feasible, to support their children's language-related learning	<i>e.g. advising parents on how to foster oracy and literacy in the language(s) spoken at home; encouraging them to take part in a language/culture fair at school</i>

The transversal **language and communicative competences** in this dimension include, for example:

c. Using appropriate language to communicate with colleagues at one's institution or a partner institution	<i>e.g. discussing insights from a cross-curricular development project at a staff meeting</i>
d. Using appropriate language to discuss the future school career of an adolescent learner with his/her parents	<i>e.g. describing the learners' strengths, weaknesses and options in precise terms, dealing politely and efficiently with potential areas of discord</i>

The transversal **IT competences** in this dimension include, for example:

e. Using digital resources related to institutional responsibilities	<i>e.g. contributing to databases that contain information about students or organisational matters, such as timetables; contributing, as appropriate, to the institution's website</i>
f. Using appropriate digital resources for communication with colleagues and stakeholders	<i>e.g. using e-mail or chat groups for professional purposes</i>

7. Dimension 7 – Competences for initial education and career-long development

This dimension contains competences related to all stages of a teacher's professional career, from initial education to career-long development. The competences outlined in this dimension are best considered in interrelation with the catalogue of professional learning opportunities below.

7.1. Awareness and development of one's own language competences

These competences illustrate the development of the language and communicative competences described in the transversal dimension.

a. Seeking and exploiting opportunities to develop one's language and intercultural competences related to the languages taught and used in class, as well as in other languages, as appropriate	<i>e.g. making creative use of learning resources in one's environment, different forms of autonomous or organised professional learning and development</i>
b. Keeping up to date with recent developments related to linguistic and cultural aspects of one's subject(s) and the language(s) used to teach it	<i>e.g. becoming aware of new expressions used in a language(s) being taught (in)</i>

7.2. Development of one's teaching competences for language education

These competences involve teachers taking responsibility for their pedagogic professional development in the domain of language education, i.e. mainly the competence areas described in dimension 5 above.

a. Reflecting on one's language-related practices as a teacher; assessing their effectiveness and considering opportunities for further development	<i>e.g. exploiting opportunities such as self- and peer observation, compiling feedback from one's learners</i>
b. Finding out about innovations in the domain of language education, and updating and enhancing one's competences in line with developments in relevant areas	<i>e.g. reading about current relevant research in language education, and engaging, as appropriate, in exploratory or action research activities related to the language dimension of one's teaching</i>

7.3. Considering and acting in response to the well-being of all stakeholders in education

The well-being of teachers and learners is now recognised to be an important factor in education. While this insight is not limited to the language dimension of learning and teaching, it is likely to be of specific importance because teachers, and learners as well, use language in ways that can be particularly important as regards well-being.

a. Using strategies to enhance one's emotional and mental well-being as a teacher, also and especially for and during communication with one's learners	<i>e.g. by savouring and building on positive experiences; and coping with negative ones such as stress; using self-regulation strategies</i>
b. Considering, as appropriate, the well-being of one's learners through one's approach to language-related teaching and interaction with them, and referring them to professionals when necessary	<i>e.g. by avoiding an unnecessarily negative attitude towards one's learners, especially when they are struggling with respect to their language competences</i>

The transversal **language and communicative competences** in this dimension include, for example, the following:

c. Using appropriate language to communicate with peers in the context of a professional development session	<i>e.g. contributing to a discussion of the language-related opportunities and challenges of new teaching material to be used in one's subject(s)</i>
d. Using appropriate language to give and receive work-related advice among colleagues	<i>e.g. discussing strategies for coping with job-related stress, expressing one's needs and asking for others' experience</i>

The transversal **IT competences** in this dimension include, for example, the following:

e. Surveying digital tools for one's own language and cultural learning	<i>e.g. considering the pros and cons of digital translation applications; analysing the representation and construction of cultural phenomena on websites or in social media</i>
f. Using digital resources in professional learning contexts	<i>e.g. contributing to, and commenting submissions to an online course on a language education topic</i>

8. Dimension 8 – Professional learning opportunities

The following is a list of the main generic professional learning opportunities that enable teachers to further develop their competences over time. The opportunities are predominantly conceived for career-long professional development but could be developed further for other contexts and specific competence dimensions.

	As individual teachers	As groups of colleagues
Within an institution	ORGANISED PROFESSIONAL DEVELOPMENT	
	Doing/being involved in micro-teaching Attending talks Participating in CPD sessions/workshops Being mentored Observing a colleague (linked to discussion) Being observed (linked to discussion) Being videoed (linked to discussion) Self-assessment (linked to discussion) Producing a dossier (linked to appraisal) Participating in yearly appraisal meetings Deciding on yearly development aims Doing guided reading on an area	Planning lessons/modules with someone Reading up on an area followed by group discussion Moderating a seminar with someone Developing simulations, case studies with someone Pooling lessons ideas Peer observation Community of practice – action research Mentoring a colleague Offering teacher development sessions Comparing teacher development plans
	OTHER KINDS OF OPPORTUNITIES AND EXPERIENCES	
	Teaching a new level or age-group Teaching in a new geographic, institutional, social, curricular etc. context Using new resources (textbooks, ICT devices) Organising and supervising learner projects Involvement in parents' community events Individual project (e.g. produce a test) Individual piloting (e.g. a new course book) Individual responsibility (e.g. the teachers' library)	Team-teaching a class (or a lesson) Co-assessing learners' progress Collective development of resources, tests Collective piloting of an innovation Taking on a supervisory role in addition to teaching Participating in institutional planning Liaison with other departments

Outside the institution	ORGANISED PROFESSIONAL DEVELOPMENT	
	Visiting another school Working as language assistant Doing teaching practice in a school Taking online development modules or a MOOC (massive open online course) Collecting authentic materials	Co-planning an innovation within a group of schools Co-writing a proposal to administration Inter-school development project Funded inter-school community of practice School or class twinning project
	OTHER KINDS OF OPPORTUNITIES AND EXPERIENCES	
	Staying in a region where the language being learned is spoken Joining an association Subscribing to and reading a journal Attending a conference Presenting at a conference Becoming an examiner External training course	Participating in an association's Special Interest Group Participating in a teachers' network Being part of an external community of practice or action research group Planning and delivering a workshop with someone Co-authoring materials Co-authoring an article

Conclusions and recommendations

The compilation of teacher competence descriptions in various domains of language education that has shaped this document has generated a selective but substantial categorisation that could be developed further in various ways. This concluding chapter describes some key insights from the process and the authors' recommendations for further work.

First of all, a case can be made that important commonalities exist between different teachers in a majority of language-related competence dimensions. The authors assume that all teachers benefit from engaging with principles and values related to languages in education (dimension 1), from an appreciation of the language dimension of their subject (dimension 4), and from teaching competences that foster language, linguistic and cultural learning in different subjects (dimension 5). Most likely, there is also a language aspect to their cooperation with other stakeholders (dimension 6) and their own professional career (7). Moreover, teachers are likely to need language, intercultural and IT competences in all these professional areas (transversal dimensions 2-3). The subdimension which the authors found most challenging to develop as a common competence dimension was concerning the metalinguistic, meta-discourse and metacultural competences of language teachers, which appears as a separate subdimension ([4.2](#)).

The authors' proposal has resulted in a recommendation to further develop this taxonomy as a common matrix of competences for languages in education for the creation of future resources. Such resources could have a beneficial impact on teaching related to language(s) across the educational spectrum, including that of fostering coordination and cooperation between teachers of different languages, those teaching the language of schooling, and those responsible for other subjects, based on shared concepts and a common metalanguage. The matrix and related resources could also inform policy measures, for example at the level of curriculum development for teacher education.

In early 2019 the wide range of stakeholders in the project network were sent links to an online survey, full details of which can be found in [Appendix 2](#). The survey was also made available via the project page on the ECML website. It asked respondents to agree or disagree on the desirability of new resources that addressed the competences of different kinds of teachers with different subject specialisations. However, it did not focus exclusively on language-related competences. As can be seen from the report on the survey in [Appendix 2](#), a large majority of the 160 respondents, of whom about half were language teachers, agreed or strongly agreed with the concept of such an innovation.

The project team believes that, as a whole, the results of this project provide a starting point and potentially some of the foundations for the creation of the proposed new resources. Numerous other ECML and EU projects can also be seen as potential sources of insight and input. A selection of relevant projects by the Council of Europe and its European Centre for Modern Languages can be found [here](#).

Further research and development endeavours would be needed to complement and systematise to a greater extent a successor to this document with more detailed competence descriptors. The most urgent further development would be to define illustrative competence descriptors for specific contexts (e.g. modern foreign languages as opposed to the language of schooling as a subject, or for a subject like geography taught in the language of schooling as opposed to immersion or bilingual education), across ISCED levels (e.g. primary as opposed to tertiary), and for different target audiences (e.g. student teachers as opposed to educators or administrators), and also to systematically describe the different psychological resources involved.

Even with the intensive work carried out by the project team on analysing existing frameworks and reviewing the content of key documents such as the CEFR and the *Handbook on the language dimension in all subjects*, the task of specifying a coherent preliminary list of categories of teachers' language and communicative competences proved to be challenging. Further examination of existing research work and further analysis would be needed in preparation for developing future resources based on this initial proposal. Recent Council of Europe publications, such as the 'mediation' section of the *CEFR Companion Volume* and Appendix 3 of the *Handbook on the language dimension in all subjects*, need to be explored in greater detail.

In that sense, at least as much work would still lie ahead as has been covered so far.

October 2019

The Towards a Common European Framework of Reference for Language Teachers (2016-2019) project team and consortium

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Appendix 1: List of frameworks and documents reviewed for the project “Towards a common European framework of reference for language teachers”

**FRAMEWORKS, STANDARDS AND DOCUMENTS
INCLUDED IN THE ONLINE GUIDE**

1. Frameworks and standards relating to language teacher competences

1.1. General frameworks for language teachers

Titles and URLs	Language code ¹
1. <i>Cambridge English teaching framework</i> – Cambridge English (2014) www.cambridgeenglish.org/teaching-english/cambridge-english-teaching-framework	en
2. <i>Continuing professional development (CPD) framework for teachers</i> – British Council (2015) www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF (for teachers of English)	en
3. <i>Eaquals framework for language teacher training and development</i> – Eaquals (2013) www.eaquals.org/our-expertise/teacher-development/the-eaquals-framework-for-teacher-training-and-development/	en
4. <i>European portfolio for student teachers of languages (EPOSTL)</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2007) www.ecml.at/tabid/277/PublicationID/16/Default.aspx	ar, de, el, en, es, fa, fr, hr, hu, ja, lt, pl, ro, ru
5. <i>EPG – The European profiling grid</i> – EPG Project (2013) www.eaquals.org/our-expertise/teacher-development/the-european-profiling-grid/ <i>EPG e-Grid</i> (digital version) www.epg-project.eu/grid/	digital: de, en, es, fr, it, tr; pdf: +bg, ja, ka, nl, pt, uk, zh
6. <i>Las competencias clave del profesorado de lenguas segundas y extranjeras</i> – Instituto Cervantes (2012) http://cvc.cervantes.es/ensenanza/biblioteca_ele/competencias/competencias_profesorado.pdf	es
7. <i>European profile for language teacher education</i> – Kelly M., M. Grenfell, R. Allan, C. Kriza and W. McEvoy (2004) www.lang.soton.ac.uk/profile/report/MainReport.pdf (restricted access) and the <i>Quality assurance and enhancement guidelines</i> contained in the Appendices (section 2) www.lang.soton.ac.uk/profile/report/Appendices.rtf (restricted access)	en

¹ See final page for list of language codes (it has not always been possible to determine all language versions available).

1.2. Specialised and national frameworks for language teachers

<p>8. <i>BALEAP competency framework for teachers of English for academic purposes</i> – BALEAP UK (2008) www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf <i>Teaching English for academic purposes – CPD accreditation scheme handbook</i> – BALEAP (2014) www.baleap.org/wp-content/uploads/2016/04/TEAP-Scheme-Handbook-2014.pdf</p>	en
<p>9. <i>Cadre commun d'objectifs / Common reference framework</i> – Anglo-French Bilateral Piloting Committee (2007) www.ecml.at/Portals/1/CCO-CRF_2007.pdf</p>	en, fr
<p>10. <i>Canadian language portfolio for teachers</i> – Canadian Association of Second Language Teachers (2011) www.caslt.org/en/boutique-en/portfolio-for-teachers-en</p>	en, fr
<p>11. <i>CLIL teacher's competences grid</i> – Bertaux C., M. Coonan, M. J. Frigols-Martín, P. Mehisto (2010) http://tplusm.net/CLIL_Competerences_Grid_31.12.09.pdf</p>	en
<p>12. <i>Compétences spécifiques aux enseignants de disciplines non linguistiques dans les sections bilingues francophones en Pologne</i> – Moreau F. (2006)</p>	fr
<p>13. <i>Description of teachers' competence in initial and functional literacy for adults with non-Nordic mother tongues</i> – Alfarådet, the Nordic Adult Literacy Network (2013) www.nordvux.net/Portals/0/_dokumenter/2013/english_brochure_for_copying.pdf</p>	en, sv
<p>14. <i>Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators (ICCinTE)</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2007) www.ecml.at/ICCinTE/; www.ecml.at/tabid/277/PublicationID/22/Default.aspx</p>	en, fr
<p>15. <i>European framework for CLIL teacher education</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2011) www.ecml.at/tabid/277/PublicationID/62/Default.aspx</p>	de, en, fr, sr
<p>16. <i>Handbook – Language in content instruction</i> – Järvinen H.-M. (ed.) (2009) (EU project) www.yumpu.com/en/document/view/17817415/language-in-content-instruction-lici-project</p>	de, en, fr
<p>17. <i>National framework for languages</i> – SCDE Scotland (2018) www.nffl.education.ed.ac.uk/</p>	en
<p>18. <i>Kompetenzbeschreibung für die Grundausbildung für Lehrpersonen, die an der obligatorischen Schule Fremdsprachen unterrichten</i> – Passepartout Project (2009) www.passepartout-sprachen.ch/services/downloads/</p>	de

19. <i>European portfolio for pre-primary educators (PEPELINO)</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2015) www.ecml.at/pepelino	de, en, fr
20. <i>Profession-related language competence profile for foreign language teachers (“Swiss Profiles”)</i> – PH St Gallen (2014) www.phsg.ch/de/forschung/projekte/berufsspezifische-sprachkompetenzprofile-fuer-lehrpersonen-fuer-fremdsprachen	de, en, fr, it
21. <i>Référentiel de compétences en didactique de l’intercompréhension (REFDIC)</i> – Miriadi Project (2015) www.miriadi.net/refdic	en, es, it, ro
22. <i>Teacher effectiveness for language learning project (TELL)</i> – USA (2010) www.tellproject.org/framework/	en
23. <i>World languages standards for teachers of students ages 3-18+</i> – National Board for Professional Teaching Standards USA (2010) http://boardcertifiedteachers.org/sites/default/files/ECYA-WL.pdf	en

2. Frameworks for teachers of all subjects / for language(s) across the curriculum

24. <i>Australian professional standards for teachers</i> – Australian Institute for Teaching and School Leadership (AITSL) (2011) www.aitsl.edu.au/australian-professional-standards-for-teachers	en
25. <i>Basiskompetenzen sprachliche Bildung für alle Lehrenden</i> – Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austria (2014) http://oesz.at/OESZNEU/main_01.php?page=016&open=34	de
26. <i>Competence map for workplace instructors</i> – Educa-Instituutti Oy, Finnish National Board of Education (2014) www.oph.fi	en, fi, ru
27. <i>EUCIM-TE European core curriculum for mainstreamed second language – Teacher education: Inclusive academic language teaching</i> – EUCIM-TE Consortium (2008) (EU project report and supporting materials) www.eucim-te.eu/32340	de, en
28. <i>Framework for teaching – Evaluation instrument</i> – Danielson C. (2016) www.danielsongroup.org/download/?download=448	en
29. <i>INTASC model core teaching standards</i> – CCSO (2011) http://csso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10	en
30. <i>Kerncurriculum für die Ausbildung im Vorbereitungsdienst für Lehrämter</i> – Ministry for Schools and Further Training, North Rhine Westphalia (2016) www.schulministerium.nrw.de/docs/bp/Lehrer/Lehrkraft-werden/Vorbereitungsdienst/Kerncurriculum.pdf	de

<p>31. "Language sensitive teaching of so-called non-language subjects" – Appendix 3 in <i>A Handbook for curriculum development and teacher training: The language dimension in all subjects</i>, pp. 133-138 – Council of Europe (2016) https://rm.coe.int/a-handbook-for-curriculum-development-and-teacher-training-the-languag/16806af387 Thürmann E. and Vollmer H. (2013) (German version) www.unterrichtsdiagnostik.info/media/files/Beobachtungsraster_Sprachsensibler_Fachunterricht.pdf</p>	de, en, fr
<p>32. <i>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector</i> – Lifelong Learning UK (2007) www.et-foundation.co.uk/wp-content/uploads/2014/04/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf</p>	en
<p>33. <i>Perfil geral de desempenho profissional do educador de infância e dos professores dos ensinos básico e secundário</i> – Portugal (2001) www.spm-ram.org/conteudo/ficheiros/legislacao/ecd/DL204-2001_30Ago.pdf</p>	pt
<p>34. <i>Référentiel des compétences professionnelles des métiers du professorat et de l'éducation</i> – Ministère de l'Éducation, France (2013) www.education.gouv.fr/cid73215/le-referentiel-de-competences-des-enseignants-au-bo-du-25-juillet%202013.html</p>	fr
<p>35. <i>Speaking for excellence: Language competences for effective teaching practice</i> – Council of Ministers of Education, Canada (2013) www.cmec.ca/Publications/Lists/Publications/Attachments/320/Speaking_for_Excellence.pdf</p>	en
<p>36. <i>Teachers' standards: Guidance for school leaders, school staff and governing bodies</i> – Department for Education UK (2011) www.gov.uk/government/publications/teachers-standards</p>	en
<p>37. <i>Teacher professional competence common framework</i> – Erasmus+ Project (2018) www.edu.xunta.gal/centros/erasmusplumccpd/en/node/47</p>	de, en, es, gl, lt, pt
<p>38. <i>Teaching: The reflective profession</i> – General Teaching Council for Northern Ireland (2015) http://gtcni.org.uk/professional-space/professional-competence/teaching-the-reflective-profession</p>	en
<p>39. <i>The standard for registrations</i> – The general Teaching Council for Scotland (2012) www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf and <i>The standard for career-long professional learning</i> – General Teaching Council for Scotland (2012) www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf</p>	en, Scots Gaelic
<p>40. <i>The UK professional standards for teaching and supporting learning in higher education</i> – The Higher Education Academy (2011) www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf</p>	en

3. Frameworks with a focus on learners' competences

<p>1. <i>CARAP/FREPA – A framework of reference for pluralistic approaches to languages and cultures: Competences and resources</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2012) www.ecml.at/Resources/ECMLPublications/tabid/277/PublicationID/82/language/en-GB/Default.aspx</p>	<p>ar, de, en, es, fr, et, hu, it, ja, sl, sv</p>
<p>2. <i>Common European Framework of Reference for Languages CEFR</i> – Council of Europe (2001) and <i>CEFR Companion Volume</i> – Council of Europe (2018) www.coe.int/en/web/common-european-framework-reference-languages</p>	<p>40 language versions here Companion volume: en, fr</p>
<p>3. <i>Curriculum Mehrsprachigkeit</i> – Krumm H.J. and Reich H.H. (2011) http://oesz.at/download/cm/CurriculumMehrsprachigkeit2011.pdf <i>Multilingualism curriculum</i> www.oesz.at/download/Attachments/CM+English.pdf</p>	<p>de, en</p>
<p>4. <i>Framework of competences for democratic culture</i> – Council of Europe (2018) www.coe.int/en/web/education/competences-for-democratic-culture</p>	<p>en, fr</p>
<p>5. <i>Framework of reference for early second language acquisition</i> – Nederlandse Taalunie / Verhelst et al. (2009) http://taalunieversum.org/sites/tuv/files/downloads/Taalunie_en.pdf</p>	<p>en, fr, nl</p>
<p>6. <i>A framework of language competences across the curriculum: Language(s) in and for inclusive education in North Rhine-Westphalia (Germany)</i> – Council of Europe / Thürmann E. and Vollmer H. (2012) http://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806abd99 and www.coe.int/en/web/platform-plurilingual-intercultural-language-education/languages-of-schooling</p>	<p>de, en, fr</p>
<p>7. <i>Language skills for successful subject learning – CEFR-linked descriptors for mathematics and history/civics</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2015) www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf</p>	<p>en, fr</p>
<p>8. <i>Référentiel de compétences de communication plurilingue en intercompréhension (REFIC)</i> – Miriadi Project (2015) www.miriadi.net/refic</p>	<p>ca, en, es, fr, it, ro, ca, en</p>
<p>9. <i>Sign languages and the Common European Framework of Reference for Languages: Descriptors and approaches to assessment (Pro-Sign)</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2015) www.ecml.at/ECML-Programme/Programme2012-2015/ProSign/PRO-Sign-referencelevels/tabid/1844/Default.aspx</p>	<p>en, fr</p>

4. Some other relevant documents

1. <i>Education, mobility, otherness – The mediation functions of schools</i> – Council of Europe / Coste & Cavalli (2015) https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367ee	en, fr
2. <i>Guide for the development and implementation of curricula for plurilingual and intercultural education</i> – Council of Europe (2016) www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education	en, fr
3. <i>A handbook for curriculum development and teacher training – The language dimension in all subjects</i> – Council of Europe (2016) www.coe.int/en/web/language-policy/a-handbook-for-curriculum-development-and-teacher-training.-the-language-dimension-in-all-subjects	en, fr
4. <i>Learning standards, teaching standards and standards for school principals – A comparative study</i> (pp. 32-47) – OECD (2013) www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2013)14&docLanguage=En	en
5. <i>Literature review – Teachers’ core competences: Requirements and development</i> – European Commission (2011) https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teacher-competences_en.pdf	en
6. <i>The place of the languages of schooling in the curricula</i> – Council of Europe (2015) www.ecml.at/Portals/1/documents/CoE-documents/Place-of-languages-of-schooling-in-curricula_EN.pdf	en, fr
7. <i>Plurilingual and pluricultural awareness in language teacher education, LEA – A training kit</i> – European Centre for Modern Languages (ECML) of the Council of Europe (2007) archive.ecml.at/documents/B2_LEA_E_web.pdf	en, fr
8. <i>Supporting teacher competence development for better learning outcomes</i> – European Commission (2013) https://ec.europa.eu/assets/eac/education/policy/school/doc/teachercomp_en.pdf	en

Links accessed 3 August 2020.

Language codes (ISO 639-1): ar: Arabic | bg: Bulgarian | ca: Catalan | de: German | el: Greek | en: English | es: Spanish | et: Estonian | fa: Farsi | fi: Finnish | fr: French | hr: Croatian | hu: Hungarian | it: Italian | ja: Japanese | ka: Georgian | lt: Lithuanian | nl: Dutch | pt: Portuguese | ro: Romanian | ru: Russian | sl: Slovenian | sr: Serbian | sv: Swedish | tr: Turkish | uk: Ukrainian | zh: Chinese.

CEFRLT SURVEY – RESULTS (January – March 2019)

N=160 (English and French version combined)

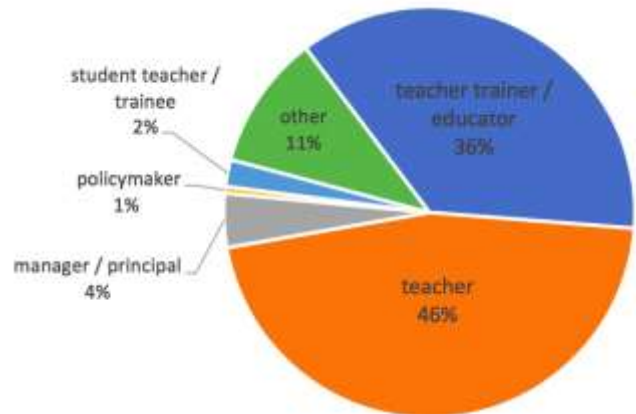
1. PERSONAL INFORMATION

a) What country do you work in?

Albania, Andorra, Armenia, Austria, Belgium, Brazil, Bulgaria, Canada, Chile, Croatia, Cyprus, Czech Republic, Denmark, Egypt, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, Morocco, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Scotland, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland

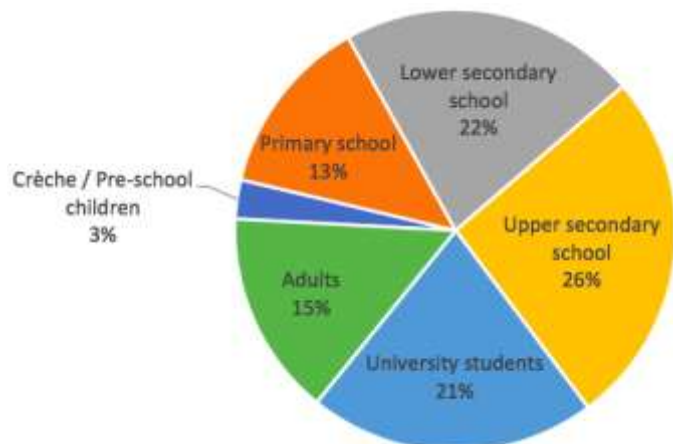
b) What is your main job?

- 69** teacher trainer / educator
- 87** teacher
- 8** manager / principal
- 1** policymaker
- 4** student teacher / trainee
- 20** Other, please specify:



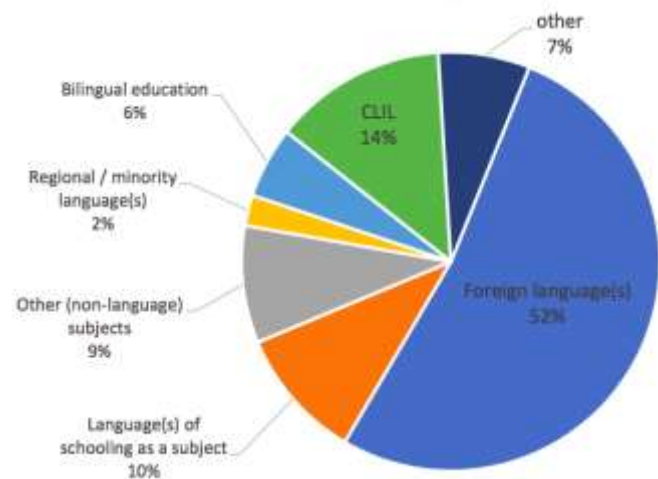
c) Who are the learners in your context? – e.g. your (student) teachers’ learners if you are a teacher educator, your own learners if you are a (future) teacher, etc.

- 8** Crèche / Pre-school children
- 37** Primary school
- 61** Lower secondary school
- 73** Upper secondary school
- 59** University students
- 42** Adults



d) If you are a teacher educator, what are the subject(s) that your (student) teachers teach? / If you are a teacher or student teacher, what subject(s) do you teach?

- 133** Foreign language(s)
- 26** Language(s) of schooling as a subject
- 23** Other (non-language) subjects
- 6** Regional / minority language(s)
- 14** Bilingual education
- 34** CLIL (Content and language integrated learning)
- 18** Other, please specify:



e) Have you had any involvement with the “Towards a common European framework for language teachers” (2016-2019) project?

- 118** No
- 42** Yes – please specify



2. THE CONTENT OF A POSSIBLE FUTURE RESOURCE ON LANGUAGE-RELATED TEACHING COMPETENCES

The following are some features that could be combined in a common resource. You may therefore select several of the features below if you wish to.

I/we believe the resource(s) should:

Strongly disagree (1) – Disagree (2) – Agree (3) – Strongly Agree (4)

- a) describe the competences of **foreign language** teachers (3.52)
- b) describe the competences of teachers of the **language of schooling** as a subject (including as a second language), e.g. the competences of a teacher of Dutch at a school in the Netherlands (3.08)
- c) describe the language-related competences of **teachers of any subject** (including as a second language), e.g. the language competences needed to teach geography (3.08)
- d) describe the language-related competences of teachers for **content and language integrated learning (CLIL)** (3.36)
- e) describe the language-related competences of teachers for **bilingual education** (3.27)
- f) describe the **common competences** of teachers of different subjects, as well as their **subject-specific** and **context-specific** competences (2.98)
- g) describe **professional learning opportunities** that may enable teachers to further develop specific and general competences, e.g. peer mentoring or action research (3.33)
- h) direct users to **existing frameworks and instruments** that describe teacher competences, e.g. to help them to reflect on a particular topic of interest (3.39)
- i) other [please specify]:

3. THE PREFERRED CHARACTERISTICS OF SUCH A RESOURCE OR RESOURCES

The following are options for the design of a possible future resource. Again, you may wish to select several of these features.

It/they should ideally: [Likert agreement scale for each item, as above which features would be useful]

Strongly disagree (1) – Disagree (2) – Agree (3) – Strongly Agree (4)

- a) contain **cando statements** or other kinds of descriptors that are detailed and specific (3.52)
- b) distinguish between the different **'levels' of competence** expected of novice or inexperienced teachers and teachers who are more experienced or 'expert' (3.33)
- c) provide a potential **basis for developing specific instruments**, e.g. portfolios for self-assessment, teacher education curricula, lesson observation tools, etc. (3.52)
- d) be available **online and offline** (3.59)
- e) contain opportunities for its users to **contribute** to and share their thoughts on the resource(s), e.g. through an interactive website (3.30)
- f) be open to **accommodate future developments** in language education (3.56)

4. THE POSSIBLE USES OF SUCH A RESOURCE OR RESOURCES

The following are options for the possible uses of a future resource. Again, you may wish to select several of these features.

Strongly disagree (1) – Disagree (2) – Agree (3) – Strongly Agree (4)

How would such a resource/such resources be used by yourself and/or in your professional context?

- a) As a means of gaining an **overview and an understanding of the competences** that teachers need to develop (3.49)
- b) As a resource for **planning teacher education** curricula, course modules, or sessions (3.47)
- c) As a means of **encouraging dialogue and collaboration** between language teachers, subject teachers, and teachers of the language of schooling (3.40)
- d) As a means of raising **student teachers'** or practising teachers' **awareness of their own competences** and future learning pathways (e.g. through self-assessment, self- or peer-observation, etc.) (3.57)
- e) To **support practising teachers** in their professional learning and career development (3.59)
- f) For **research** purposes, e.g. as an inspiration for research topics and hypotheses (3.22)
- g) Other [please specify]

5. YOUR VIEW ON THE NEED FOR SUCH A RESOURCE/RESOURCES

Bearing in mind your responses to the questions above, and the nature of your job, would a resource/resources of the kind described in your answers be **directly and immediately useful** to you and your colleagues?

Definitely not (1) – Probably not (2) – Yes, maybe (3) – Yes, definitely (4)

Average: 3.63

Do you think that a resource of the kind described in your answers **would in the future be a useful endeavour for teacher educators** working in different contexts including, but not limited to, contexts like your own?

Definitely not (1) – Probably not (2) – Yes, maybe (3) – Yes, definitely (4)

Average: 3.66



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EN

