

**Profil européen pour la formation des enseignants de langues
étrangères – un cadre de référence**

Rapport final

**Rapport établi à l'attention de la direction générale de l'éducation et
de la culture de la Commission européenne**

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Profil européen pour la formation des enseignants de langues étrangères - un cadre de référence

Résumé

Le présent rapport propose un profil européen pour la formation des enseignants de langues au XXI^e siècle. Il s'agit des formations initiale et continue des enseignants de langues étrangères au niveau primaire, secondaire et adulte. Le rapport offre un cadre de référence aux décideurs des politiques linguistiques ainsi qu'aux formateurs d'enseignants de langues en Europe.

Le profil résulte de la consultation d'un vaste éventail d'experts européens dans le domaine de la formation des enseignants et de l'expérience d'onze institutions européennes spécialisées dans ce domaine. Il donne en outre des suggestions pour garantir et perfectionner la qualité. En décrivant les lignes de force de la formation des enseignants de langues en Europe, le profil pourrait servir de cadre de référence tant pour les programmes existants de formation à l'enseignement que pour ceux à venir.

Le rapport commence par un tour d'horizon du contexte de l'élargissement récent de l'Europe et des développements de la politique de la Commission européenne dans le domaine de l'éducation et des langues. Il démontre la nécessité d'un profil pour la formation des enseignants de langues étrangères en Europe et explicite les raisonnements ayant permis l'élaboration du profil. Le rapport concerne la **structure** des programmes de formation, les **compétences et savoirs** cruciaux de l'enseignement des langues. Il tente d'énumérer la diversité des **stratégies et des savoir-faire** dans l'enseignement et l'apprentissage et les **valeurs** que devrait encourager et promouvoir ce même enseignement.

Reposant sur l'expertise des décideurs et formateurs des enseignants de langues étrangères de nombreux pays européens, ce profil propose 40 éléments clés pour les programmes de formation des enseignants de langues. Il donne des détails sur la structure et l'agencement des programmes afin de donner aux stagiaires toutes les chances d'accéder aux points essentiels de l'apprentissage pendant leurs formations initiale et continue. Il met notamment en relief des pratiques innovatrices de la formation des enseignants ainsi que la manière de promouvoir la coopération, les échanges et la mobilité pour la nouvelle génération d'enseignants européens de langues.

Dans ce profil, chaque élément est expliqué en détails et accompagné de conseils, points de repères et suggestions fournis par des experts européens. Onze études de cas menées dans des institutions européennes de formation des enseignants proposent des exemples du fonctionnement de chaque élément dans la pratique. Des études de cas permettent de cerner un certain nombre de problèmes et questions posés par les différents éléments de ce profil.

En somme, le rapport propose que la formation des enseignants de langues étrangères au vingt et unième siècle comprenne les éléments suivants dans les formations initiale et continue:

Structure

1. Un programme d'études intégrant la formation théorique et l'expérience pratique de l'enseignement (le stage).
2. L'agencement flexible et modulaire de la formation initiale et continue.
3. Un cadre explicite pour le stage pratique d'enseignement (le stage).
4. Le travail avec un tuteur ainsi que dans l'appréciation de la valeur du tutorat.
5. L'expérience d'un environnement interculturel et multiculturel.
6. Le développement de liens avec des partenaires à l'étranger (séjours, échanges et liens TIC).
7. Une période de travail ou d'étude dans un ou plusieurs pays dont la langue étrangère est celle que le stagiaire enseigne.
8. L'occasion d'observer l'enseignement et d'y participer dans plus d'un pays.
9. Un cadre d'évaluation européen pour les programmes de formation initiale et continue des enseignants, permettant ainsi l'accréditation et la mobilité.
10. Un programme de perfectionnement méthodologique dans le cadre de la formation continue.
11. La formation continue des formateurs d'enseignants.
12. Une formation au tutorat pour les tuteurs en situation scolaire.
13. Des liens étroits entre les stagiaires formés à enseigner des langues différentes.

Savoirs et compétences

14. Une formation aux méthodologies d'enseignement des langues et aux techniques et activités de classe les plus avancées.
15. Une formation au développement d'une approche critique et de questionnement de l'enseignement et de l'apprentissage.
16. Une formation initiale à l'enseignement incluant un module sur les compétences linguistiques permettant l'évaluation de la compétence linguistique du stagiaire.
17. Une formation aux technologies de l'information et de la communication pour leur emploi pédagogique dans la salle de classe.
18. Une formation aux technologies de l'information et de la communication dans le domaine de la planification personnelle, de l'organisation et de la découverte de ressources.

19. Une formation à l'administration des procédures d'évaluation diverses et aux façons de suivre le progrès des apprenants.

20. Une formation à l'évaluation des programmes adoptés à l'échelon national ou régional en fonction de leurs buts, objectifs et résultats.

21. Une formation à la théorie et à la pratique de l'évaluation interne et externe des programmes.

Stratégies et savoir-faire

22. Une formation aux façons d'adapter la manière d'enseigner au contexte éducatif et aux besoins individuels des apprenants.
23. Une formation à l'évaluation critique, au développement et à l'utilisation des supports et ressources pédagogiques.
24. Une formation aux méthodes d'apprendre à apprendre.
25. Une formation au développement de la pratique réflexive et de l'auto-évaluation.
26. Une formation au développement de stratégies spécifiques à l'apprentissage autonome des langues.
27. Une formation aux méthodes visant à entretenir et améliorer en continu ses propres compétences langagières.
28. Une formation à l'application pratique des parcours et programmes scolaires.
29. Une formation aux techniques d'observation et de correction de pairs.
30. Une formation au développement des relations avec des institutions d'éducation dans des pays choisis.
31. Une formation à la recherche-action.
32. Une formation à l'intégration de la recherche à l'enseignement.
33. Une formation à l'Enseignement d'une Matière par l'Intermédiaire d'une Langue Étrangère (EMILE).
34. Une formation à l'emploi du Portfolio européen des langues pour l'auto-évaluation.

Valeurs

35. Une formation aux valeurs sociales et culturelles.
36. Une formation à la diversité des langues et des cultures.
37. Une formation à l'importance de l'enseignement et de l'apprentissage concernant les langues et cultures étrangères.
38. Une formation à l'enseignement de la citoyenneté européenne.
39. Une formation au travail d'équipe, à la coopération et au travail en réseau, à l'intérieur et à l'extérieur du contexte immédiat de l'école.
40. Une formation à l'importance de l'apprentissage tout au long de la vie.

Ce rapport se termine par un glossaire des termes clés du rapport pour la formation des enseignants de langues.

Les annexes contiennent une description complète des onze études de cas, des indications détaillées pour la garantie et le perfectionnement de la qualité pour chaque élément du profil ainsi qu'un compte rendu de la méthodologie du rapport.

Partie I

Contextes pour le développement d'un profil européen pour la formation des enseignants de langues étrangères

Résumé

Cette partie propose une vue d'ensemble du rapport et résume le contexte dans lequel a été développé le profil européen pour la formation des enseignants de langues étrangères. Elle examine la manière dont le profil répond aux récents développements de la politique européenne en matière d'éducation et de langues étrangères et décrit brièvement le rapport apparenté de la direction générale de l'éducation et de la culture «The Training of Teachers of a Foreign Language: Developments in Europe», qui l'a précédé. En plus de décrire l'objectif et la méthodologie du présent rapport, cette partie présente les buts et objectifs du profil, tout en soulignant son caractère volontaire. Elle expose en outre le raisonnement sous-tendant la structure et le contenu du profil ainsi que les différentes manières dont ce dernier peut être utilisé et servir de référence.

Introduction

Ce rapport propose un profil européen pour la formation des enseignants de langues étrangères au XXI^e siècle. Il s'agit des formations initiale et continue des enseignants de langues étrangères au niveau primaire, secondaire et adulte, tout en offrant un cadre de référence aux décideurs des politiques linguistiques ainsi qu'aux formateurs d'enseignants de langues en Europe.

Le profil résulte de la consultation d'un vaste éventail d'experts européens dans le domaine de la formation des enseignants et de l'expérience d'onze institutions européennes spécialisées dans ce domaine. Il donne en outre des suggestions pour garantir et perfectionner la qualité. En décrivant les lignes de force de la formation des enseignants de langues en Europe, le profil pourrait servir de cadre de référence tant pour les programmes existants de formation à l'enseignement que pour ceux à venir.

La partie I décrit le contexte social et politique plus large du profil avant de se concentrer sur le contexte politique immédiat, et notamment sur le rapport apparenté élaboré par la direction générale de l'éducation et de la culture ayant pour titre «The Training of Teachers of a Foreign Language: Developments in Europe». Il décrit les personnes visées par le profil et les objectifs de celui-ci. Il explique de quelle manière le profil a été établi en tant que cadre de référence non obligatoire contenant des exemples de bonnes pratiques et d'innovation, tout en proposant des informations sur les problèmes rencontrés par les programmes de formation des enseignants de langues étrangères. Pour terminer, il formule des suggestions pour l'utilisation du profil dans la pratique.

La partie II présente le Profil européen pour la formation des enseignants de langues étrangères - un cadre de référence. Cette partie explique l'organisation du profil et la manière dont les différentes sections ont été composées. Le profil s'articule autour de 40 éléments, chacun correspondant à un point essentiel de la formation des enseignants de langues étrangères. Le profil est divisé en quatre sections, à savoir: Structure, Savoirs et compétences, Stratégies et savoir-faire et Valeurs.

La partie III propose un tour d'horizon des données de recherche recueillies dans le cadre des études de cas. Elle explique les raisons ayant conduit au choix des études de cas, la manière dont ces études se conforment au profil et les questions soulevées par les études de cas par rapport à la mise en œuvre du profil.

La partie IV, qui a pour thème l'étude Delphi, présente les différentes phases du processus Delphi et propose une vue d'ensemble de sa méthodologie et des principaux résultats.

La partie V est un glossaire reprenant les principaux termes éducatifs utilisés dans le rapport.

Les annexes contiennent les versions intégrales des données de recherche présentées dans le rapport principal. L'annexe I propose une description complète des onze études de cas. L'annexe II présente des lignes directrices détaillées en matière d'assurance et de renforcement de la qualité pour chacun des éléments du profil. L'annexe III décrit la méthodologie du rapport. Elle contient des informations sur les experts ayant participé au processus de recherche, de même qu'une présentation détaillée de l'étude Delphi.

Contexte social et politique

Ce rapport sur la formation des enseignants de langues étrangères revêt une grande importance stratégique pour l'Europe. L'Union européenne tente en effet d'instaurer une unité entre les diverses nations, cultures, communautés et langues de l'Europe. À cette fin, elle s'efforce d'améliorer les échanges et la coopération dans de nombreux domaines afin de permettre aux citoyens européens de développer un sentiment de respect et de compréhension mutuels.

L'Union européenne a connu récemment un élargissement majeur avec l'adhésion de dix nouveaux pays et l'accroissement de sa population au-delà de 450 millions. Il est dès lors plus important que jamais d'encourager et de promouvoir la communication et les échanges au sein de la grande diversité de citoyens de l'Europe. L'Union a pour but de faciliter la mobilité dans différents domaines et l'amélioration des compétences linguistiques de l'Union est un élément essentiel de ce processus.

Ces dix dernières années, l'Union européenne a lancé toute une série d'initiatives visant à promouvoir l'enseignement et l'apprentissage des langues étrangères en Europe. Dans son Livre blanc de 1995, *Enseigner et apprendre: vers la société cognitive*, la Commission reconnaissait le rôle central joué par les langues dans la construction d'une unité européenne et soulignait l'importance pour tout citoyen européen de pouvoir parler au moins deux langues communautaires en plus de sa langue maternelle. La stratégie de Lisbonne de 2000, traitant du renouveau économique, social et environnemental, a pour sa part mis l'accent sur la nécessité de transformer l'Europe en l'économie de la connaissance la plus compétitive au monde d'ici 2010. Dans le cadre de cette stratégie, l'amélioration des compétences linguistiques des citoyens européens occupe une place majeure. La formation des enseignants de langues étrangères, en particulier, peut être perçue comme un élément essentiel de ce processus.

L'objectif des programmes *Socrates* et *Leonardo da Vinci* de l'Union européenne est de développer la coopération dans le domaine de l'éducation et de la formation. De nombreuses actions ont notamment eu pour but de promouvoir la diversité linguistique et d'encourager l'apprentissage des langues tout au long de la vie. Les principaux objectifs sont:

- sensibiliser la population aux avantages de l'apprentissage des langues étrangères;
- améliorer la qualité de l'enseignement des langues;
- augmenter le nombre d'apprenants de langues étrangères;
- promouvoir l'apprentissage des langues utilisées et enseignées à moins grande échelle;
- encourager la multiplication des programmes d'enseignement et d'apprentissage des langues;
- améliorer l'accès à l'apprentissage des langues.

La Commission européenne complète les actions des États membres en utilisant ces programmes pour promouvoir des projets novateurs portant sur l'enseignement et l'apprentissage des langues étrangères. Elle soutient également les États membres au niveau de l'échange de bonnes pratiques et d'innovations.

La diversité est l'un des principaux atouts de l'Europe. À cet égard, l'enseignement et l'apprentissage des langues étrangères, ainsi que la formation des enseignants, contribuent à préserver le patrimoine multilingue et multiculturel de l'Europe. L'apprentissage des langues étrangères encourage la coopération et les échanges, tandis que la diversité des langues enrichit l'Europe et souligne sa variété culturelle et linguistique. Qui plus est, l'apprentissage des langues étrangères parlées par les autres rapproche les citoyens européens et encourage l'ouverture à d'autres cultures et modes de vie.

Contexte politique immédiat

Depuis 2000, l'Union européenne redouble d'efforts pour améliorer l'enseignement et l'apprentissage des langues étrangères. L'Année européenne des langues 2001 a montré comment l'apprentissage des langues pouvait être promu au niveau européen et national. En 2002, le Conseil européen de Barcelone a proposé d'enseigner aux citoyens européens au moins deux langues étrangères dès le plus jeune âge.

Au terme d'une vaste consultation des institutions européennes, des ministères nationaux et du grand public, la Commission a développé un plan d'action pour l'apprentissage des langues et la diversité linguistique. Ce plan d'action identifie trois grands domaines: la promotion de l'apprentissage tout au long de la vie, l'amélioration de l'enseignement des langues et la création d'un environnement favorable aux langues. Le présent rapport joue un rôle important en développant l'aspect du plan d'action lié à l'amélioration de l'enseignement des langues.

La formation des enseignants de langues étrangères revêt une importance toujours plus grande en raison du rôle essentiel qu'ils jouent par rapport à l'amélioration de l'apprentissage des langues étrangères et à l'éveil de l'intérêt des apprenants pour les langues. Les enseignants de langues étrangères ont un rôle crucial à jouer pour réaliser l'objectif que s'est fixé l'Union européenne: doter tous les citoyens de l'UE de compétences linguistiques dans leur langue maternelle et dans deux autres langues.

Le rapport de la direction générale de l'éducation et de la culture «The Training of Teachers of a Foreign Language: Developments in Europe» affirme que la qualité de la formation des enseignants de langues étrangères pourrait être améliorée en permettant à ces enseignants d'accéder à un noyau commun de compétences, de savoir-faire et de valeurs. Il envisage la création d'un tronc commun de concepts, de termes et d'outils analytiques pour la formation des enseignants de langues. Ce rapport propose également une liste des éléments clés pour la formation des enseignants européens de langues étrangères. Le présent rapport utilise cette liste en guise de point de départ.

Le présent rapport a été élaboré à la demande de la direction générale de l'éducation et de la culture de la Commission européenne et est directement lié à l'action II.3.2 du plan d'action proposant une étude «afin d'identifier le noyau de compétences pédagogiques et linguistiques dont doivent disposer les professeurs de langues aujourd'hui».

Le plan d'action fait référence aux valeurs que l'enseignant de langues doit promouvoir, aux éléments clés de la formation des enseignants de langues et aux différentes manières dont les cours peuvent être dispensés. En particulier, il suggère que la formation initiale devrait fournir aux professeurs de langues une «boîte à outils» d'aptitudes et de techniques pratiques pour l'enseignement et l'apprentissage. Le présent rapport et le

Profil européen pour la formation des enseignants de langues étrangères - un cadre de référence expliquent en quoi pourrait consister une telle boîte à outils.

Objectif du rapport

Le rapport a été commandé sous le titre: «Développement d'un profil commun d'enseignants de langues en Europe». Son objectif était de résumer les principes de la formation des enseignants de langues étrangères en mettant l'accent sur la structure, le contenu et la valeur des programmes de formation des enseignants. Le rapport devait examiner les différents modes d'organisation des cours et d'accès à l'apprentissage des langues étrangères. Le rapport s'est limité à examiner la formation des enseignants de langues étrangères, sans inclure les enseignants formés pour enseigner leur langue maternelle au travers de cours tels que le TEFL ou le FLE.

Le rapport avait pour but:

- de consolider les travaux préparatoires entrepris dans le cadre du rapport de la direction générale de l'éducation et de la culture «The Training of Teachers of a Foreign Language: Developments in Europe»;
- de se baser sur une parfaite compréhension des problèmes liés à la formation des enseignants de langues étrangères en Europe;
- d'entreprendre des recherches complémentaires par rapport à la théorie et à la pratique actuelles;
- de couvrir l'ensemble de l'Europe;
- de travailler en étroite collaboration avec les associations d'enseignants de langues et les organisations de formation d'enseignants en vue de parvenir à un consensus et de valider les principes communs du profil commun.

Le principal objectif du rapport était d'élaborer une proposition détaillée en vue de l'élaboration d'un profil commun pour les enseignants de langues étrangères incluant:

- le noyau de compétences linguistiques, pédagogiques et méthodologiques nécessaires aux enseignants de langues étrangères pour être efficaces dans un contexte européen;
- d'autres aspects des compétences professionnelles, dont la citoyenneté européenne, la psychologie de l'apprentissage, la philosophie de l'enseignement, l'enseignant en tant que gestionnaire et les TIC;
- les caractéristiques d'un bon enseignant de langues étrangères et des stratégies efficaces d'enseignement à des classes en vue de promouvoir la motivation des apprenants et de prendre en considération les différences entre les apprenants, ainsi que les différents contextes d'apprentissage;
- l'évolution de la carrière des enseignants du statut de jeune diplômé aux statuts d'enseignant expérimenté et d'expert.

Il a été demandé au profil de servir de guide en matière de pratique au niveau national et européen et d'aider les institutions et les formateurs à développer leurs programmes de formation des stagiaires en langues étrangères. Il devrait servir de point de référence pour les fournisseurs européens de formation des enseignants de langues étrangères, en conduisant à une plus grande transparence et à la transférabilité des qualifications. Les objectifs plus larges sont l'amélioration de la mobilité, la création de doubles qualifications et la reconnaissance des composantes éducatives à différents niveaux de la formation des enseignants de langues étrangères.

Le profil était tenu de s'aligner sur le Cadre commun européen de référence pour les langues du Conseil de l'Europe en ce qui concerne l'utilisation de la terminologie et les références aux niveaux de compétence linguistique.

Conduite des recherches

Les recherches et la rédaction du rapport se sont déroulées entre février et juillet 2004 à l'université de Southampton au Royaume-Uni. L'équipe de chercheurs comprenait:

Professeur Michael Kelly (chef de projet)
Dr Michael Grenfell (chef de projet adjoint)
M. Euan Reid (évaluateur externe du projet)
Mme Rebecca Allan (assistant de recherche du projet)
Mme Christine Kriza (assistant de recherche du projet)
Dr William McEvoy (assistant de recherche du projet)

Les recherches ont commencé par un examen des documents et sources européens existants en matière de formation des enseignants de langues étrangères, avec un accent tout particulier sur le rapport «The Training of Teachers of a Foreign Language: Developments in Europe» et sur le Cadre commun européen de référence pour les langues. Une base de données de sources ayant pour thème la formation des enseignants et l'enseignement et l'apprentissage des langues a fourni des informations essentielles pour l'élaboration du profil. Un réseau d'organisations d'enseignement a été mis en place en vue d'entamer la diffusion des objectifs du profil, et la création du site web du projet a été planifiée. Huit experts en formation des enseignants européens de langues étrangères ont formé un groupe consultatif qui s'est réuni en mars 2004 (voir annexe III, page 161) pour commenter la première ébauche du profil. À ce stade, les principaux points étaient:

- l'importance de créer un tronc commun de concepts et de terminologie;
- la nécessité d'établir un lien cohérent entre le profil et le *Cadre commun européen de référence pour les langues*;
- la nécessité de mettre l'accent sur les valeurs européennes dans la formation des enseignants de langues étrangères;
- la nécessité de promouvoir et d'harmoniser la formation continue des enseignants au niveau européen;
- la nécessité d'impliquer les agences européennes dans l'amélioration de la mobilité des stagiaires et dans la reconnaissance des qualifications.

L'équipe de recherche a mis sur pied l'étude Delphi en mars 2004, pour une durée de trois mois, en vue de recueillir les avis de douze formateurs européens en langues concernant les améliorations à apporter à la formation des enseignants de langues étrangères dans leur propre pays et selon une perspective européenne.

L'équipe de recherche a réalisé des études de cas auprès de onze institutions européennes de formation d'enseignants afin d'en comparer les programmes de formation des enseignants au profil. Ces études de cas ont permis de recueillir deux types de données: des exemples du fonctionnement des éléments du profil dans un contexte institutionnel et des exemples des problèmes et questions que la mise en œuvre du profil pourrait susciter dans la pratique.

Une deuxième réunion organisée en juin a mis en présence le groupe consultatif et les participants à l'étude Delphi afin d'examiner l'ensemble du profil en détails. Deux réunions ont par ailleurs eu lieu entre les chefs de projet et des représentants de la Commission en mai et juin 2004. La première s'est penchée sur les projets de diffusion et de mise en œuvre du profil, tandis que la deuxième a demandé au groupe d'experts en langues de la Commission un rapport détaillé sur le profil et les lignes directrices en matière d'assurance et de renforcement de la qualité qui l'accompagnent.

Chaque fois que possible, l'équipe de recherche a soumis les études de cas à l'examen des experts nationaux en la matière. Un ensemble complet de lignes directrices en matière d'assurance et de renforcement de la qualité a été élaboré, et un glossaire des principaux termes éducatifs utilisés dans le rapport a été compilé.

Méthodologie

L'objectif central du rapport était de produire un projet définitif du Profil européen pour la formation des enseignants de langues étrangères - un cadre de référence. Le processus de recherche s'est articulé autour de quatre phases:

- une consultation étendue du matériel existant en matière de formation des enseignants de langues étrangères;
- des réunions avec des experts en vue de discuter de la structure, du contenu et de la terminologie du profil lui-même;
- une étude Delphi demandant aux formateurs des enseignants comment améliorer la formation des enseignants de langues dans une perspective nationale et européenne;
- des études de cas sur le terrain dans onze institutions européennes de formation d'enseignants de langues incluant des interviews avec des décideurs politiques institutionnels, des formateurs d'enseignants de langues et des stagiaires.

Ces processus sont décrits en détails dans l'annexe III.

1. Processus de recherche

Le processus de recherche est résumé dans le tableau suivant:

Phase des recherches	Résultats des recherches
Consultation du matériel européen et théorique pertinent en matière de formation des enseignants de langues étrangères	<ul style="list-style-type: none"> • Réécriture du résumé du profil • Développement initial du profil
Réunion de consultation avec des experts en matière de formation des enseignants de langues étrangères	<ul style="list-style-type: none"> • Réécriture du résumé du profil • Élargissement du profil
Étude Delphi comportant un questionnaire en trois étapes	<ul style="list-style-type: none"> • Définition de nouveaux éléments potentiels pour le profil • Développement majeur du profil
Identification, exécution et vérification des études de cas	<ul style="list-style-type: none"> • Ajout d'exemples d'études de cas au profil • Identification des problèmes et questions potentiels par rapport à

	la mise en œuvre du profil
Recherches par rapport à l'assurance et au renforcement de la qualité	<ul style="list-style-type: none"> • Développement de lignes directrices d'assurance et de renforcement de la qualité en conformité avec le profil
Réunion avec des représentants de la Commission	<ul style="list-style-type: none"> • Développement de stratégies de diffusion et de mise en œuvre
Conférence conjointe entre le groupe consultatif et les participants à l'étude Delphi	<ul style="list-style-type: none"> • Réécriture complète du profil • Acceptation par les participants à la conférence de promouvoir le profil
Réunion avec le groupe d'experts en langues de la Commission	<ul style="list-style-type: none"> • Révision du rapport
Achèvement du projet de rapport final et des annexes	<ul style="list-style-type: none"> • Projet de rapport final soumis le 31 juillet 2004
Amendements au rapport final	<ul style="list-style-type: none"> • Rapport final

2. Élaboration du profil

La première ébauche majeure du profil a fait suite à la réunion du groupe consultatif en mars 2004. Les points centraux étaient:

- l'utilisation précise de la terminologie;
- l'organisation de sections pour passer du niveau macro au niveau micro;
- l'élimination des constructions passives et impersonnelles;
- la mise d'un accent particulier sur des domaines tels que les besoins éducatifs spéciaux, l'apprentissage continu et l'apprentissage des langues à des fins professionnelles.

La deuxième ébauche importante est intervenue après la réunion entre le groupe consultatif et les participants à l'étude Delphi en juin 2004. Les principaux points étaient:

- l'intégration des éléments produits par l'étude Delphi;
- la précision des titres et des explications des éléments;
- l'utilisation d'une terminologie actuelle et précise;
- l'utilisation pertinente des exemples d'études de cas.

Le projet final du Profil européen pour la formation des enseignants de langues étrangères - un cadre de référence est organisé en quatre sections:

- Structure;
- Savoirs et compétences;
- Stratégies et savoir-faire;
- Valeurs.

Les raisons de cette division et la composition de chaque élément sont expliquées au début de la partie II.

3. Groupe consultatif

Le groupe consultatif était composé de huit experts européens de premier plan en matière de formation des enseignants de langues étrangères. Ils ont été choisis de manière à représenter une vaste couverture géographique de l'Europe et un large éventail de domaines d'expertise (voir l'annexe III, page 161).

Leur rôle était de fournir des conseils professionnels par rapport à la structure et à la terminologie du profil. Ils ont ainsi donné des conseils sur l'utilisation correcte de la terminologie liée à la formation des enseignants et sur la meilleure façon d'organiser le profil. Ils ont également examiné la manière de diffuser, de mettre en œuvre et d'élaborer des lignes directrices en matière d'assurance et de renforcement de la qualité du profil, ainsi que différentes manières de concevoir l'utilisation du profil.

4. Étude Delphi

À la suite des recherches étendues menées par rapport à la méthodologie de l'étude Delphi, douze formateurs européens d'enseignants de langues étrangères ont été invités à participer au processus itératif en trois étapes. Le groupe Delphi a été constitué en tenant compte des critères suivants:

- les participants devaient avoir de l'expérience en tant que décideurs politiques en matière de formation des enseignants en langue ou en tant que formateurs dans un contexte européen;
- ils devaient représenter une large couverture géographique de l'Europe, avec un bon équilibre entre les pays du nord, du sud et ceux candidats à l'adhésion;
- ils devaient être désireux de s'engager dans les trois phases du processus itératif sur une période de trois mois.

L'étude Delphi a pour but d'obtenir le consensus d'un groupe d'individus sélectionnés sur un sujet donné. Au cours de la première phase de l'étude, les participants ont été invités à répondre à quatre grandes questions ouvertes concernant l'amélioration de la formation des enseignants de langues étrangères tant au niveau national que dans un contexte européen. Une fois les réponses regroupées, la deuxième phase consistait à demander aux participants d'évaluer 36 déclarations sur une échelle de un à cinq, en y apportant des commentaires supplémentaires. Les réponses obtenant le plus grand consensus ont ensuite été classées et commentées au cours de la troisième phase.

En conséquence, huit nouveaux éléments potentiels ont été examinés en vue de leur inclusion au profil lors de la réunion de consultation de juin 2004. Sur ces huit éléments, six sont devenus de nouveaux éléments du profil, les deux autres étant intégrés ailleurs.

5. Études de cas

Onze institutions européennes de formation d'enseignants ont été sélectionnées en vue de faire l'objet d'une étude détaillée dans le cadre du profil.

Les critères à la base du choix des institutions participant aux études de cas étaient:

- une large couverture géographique de l'Europe, avec un bon équilibre entre les pays du nord, du sud et ceux candidats à l'adhésion;
- un équilibre entre les centres d'excellence établis et les centres mettant en œuvre des programmes de formation des enseignants de langues étrangères créés récemment voire émergents;

- la sélection de cours de formation des enseignants respectant déjà un certain nombre d'éléments du profil;
- un équilibre entre les institutions chargées de la formation initiale et continue des enseignants au niveau primaire et secondaire;
- la participation des institutions à une coopération et à des échanges européens ou à la mise en valeur de la dimension européenne dans leurs programmes de formation des enseignants;
- l'appartenance des institutions à des pays différents sauf en cas de raison valable justifiant un «double emploi».

Les données initiales ont été recueillies dans des sources écrites ou disponibles sur le web. Une des équipes de recherche a visité l'institution afin d'avoir des entretiens avec les responsables de la politique de l'institution et les formateurs d'enseignants et, chaque fois que possible, avec des enseignants stagiaires de langues étrangères eux-mêmes.

Les études de cas ont examiné la manière dont les institutions illustrant le profil et les leçons à tirer du fonctionnement du profil dans la pratique. Chaque étude de cas a adopté une structure de rapport similaire:

- Contexte national;
- Formation initiale des enseignants;
- Formation continue des enseignants;
- Contexte de l'étude de cas;
- Organisation de l'institution;
- Structure (des programmes);
- Contenu (des programmes);
- Éléments du profil illustrés;
- Remarques;
- Résumé - principaux points forts;
- Domaines à reconsidérer;
- Contacts/mention des sources.

L'utilisation d'une structure de rapport commune a permis à l'équipe de recherche de comparer différents programmes de formation des enseignants de langues étrangères en termes d'offre, d'organisation, de priorités, de problèmes et de questions.

6. Lignes directrices en matière d'assurance et de renforcement de la qualité

Des lignes directrices détaillées en matière d'assurance et de renforcement de la qualité ont été développées par rapport à chacun des éléments du profil. Elles ont été élaborées sur la base de documents écrits et disponibles sur le web et en concertation avec des experts en assurance de la qualité de l'université de Southampton. Le projet de lignes directrices en matière d'assurance et de renforcement de la qualité a été présenté lors de la réunion entre les chefs de projet et le groupe d'experts en langues de la Commission; il a également été examiné lors des deux conférences de consultation.

Pour chaque élément du profil, les lignes directrices détaillées en matière d'assurance et de renforcement de la qualité présentent:

- **les objectifs en matière de formation:** description des objectifs que l'élément doit aider le professeur stagiaire à acquérir;
- **les résultats attendus de l'apprentissage:** description des compétences et des savoirs supplémentaires que le stagiaire doit développer dans le cadre de l'apprentissage;
- **les compétences transférables:** compétences applicables à d'autres domaines de la formation et de l'apprentissage du professeur stagiaire;
- **une liste de contrôle:** indique ce que font les stagiaires par rapport à un élément particulier du profil, comment ils le font et comment ils savent qu'ils le font.

7. Diffusion et mise en œuvre

Les lignes directrices en matière de diffusion et de mise en œuvre ont été examinées lors des deux conférences de consultation et présentées au groupe d'experts en langues de la Commission en juin 2004. Concernant la diffusion, les principales stratégies consistent à faire connaître le profil au travers d'une brochure de qualité, du site web du projet et du réseau de participants au processus de recherche. Des articles et des présentations lors de diverses conférences universitaires permettront d'expliquer et de présenter le profil à un public plus large concerné par la formation des enseignants de langues étrangères. Les projets de mise en œuvre incluent la mise en place d'un réseau officiel de formateurs d'enseignants de langues étrangères qui collaboreront à la promotion du profil dans leur institution.

8. Glossaire

Le glossaire reprend tous les termes clés relatifs à la formation des enseignants de langues utilisés dans le rapport. Il a été développé sur la base de glossaires imprimés et disponibles sur le web portant sur la formation des enseignants et l'enseignement et l'apprentissage des langues, au nombre desquels figure le glossaire compilé dans le cadre du projet Tuning (Convergence) 1.¹ Le groupe consultatif et les participants à l'étude Delphi ont également été invités à prendre part à l'élaboration du glossaire.

9. Évaluation externe

Les chefs de projet ont nommé un évaluateur externe au début du processus de recherche. M. Euan Reid, de l'Institute of Education (Londres, Royaume-Uni), a été invité à travailler en étroite collaboration avec l'équipe de recherche tout au long de la phase de recherche (six mois). L'évaluateur externe avait pour tâche de participer aux réunions stratégiques de l'équipe, ainsi qu'aux deux conférences de consultation. Il a également été invité à donner son avis sur les questions centrales liées au profil et à assurer la liaison avec l'équipe d'experts et de formateurs européens en matière d'enseignement des langues. L'évaluateur externe présentera un rapport indépendant sur le processus de recherche.

¹ Disponible (en anglais) à l'adresse
http://www.relint.deusto.es/TUNINGProject/documentos/Tuning_phase1/Glossary&Goldmine_page253a270.pdf

Part II

European Profile for Language Teacher Education – A Frame of Reference

Summary

This part of the report contains the European Profile for Language Teacher Education – A Frame of Reference. It begins with a description of how to use the Profile and how it is organised. It then presents each item of the Profile, composed of a heading, an explanation, elaboration and exemplifications from the case studies.

It shows how the item may be implemented practically, based on the checklist of quality assurance and enhancement guidelines found in Appendix II.

This part also provides a series of issues illustrated by the case studies concerning the implementation of the item. The case study exemplifications are cross-referenced with the full case study reports contained in Appendix I.

Using the Profile

The Profile's scope

It is important to note that the Profile is not designed as a mandatory set of rules and regulations for language teacher education. In order to take account of the rich diversity of language teacher education programmes already offered in Europe, the Profile has been designed as a voluntary frame of reference that policy makers and language teacher educators will be able to adapt to their existing programmes and needs. The Profile incorporates the expert advice of a wide range of educational experts and teacher educators in order to provide a firm but flexible foundation for improving the education of language teachers in Europe.

What the Profile offers

The Profile is designed as a source of expert advice and good examples concerning language teacher education. It could be used as a checklist for institutions with longstanding strengths in language teacher education, and as a reference document providing guidance to institutions with plans to improve their language teacher education programmes.

One way of thinking about the Profile is as a toolkit that allows institutions to improve the programmes they offer. Another way is to see it as a set of building blocks that policy makers, teacher educators, teachers and trainee teachers can assemble to support their provision of foreign language teacher education.

Some of the Profile items could form 'add-ons' to existing teacher education programmes. However, one of the key concerns of the Profile is to promote an integrated approach to language teacher education. Items such as those dealing with the European dimension of language teacher education, for example, will work best if integrated into existing course modules.

Who will use the Profile?

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

The Profile will be an important frame of reference for its stakeholders, whether they specialise in primary, secondary, young or adult learning. It contains information for those qualified teachers and teacher educators involved in in-service education, especially in the areas of mentoring, exchanges and international cooperation.

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

Organisation of the Profile

The European Profile for Language Teacher Education – A Frame of Reference contains 40 items describing important elements in foreign language teacher education in Europe. The Profile is divided into four sections: Structure, Knowledge and Understanding, Strategies and Skills, and Values.

i. Structure

This section contains items describing the different constituent parts of language teacher education and indicates how they could be organised.

ii. Knowledge and Understanding

This section contains items relating to what trainee language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education.

iii. Strategies and Skills

This section contains items relating to what trainee language teachers should know how to do in teaching and learning situations as teaching professionals as a result of their initial and in-service teacher education.

iv. Values

This section contains items relating to the values that trainee language teachers should be taught to promote in and through their language teaching.

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

Organisation of the Profile items

Each item of the Profile is divided into parts. The parts are Heading, Explanation, Elaboration, Exemplifications from case studies, and Implementation.

Heading

This is the summary of the item.

Explanation

This provides details of what the heading means, drawing on advice from experts in European language teaching.

Elaboration

This provides a detailed set of comments and observations related to the item. The information has been taken from the Delphi study data, meetings with the Consultative Group and Delphi study participants, the case studies and independent web and academic research.

Exemplifications from Case Studies

Most items have been exemplified by specific examples taken from the eleven case studies. The exemplifications have been cross-referenced with the full case studies

available in Appendix I. After each exemplification, there is a reference to the full case study using the following key to the institutions and the relevant paragraph number:

CIEP	Centre international d'études pédagogiques, Sèvres, France
OU	Open University, UK
PA	Pädagogische Akademie, Innsbruck, Austria
StM	St Martin's College, UK
B	University of Bremen, Germany
G	University of Granada, Spain
J	University of Jyväskylä, Finland
L	University of Latvia, Latvia
O	University of Oslo, Norway
V	University of Venice, Italy
W	University of Warsaw, Poland

In the case of a few items, particularly those that outline future plans for language teacher education, such as item 9 proposing a European-level framework, there are significantly fewer specific examples from the case study. Some items are only rarely exemplified because institutions do not offer their trainees specific educational course or units in these areas, even though these areas are part of their programmes.

Practical Implementation and Issues

This section gives details of how the item might work in practice and how it can be implemented. This is based on a checklist from the quality assurance and enhancement guidelines found in Appendix II.

This section also outlines issues which may be encountered when the item is put into practice, based on the case studies.

European Profile for Language Teacher Education – A Frame of Reference

i. Structure

Foreign language teacher education in the twenty-first century should include the following elements of initial and in-service education:

<h4>1. A curriculum that integrates academic study and the practical experience of teaching</h4>
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Explanation

In language teacher education, the academic study of the teacher's specific discipline and the practical experience of teaching in the classroom interact to enhance one another.

Language teacher education treats subject knowledge, practical experience in schools and pedagogical theories holistically and relationally, so that the teacher does not think of them as being in distinct categories.

Through the integration of their academic learning with their classroom-based teaching experience, trainee teachers develop a critical awareness about their own learning processes that they are able to put into practice in the language classroom.

Elaboration

- Traditionally, teacher education has been divided into theory and practice. However, language education should be seen as multidisciplinary and interdisciplinary with a complex range of theories behind different teaching approaches.
- Theory can be usefully divided into the categories of 'knowledge' and 'skills'. Knowledge refers to academic knowledge about the language discipline and teacher education (historically and comparatively); skills relate to the social and professional context in which practical teaching takes place and the professional competences needed to teach effectively.
- In foreign language teacher education, 'theory' also has a number of more specific meanings. It relates to areas such as language acquisition, linguistics and reflective practice. Techniques such as action research and CLIL teaching are bridging activities between theories and classroom-based practice.
- Theories of language learning and acquisition are very important in initial teacher education. Awareness of the factors that promote or inhibit language acquisition allows trainee teachers to teach creatively and flexibly, designing learning situations relevant to the learning context. Knowledge of the assessment scales of the Common European Framework (CEF) is important in this context.

- In relation to education theories, areas dealing with linguistic and cognitive dimensions can be taught alongside the humanistic and affective implications of real learning situations. Trainee teachers can synthesise these areas through peer observation and self-evaluation.
- Closer cooperation between foreign languages departments and teacher education units is crucial in achieving the integration of academic subject and practical experience.
- Integration of the academic subject and practical experience of teaching is more effective if teacher educators teach them in parallel, with bridging activities such as workshops and group work.

Exemplifications from case studies

St Martin's College

What happens: All foreign language trainee teachers are taught Italian for two weeks at the start of their course. Trainees reflect on this learning experience both theoretically and in relation to lessons observed on a school visit.

Relevance: This allows trainee teachers to recognise different teaching styles and to focus on the pedagogy of language teaching from outside their own discipline. It gives them the ability to compare teaching and learning styles with their own.

(See StM 3.1.1)

University of Jyväskylä

What happens: Contact partners have been established in the Languages and Teacher Education departments specifically to maintain communication and cooperation between the departments.

Relevance: There are designated educators whose role is to foster interdepartmental communication and transparency. Members of different departments meet regularly and staff know whom to contact if there are communication problems.

(See J 3.1.1)

University of Venice

What happens: Specially designated supervisors who work both in schools and at the teacher education institution organise school-based teaching experience and practical methodology workshops and classes in parallel. This means that subject and teaching knowledge and school-based experience are fully integrated on a weekly basis.

Relevance: Supervisors remain aware of problems and issues both in schools and universities and ensure the cross-fertilisation of methodology seminars and class-based experience.

(See V 3.1.1)

Practical Implementation

- Trainees are able to recognise the theoretical elements they have been taught and researched in the teaching of others through observation practice.
- Trainees are able to take on board theoretical aspects of the course and these inform how they teach.
- The course is designed in such a way that all academic study is related in some way to what the trainee will see or do in the classroom.

- Trainees are able to demonstrate an understanding and evaluation of the theoretical part of their education.
- Through action research tasks or similar, trainees are able to apply the theory to their teaching and then assess it.

Issues

- Teacher educators often do not have the time to become involved in trainees' classroom-based practice.
- Academic study of pedagogy is considered by some as more prestigious than teaching practice.
- Trainees do not always see the link between academic study and teaching practice.

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

Explanation

Initial and in-service education programmes offer some or all of the following:

Multiple entry points throughout the academic year;

Courses available through distance learning and online media, complemented by online tutoring;

Programmes that have modules taking place in parallel to highlight the links between them;

The possibility of studying part-time, in the evening or at weekends.

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

Elaboration

- In a changing educational climate, and with a European emphasis on mobility, flexible and modular courses are important ways to attract new trainees into teaching and to allow them to keep track of their courses while they are away from the institution.
- There should be a number of different entry times into teacher education programmes to allow teachers to be recruited throughout the year and to work during holiday periods.

Exemplifications from case studies

Open University

What happens: Since it is a distance learning university, teaching is delivered flexibly through online materials and tutoring, and new learning environments. This allows for trainees' varying financial and personal circumstances.

Relevance: There are high levels of flexibility for learners but this sometimes makes the tutors' work more difficult because they must be able to adapt to a number of learners at different stages in their initial teacher education.

(See OU 3.1.3)

Pädagogische Akademie, Innsbruck

What happens: The European Teacher Postgraduate Certificate in Education (PGCE) has a modular structure with different phases taking place in different countries.

Relevance: This allows trainee teachers to learn in a more structured way and to recognise the cultural and pedagogical differences of different countries, as well as increasing trainees' mobility in Europe.

(See PA 3.1.1)

University of Venice

What happens: Many courses are delivered online and there is specific training for online tutors.

Relevance: This allows trainees outside Venice to follow language teacher education programmes there, and helps trainees on placements abroad to keep track of their courses while they are away.

(See V 3.3.1)

Practical Implementation

Institutions design teacher education programmes in such a way that they can be delivered flexibly and through modularisation. This allows trainees and teachers to organise their education and professional development around other professional and personal commitments.

Teachers are able to complete modules of in-service education when they feel it is appropriate.

Teachers are able to focus their education and professional development in an area in which they have a particular interest. This will mean that teachers develop specialisms.

The flexible delivery of aspects of initial education means trainees are able to revisit any courses in which they need to do more work.

Institutions are very highly organised internally. They are able to offer a flexible and modular approach that maximises the number of trainees or teachers who undertake training.

Issues

- It can be difficult for tutors to keep track of their teaching if trainees enter courses throughout the year.
- Modular and flexible delivery may leave trainees without the same degree of interaction with peers as traditional course delivery. This makes peer observation and review, team-teaching and networking more difficult.
- It can be difficult for institutions to find courses for their trainees to study abroad that correspond with the requirements of their institutional or national context.
- In certain contexts, school-based practice may be more convenient at certain times of the year. The modularization of teaching programmes needs to take this into account.

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

Explanation

Trainee teachers are given a specific set of guidelines that organise their practical experience in schools.

These include:

- A detailed outline of the cooperation between the school and the trainees' educational institution;

- A description of how their relationship with their mentor will be organised;

- Information on what their duties and rights in the school will be;

- Advice and guidelines on how they will monitor and reflect on their experience.

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

Elaboration

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

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

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

Exemplifications from case studies

St Martin's College

What happens: Trainee teachers evaluate every lesson they teach during 120 days of teaching practice. In parallel, school-based mentors provide the college with written feedback on every lesson the trainee teaches.

Relevance: Trainees have continuous written feedback and a firm structure for classroom-based practice.

(See StM 3.1.2)

University of Granada

What happens: Teaching practice occurs in a four month block during which trainees may teach in more than one school. They have access to their tutors in weekly meetings

Relevance: Trainees are encouraged to participate in parents' and staff meetings and to understand the wider role of the teacher outside the classroom in a systematised way.

(See G 3.1.1)

University of Venice

What happens: Trainee teachers cooperate closely with a supervisor who is both a teacher and a teacher educator. The supervisor organises and monitors the trainees' school-based

experience, acting as a liaison between the school and the training institution. Trainee teachers also sign a contract for school-based teaching experience.

Relevance: The classroom-based contract, signed by the educational institution, the trainee and the school, informs all parties of their rights, duties and responsibilities in advance.

(See V 3.1.2)

University of Warsaw

What happens: School-based practice is organised as a mixture of observation (in the first two years, for legal requirements) and classroom teaching in the third year. Trainee teachers have the chance to observe and/or teach learners from two or more learning stages (primary, lower secondary, upper secondary).

Relevance: The framework for teaching practice means teachers observe different levels of learner to increase their employability, as well as giving them a comparative and context-sensitive approach to teaching and learning.

(See W 3.1.2)

Practical Implementation

- The school experience is highly organised.
- Mentors are fully briefed and trained and understand the expectations of both the trainee and the educational institution.
- Trainees, likewise, are fully aware of what is expected of them in terms of what they achieve in the classroom and what subsequent papers or diaries need to be produced.
- The trainee must carry out a balance of observation, peer observation and teaching appropriate to the stage in their education and with a range of learners.
- The educational institution is in constant communication with the school where it has trainees. Tutors visit their trainees regularly to observe their teaching.
- Any problems with either the trainee or the school are therefore foreseen and dealt with before it becomes an issue.
- The trainee's development through their teaching practice is documented and evaluated by the trainee, the mentor and the tutor. Triangular meetings between the tutor, mentor and trainee are a valuable way of giving feed back to the trainee.

Issues

- Feedback from tutors and mentors during teaching practice needs to be constructive and sensitive.
- Mentors can feel that their work goes unrecognised since often there is no formal incentive for them to be mentors.
- Trainees who are not placed in schools in pairs or more do not have the chance to undertake peer observation and review and may feel isolated, both from colleagues and their educational institutional.
- Time constraints sometimes limit the number of times tutors can visit trainees. In such cases, the role of the mentor becomes more prominent.

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

Explanation

- Trainee teachers work in cooperation with a mentor during their school-based teaching practice.
- Mentors are experienced foreign language teachers who are willing to offer trainee teachers advice and guidance about all aspects of teaching and learning.
- Trainee teachers understand that mentors perform a valuable role in helping them make the transition from trainees to qualified teachers.
- Trainee teachers are able to develop a friendly, flexible and professional relationship with mentors built on trust, openness and mutual respect.
- Mentors observe classes given by trainee teachers, offering them extensive feedback on their progress, and liaising with the trainee teacher's educational institution.

Elaboration

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

It cannot be assumed that someone who is a good teacher will be able to mentor without training.

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

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

Exemplifications from case studies

Open University

What happens: Mentors are crucial in bridging the gap between theory and practice and monitoring trainees' professional development during classroom-based practice. Mentors are briefed thoroughly before the start of the period of teaching practice. Trainees are expected to spend approximately an hour a week with their mentor.

Relevance: The nature of distance learning puts added emphasis on the role of the mentor, since this is the only professional with whom the trainee teacher has regular contact. Moreover, since trainees are placed in schools alone, and their access to peers is via virtual networks, the mentor is the first point of contact for a trainee if an issue or problem arises.

(See OU 3.1.5)

University of Latvia

What happens: Mentors help bridge the gap between theory and practice and are vital in maintaining communication between the school and the university.

Relevance: Mentors play a key role in averting conflicts that can arise between the older styles of teaching of senior teachers and the new approaches of trainees.

(See L 3.1.2)

University of Venice

What happens: The mentors used by the SSIS in Venice have a close relationship with supervisors. They are fully qualified teachers with five years' teaching experience. The role of the mentor is formalised in the apprenticeship agreement the trainee teacher signs. Generally, their role is to welcome trainees, plan trainees' activities and tailor observation and teaching practice to the trainees' specific interests. Mentors give trainees feedback at the end of every school day. Mentors are unpaid, although schools can pay them from their own funds if they wish. The SSIS organises workshops and one or two plenary conferences with mentors throughout the academic year.

Relevance: Mentors have a strong link with the university as a result of their relationship with supervisors. Supervisors are central in developing the involvement and network of mentors.

(See V 3.1.3)

University of Warsaw

What happens: Tutors organise a course for mentors at the English College, which also funds it. The aim is to introduce mentors to new teaching methodologies. Course tutors liaise with their trainees' mentor, and former trainees are encouraged to become mentors for future trainees. Every year, there is a meeting and workshop for mentors focusing on issues such as multimedia in foreign language teaching. During their school teaching practice, trainees discuss their experience with their mentor after every lesson.

Relevance: Teacher educators make a special effort to encourage trainees to become mentors once they have qualified as teachers.

(See W 3.1.3)

Practical Implementation

Mentors support the trainee through the duration of their teaching practice.

Trainees are offered continuous advice, help and support from their mentor.

Trainees work closely with their mentor to achieve the tasks expected of them during the school experience.

Mentors provide a vital link between the school and the university and between the theoretical aspects of the teacher education programme and the school experience.

Mentors are fully briefed by the university and understand what expectations the university and the trainee will have of them.

Equally the trainees fully understand the role of their mentor during the school experience.

During the teaching practice, mentors complete a number of tasks and responsibilities with the trainees such as observing them teaching, giving them feedback, checking over their lesson plans and offering general pastoral support

University-based tutors are able to visit trainees during their teaching practice and observe this relationship first hand and discuss it during three way meetings.

Issues

Mentors need a reduced workload or teaching load in order to allow them to perform their mentoring duties properly. This is the responsibility of the school.

- Trainees and mentors are often from a different generation which may generate debate concerning teaching methods, methodology and personal teaching identities.
- Trainees may see mentors as authority figures rather than colleagues.

5. Experience of an intercultural and multicultural environment

Explanation

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

Trainee teachers are taught that intercultural and multicultural approaches to teaching and learning involve teachers promoting dynamic interactions between teacher and learner and between learners themselves.

Elaboration

‘Multicultural’ is understood as a descriptive term referring to a range of different cultural perspectives and attitudes existing in parallel. ‘Intercultural’ refers to a dynamic state of exchange and interaction between these cultural perspectives. These processes take place both in the trainee teacher’s own country and abroad.

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

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

Exemplifications from case studies

CIEP, Sèvres

What happens: As the administrating institution of the assistants’ exchange programme in France, CIEP’s objective is to give the language assistants it sends abroad and receives in France a wider range of cultural experiences. There is a concerted policy to receive English speakers from a more diverse range of countries than in the past. In addition, language assistants are now more encouraged to incorporate authentic cultural materials about their local and national background into their teaching.

Relevance: The key issue is recognising the diversity of cultural perspectives connected to one specific language and capitalising on this diversity.

(See CIEP 3.1.1)

Pädagogische Akademie, Innsbruck

What happens: These are three mobility programmes allowing both teachers and teacher educators to spend time abroad. Ten percent of trainees take part in an Erasmus exchange, ten qualified teachers go abroad for a one week skills enhancement course, and a Comenius 2 project, the Mobile European Teacher (MET) allows trainees to spend two weeks studying at a foreign institution.

Relevance: A good funding infrastructure has allowed the development of a wide range of lengthy European exchanges available to both teacher trainees and educators.

(See PA 3.1.2)

University of Bremen

What happens: Study abroad is compulsory, although the length and frequency of these periods depends on the availability of partnerships, such as the strong link between the University of Bremen and the IUFM in Calais, France.

Relevance: The University of Bremen is unusual in making the period of study abroad a compulsory component of foreign language teacher education.

(See B 3.1.2)

University of Warsaw

What happens: The teacher education centre's colleges include trainee teachers in their European research initiatives wherever possible. Erasmus exchange students who come to the centre often work in pairs with Polish trainees to share cultural and intercultural perspectives on teaching and wider issues. The centre makes the most of links with bilingual schools in the Warsaw area for placements and intercultural experience. Institutions like the Goethe Institute give native-speaker workshops at the centre, highlighting cultural similarities and differences.

Relevance: The university makes innovative use of learners studying at Warsaw and of local bilingual schools in order to give trainee teachers access to multicultural and intercultural environments. This is especially valuable if trainees do not have the chance to travel abroad.

(See W 3.1.4)

Practical Implementation

The training institution gives trainees the chance to teach different groups of students (i.e. in urban areas, as well as rural areas). Training in teaching one's native language to non-native speakers is also possible.

Native trainees are encouraged to mix with non-native trainees. This can be done by partnering them up for group work together.

Trainees have experience of studying or working in another country and so are culturally aware and are equipped to face diversity in a non-judgemental manner. This can be reinforced by the content of the teacher education.

Trainees are encouraged to build up and maintain networks with colleagues from other countries.

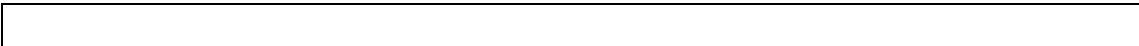
Trainees understand the concepts of interculturalism and multiculturalism and can discuss the issues surrounding these two notions cogently and with clarity.

Trainees work well in groups with colleagues from a variety of backgrounds. How they treat their colleagues is reflected in how they teach.

Trainees spend a period abroad during their training.

Issues

- Trainees are sometimes educated in areas where there is little opportunity for intercultural or multicultural experience.
- Issues around interculturalism and multiculturalism can be difficult to address in certain learning contexts. How trainees deal with these needs to be context-sensitive.



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

Explanation

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

As well as visits to partner institutions, there are benefits from:

- i. Written exchanges;
- ii. E-twinning of institutions;
- iii. An interactive forum between institutions;
- iv. Email;
- v. Video-conferencing.

Elaboration

- A key resource would be the creation of a website for language teachers in Europe to centralise Europe-related pedagogical information. The aim should be to encourage teachers to be active contributors, not only consumers. The website would contain information useful for both teachers and teacher educators.

Exemplifications from case studies

CIEP, Sèvres

What happens: The CIEP winter and summer *stages* act as an informal network for teachers of French as a Foreign Language from all around the world. Between 300 and 400 teachers participate in the summer *stage* every year.

In addition, the ‘Franco-britannique’ programme provides a firm foundation for organised and monitored exchanges between language specialist schools in the UK and France.

Relevance: In feedback questionnaires, in-service teachers suggest that the networking possibilities of the *stages* are among the most important aspects of their time spent on them. In relation to the ‘Franco-britannique’ programme, CIEP is able to be a source of guidance and reference in case teachers experience problems organising and maintaining exchanges.

(See CIEP 3.1.2)

Pädagogische Akademie, Innsbruck

What happens: The institution makes the most of Erasmus exchange possibilities to send trainee teachers abroad.

Relevance: The Pädagogische Akademie maximises the resources available through Erasmus, which are sometimes underused in other institutions.

(See PA 3.1.2)

University of Oslo

What happens: The university has an intermedia centre for interdisciplinary studies in new media, net-based learning, pedagogical research and the production of web material.

Relevance: Such an intermedia centre would be a strong platform for investigating new ways of promoting virtual links and exchanges between teacher educators, teachers and institutions in different countries.

(See O 2.1.1)

Practical Implementation

- Trainees are given information about the existing links established between their university and educational institutions abroad.
- Trainees are given information about the opportunities available to them in terms of trips or exchanges abroad.
- Trainees know how to use the relevant technology to access links with partner institutions. They also have self-access facilities through which they can participate in these links.
- Trainees are encouraged to build links with partner universities and, if financial provisions allow, they are able to visit these universities for short periods.
- Trainees actively spend time participating in ICT links.
- The benefits of these exchanges and links can be seen in the trainee's cultural awareness, the development of their teaching and in their language competency.

Issues

- If the extent and criteria of partnerships are not clearly defined in advance, this can lead to communication problems.
- Funding for establishing links may be difficult to obtain.
- Access to the Internet and computing facilities may be problematic in some contexts.
- Trainees will only participate in such links if they feel they make a direct contribution to their teaching.

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

Explanation

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

Whether the extended stay abroad is carried out before or during teacher education, the benefits to the trainee, both personally and professionally, are very real. Besides the obvious improvement in language competence, trainees are given insight into the culture and every day life of another country. Meeting people and

participating in events and activities are also beneficial to trainees and increases their communication skills and cultural awareness. These experiences will be passed on to the learners, making the language more tangible and relevant. During their teacher education, the extended stay abroad is also focused on establishing networks and contacts with the target culture, as well as gathering authentic materials and resources for use during teacher education and future teaching.

Elaboration

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

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

Spending time abroad gives trainee teachers a wider intercultural experience, improves their language abilities and helps them build up contacts and networks. It benefits trainees both professionally and personally.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: On the European Teacher Programme, trainee teachers spend five weeks in the UK at the start of their teacher education at a partner university such as St Martin's College. They also spend seven months in the UK at the end of their course, engaging in classroom observation and teaching practice.

Relevance: Through a specific arrangement recognising qualifications, trainees from the PA are able to teach in learning contexts abroad.

(See PA 3.1.3)

St Martin's College

What happens: As part of the same initiative as the PA, trainee teachers are able to spend four months in Austria as part of their initial education, or in France with one of a number of partner universities there.

Relevance: Trainees are able to teach abroad because of specific partnerships between St Martin's College and French and Austria teacher education institutions.

(See StM 3.1.3)

Practical Implementation

Trainees are provided with the opportunity to spend a period of time abroad.

The educational institution fully supports the trainees and, using its existing networks, helps them find appropriate work placements or courses.

The educational institution provides clear guidelines as to what is an appropriate use of time in a foreign country.

The educational institution ensures that each trainee is fully aware of the opportunities available to them if travelling abroad.

The educational institution provides information to the trainees, not only on issues surrounding their work or study placement but also on practical issues such as accommodation, etc.

A trainee's home institution remains in contact with their host institution and ensure the trainee is making reasonable progress.

Issues

- Financial and visa problems can make spending time abroad difficult for some trainees.
- It may be difficult for some trainees to spend extended periods of time abroad because of personal or other commitments.

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

Explanation

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

Team-teaching is one option when a trainee teacher is not allowed to teach independently, for legal or other reasons.

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

Elaboration

Classroom observation and actual teaching practice go hand in hand. Trainee teachers ought to have the chance to do both.

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

A personal language and teaching diary or portfolio would allow trainee teachers to record their experiences and gather useful resources for their future teaching.

Educating foreign language teachers to teach their own mother tongue, perhaps through an add-on qualification, would increase their mobility and provide better opportunities to teach abroad.

Involvement with language schools or institutions teaching a native language to non-native speakers creates teaching opportunities for trainee teachers, allowing them to experience different teaching methodologies.

Exemplifications from case studies

University of Bremen

What happens: Trainee teachers on placements abroad are given the chance to participate in teaching whenever possible.

Relevance: The university is making efforts to give teaching or team-teaching abroad a more systematic framework.

(See B 3.1.3)

University of Venice

What happens: Trainee teachers observing classes in the UK have taught their own mother tongue to school learners and received feedback on their teaching practice from mentors at the schools or colleges.

Relevance: Even when it is not possible for trainees to gain teaching experience teaching their foreign language, trainees may have the chance to teach their mother tongue in a foreign institution's language classes, thereby improving their pedagogical skills.

(See V 3.1.5)

Practical Implementation

- Trainees spend time abroad in a foreign language classroom.
- Trainees teach, team-teach or observe, depending on how this is appropriate.
- Networks and personal relationships are established between trainees or education departments with other education department or schools abroad. This could be done following the initiative of the trainee.
- Trainees must be given some training on how to develop their teaching skills in different areas. For example, trainees must be given some guidance on how to teach their native language to non-natives if this appropriate. Equally their approach to teaching would be different if they were teaching their foreign language to native speakers of a third language.
- Trainees must also be capable of planning lessons in teams and working closely with their colleagues.
- Trainees are required to include their experiences abroad in their portfolios.

Issues

- Trainees can be prevented from teaching abroad for legal reasons, or because there are major differences between the educational systems of the foreign country and the trainee's.
- Teaching one's mother tongue to learners is a different skill to teaching a foreign language to learners who speak one's own mother tongue. Training in the former may be time-consuming.

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

Explanation

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

Its role will be to ensure recognition and transferability of teacher education qualifications throughout Europe.

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

Elaboration

The European Credit Transfer System (ECTS) and the Diploma Supplement will be important contributions to an evaluation framework.

An evaluation framework, with common elements and common descriptors, would be in line with the Bologna process and could involve an independent body assessing and evaluating teacher education programmes in Europe. However, since education is the responsibility of each member state, there would possibly be a very wide range of views about the criteria for evaluation. In light of this, bilateral agreements between countries and institutions might be more practical in the short term.

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

An evaluation framework would be a guideline for national teacher education programmes and increase their quality.

The enlargement of the European Union makes an evaluation framework a priority in order to facilitate member states' confidence in the foreign language teacher education programmes of an increased number of partners.

One possibility for an evaluation framework is localised recognition of teacher education qualifications between individual countries that agree on a common set of skills, competences and values that trainee teachers should obtain.

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

The evaluation framework should be responsive to the needs and wishes of teachers and schools.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: The Pädagogische Akademie has a partnership with a number of UK and French institutions leading to a dual qualification recognised in the UK and France respectively.

Relevance: These partnerships demonstrate how agreements between institutions about courses and accreditation already exist, leading to dual qualifications fully recognised in the countries involved.

(See PA 3.1.1)

Practical Implementation

- Teacher trainees' qualifications are accredited in other European countries.
- Teachers are able to become more mobile and work in other countries which recognise their qualifications.
- Trainees' qualifications are accredited via existing diploma and portfolio structures.
- Programmes and courses are valued according to the ECTS and trainees recognise the value of the Diploma Supplement.
- Trainees can undergo training via online and distance learning programmes that are accredited.
- Teacher trainees can participate in flexible training that is organised according to their needs.

Issues

- One major problem is that there are not yet common definitions for language levels and competence since the CEF has not been adopted in equal measure throughout Europe.
- Each country has different market needs and contexts that hinder a common evaluation framework operating in Europe.
- Many European countries have their own rules and criteria about qualifications for teaching and it would be difficult to fit these into evaluation frameworks shared by a wide range of countries.
- Educational systems in Europe are very well established and have diverse traditions. Criteria for any European-level framework need to be adaptable to varying national contexts.

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

Explanation

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

The aims are to develop skills in:

- Action research;
- Reflective practice;
- Creative use of materials, resources and new learning environments;
- Mentoring.

Elaboration

- Foreign language teacher education is an ongoing process that includes interpersonal, communicative and professionalisation issues. In-service education

involves acquiring skills in leadership, educational administration, mentoring and networking, all of which add to the professional development of the teacher.

- Qualified teachers benefit from keeping a 'learning diary' to reflect on their experience and identify areas that might benefit from action research projects.
- Learning further skills in action research would be a key part of continued education, since it is easier to solve a problem if it is one's own. Action research also encourages teachers to find new ways of doing things.
- In-service education could lead to a recognised qualification. It has to be rewarding and attractive to teachers. One possibility would be to build up units towards a joint or combined Master's degree.
- In-service education needs formal recognition in terms of teachers' status and salary.

Exemplifications from case studies

CIEP, Sèvres

What happens: The summer *stages* at CIEP include a wide range of courses on methodology in the fields of educational administration, assessment and new learning environments.

Relevance: The *stages* are funded through a number of different channels and the majority of *stagiaires* obtain external funding for their in-service education, either from their national context or through the French government. (See CIEP 4.2)

University of Venice

What happens: Supervisors based partly at schools and partly at the university help ensure that initial and in-service education forms a cycle. They advise qualified teachers on suitable in-service education available at the university, which, under new national reforms, will be in charge of in-service education for teachers.

Relevance: Supervisors highlight the importance of in-service education both for trainee teachers and for teacher educators, giving trainees the impetus to undertake in-service education once they have qualified.

(See V 3.1.6)

University of Warsaw

What happens: A course on professional advancement teaches trainees how to prepare for their professional future, how to compile the required portfolio for promotion and how to make use of in-service education provision for the same reason.

Relevance: In-service education is of key importance in Poland since it is often the way for teachers to specialise in teaching certain age groups. Therefore, teaching trainees about in-service education during their initial education is crucial.

(See W 3.1.8)

Practical Implementation

- Qualified teachers will be given the possibility to further enhance their teaching skills after their initial education.
- Institutions will authorise the possibility for teachers to take further courses and qualifications.

- In-service or continuing education is offered at key points during a teacher's career.
- Practising teachers are introduced to new methodology and theory to ensure they are kept abreast of developments and take an active role in their own professional development.
- Practising teachers receive refresher courses in skills and techniques which they are aware of but may not be actively using.
- Practising teachers are encouraged to reflect on and re-evaluate their teaching with regards to various approaches. In particular they are introduced to using ICT and new learning environments in the language classroom.

Issues

- In-service education can be expensive and adequate funds can be difficult to find.
- If in-service education is not compulsory, many teachers do not find the time or resources to undertake it.
- In-service education is often provided by a number of different organisations, making it difficult for teachers to know where to look for it.
- There is a lack of incentive for teachers to take in-service education courses if they are not recognised by the school or learning institution.
- Schools should take the lead on in-service education provision since they are in the best position to understand the professional needs of qualified teachers.
- Communication between teachers, schools and in-service providers is crucial for successful in-service education.

11. Ongoing education for teacher educators

Explanation

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

These teacher educators should have access, inside or outside the institutional context, to ongoing education in areas such as:

- Interactive teaching;
- Mentoring;
- New learning environments;
- Networking;
- Developing new teaching techniques;
- CLIL.

The ongoing education of teacher educators emphasises:

- i. Interdisciplinary approaches;
- ii. Interdepartmental cooperation;
- iii. Team-working and networking;
- iv. Leadership skills;
- v. The European dimension of foreign language teacher education.

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

Elaboration

- It is worth noting that a good teacher or academic is not necessarily a good educator/trainer. Since there is current emphasis on improving language learning, the role of teacher educators has become more important.
- Schools have a central role to play in the provision of in-service education since it is schools that benefit most directly from it.
- Educators can learn how to support trainees in using portfolios, self-evaluation methods and personal development plans. This implies that the competences of educators themselves should also be defined.
- More frequent contact and meetings between educators could occur alongside formal training courses.
- Part of the education of educators could occur in common with mentor training.

Exemplifications from case studies

University of Venice

What happens: Supervisors cooperate to organise their own ongoing education by taking advantage of existing European funding initiatives. They maximise the value of this through dissemination of what they have learnt to colleagues via seminars and workshops.

Relevance: The cascade effect is planned in advance to ensure that each supervisor goes on a different course in a different area of specialisation. This means that the subsequent workshops and seminars cover the widest range of teacher educator issues possible.

(See V 3.1.7)

Practical Implementation

Teacher educators will be given the possibility to further enhance their methodological teaching skills after their initial training.

Teacher educators will get the chance to improve their practical training skills in order to complement their theoretical knowledge.

Teacher educators have access, inside or outside the institutional context, to ongoing education in areas such as interactive teaching, mentoring, new learning environments, networking.

Practising teacher educators receive refresher courses in methodological techniques which they are aware of but may not be actively using.

Practising teacher educators are encouraged to reflect on and re-evaluate their teaching with regards to various methodological approaches.

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

Issues

Funding difficulties can make it difficult for educators to apply and pay for courses in time.

Educators need a high degree of personal motivation in order to undertake further educational courses, since this is rarely a compulsory part of their work.

Identifying the educational needs of teacher educators may present problems. It is difficult to decide who is in a position to do this.

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

Explanation

School-based mentors are given structured training in how to mentor trainee teachers.

They undertake training offered inside or outside their trainee's teacher education institution.

Training focuses on developing a beneficial relationship with trainees. It is based on:

- How to maintain open communication channels;
- Awareness of the mentor's and the trainees' rights and duties;
- Ways of giving constructive feedback;
- Dealing with teaching or disciplinary problems or legal issues;
- Liaising with the trainees teacher education institution;
- Organising cooperation between groups of mentors at particular schools;
- Encouraging mentors in reflective practice and action research;
- How to give guidelines on self-evaluation and improving personal language competence, including use of portfolios and diaries.

Elaboration

- Mentor education is important since mentors need to be up to date with current methodological approaches; repeating what they have learnt as trainee teachers may not be adequate.
- There is a risky assumption that if someone can teach they can also mentor. In fact, the two activities are quite distinct. Mentors play a crucial role in language teacher education but currently training for them is not always available and mentoring is often an ad hoc activity.
- Mentors must be able to reflect on their own practice; experience as a foreign language teacher is not enough. It would be beneficial for mentors to have an advisory or supervisory system and for their work as mentors to be rewarded.

Exemplification from case studies

University of Venice

What happens: The SSIS at Venice organises yearly workshops and plenary conferences for the education of mentors, emphasising team-working and collaboration.

Relevance: Mentors are able to build on their close relationship with school/university supervisors through collaboration and exploratory training.
(See V 3.1.3)

Practical Implementation

- The university must ensure the mentor is fully briefed on what their role entails.
- The university must also ensure that the mentor is armed with the skills to mentor effectively. These would include observing, feeding back, report writing and how to deal with problems and issues as and when they occur.
- Mentors are required to attend seminars and group sessions organised by the university.
- Mentors are given some form of documentation containing the information they are likely to require when mentoring. They also know to who to contact for further support.
- Mentors are required to attend regular meetings with university-based tutors to ensure a seamless programme of theory and practice.
- Mentors provide feedback to the university and critically evaluate the mentor training they received compared to the experience of mentoring.

Issues

- The issue of who pays for mentor training is a difficult one. It may be best if schools and institutions agree to share the cost of mentor training.
- Another issue is who is qualified to train mentors how to mentor.
- A framework for mentor training is needed to outline the key areas of mentor training.
- Mentors need to be professionally recognised for being involved in mentoring.

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

Explanation

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

They follow certain teacher education modules in common and are encouraged to explore and compare their methodological approaches.

Trainee teachers of different languages cooperate during school-based practice, if they are placed in the same school, through peer observation, peer review and other collaborative written and practical projects.

Elaboration

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

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

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

Helping teachers to share strategies and methodologies across national borders and languages could occur through a European network or website.

The current situation in Luxembourg is instructive. Teachers there can have common training sessions on topics such as how languages are learned, different learner types etc, and on methodological questions linked, for example, to writing skills and reading projects.

Exemplifications from case studies

St Martin's College

What happens: A number of general courses on methodology and pedagogy are taught to trainees being educated to teach different languages.

Relevance: There is already a platform in place for forming closer links between those training to teach different languages.

(See StM 2.3)

University of Warsaw

What happens: There is a new course taken by all trainees in European Education systems and the EU.

Relevance: The joint course for trainees in different disciplines has created an opportunity for greater collaboration between them.

(See W 2.1.1)

Practical Implementation

Trainees are offered the opportunity to discuss their experiences with trainees of different languages, to make comparisons and identify the differences in approaches employed.

Trainees are able to exchange ideas regarding good practice and the use of materials and adapt these to their own linguistic context.

Trainees are encouraged to mix during general, non-language specific sessions.

Trainees are given the opportunity to develop materials which can be adapted to a number of languages.

Trainees of different languages can be encouraged to work together on non-language specific group work.

Trainees are exposed to an intercultural and multilingual environment.

Trainees' teaching approaches and manner of addressing theory are further enhanced by exchanges between peers of other languages.

Issues

Trainee language teachers are often taught in the target language, preventing cooperation between trainees in different languages.

Trainees in different languages are often based in different departments and locations, making cooperation between them logistically difficult. Also the organisational structure of the institution, and other factors such as timetable constraints and staffing commitments may be problematic.

ii. Knowledge and Understanding

Foreign language teacher education in the twenty-first century should include the following elements of initial and in-service education:

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

Explanation

Trainee teachers learn about and employ different language teaching methodologies. They know the different ways of achieving learning outcomes, and the different techniques necessary for teaching reading, writing, speaking and listening and for improving reception, production, interaction and mediation skills in learners. Trainee teachers learn how to use up to date classroom techniques and activities based on interactive, group, and peer-assisted learning.

Elaboration

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

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

Exemplifications from case studies

St Martin's College

What happens: When trainee teachers begin initial teacher education by learning Italian for two weeks, the emphasis is on innovative teaching approaches such as different visual and aural prompts.

Relevance: Trainees are introduced to sophisticated and recent methods of teaching from the very start of their initial teacher education.

(See StM 3.2.1)

University of Latvia

What happens: Language teaching methodologies are delivered through lectures accompanied by interactive seminars and practical group work. They are also examined explicitly in school-based observation.

Relevance: There is a great deal of interaction between different methods of learning how to teach.

(See L 3.2.1)

University of Venice

What happens: As part of their ICT education, trainee teachers develop lessons dealing with intercultural learning and the impact technology has on it. They also learn how to develop the use of DVDs in the classroom, and engage in project-based work on integrating technology into the foreign languages classroom.

Relevance: ICT is used in a fully integrated way to show teachers how to employ up to date classroom techniques.

(See V 3.2.1)

Practical Implementation

Trainees are able to employ a number of different teaching methodologies, approaches and techniques in order to deliver their lessons in interesting and varied ways which meet the learners' needs.

- Trainees can use a variety of different resources and teaching approaches to make it more appropriate to the learners' needs.
- Trainees can try out different methodologies and approaches with a group of learners and evaluate the effectiveness.
- The trainees' lesson plans reflect their use of different methodologies.
- Trainees are able to assess the progress of the group of learners against their intended learning outcomes for the group.

Issues

ICT is often taught as a technical skill, meaning it is seen as an add-on to language teaching rather than an integral part of it.

New learning environments are still underused and need to be further encouraged.

Experimentation with different methodologies may be difficult during initial teacher education. It may be more appropriate once trainees have gained more experience and confidence in the classroom.

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

Explanation

Trainee teachers view teaching and learning as continually evolving processes.

Their education as language teachers does not stop once their initial teacher education finishes.

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

Their attitude to teaching is open-minded and experimental.

Elaboration

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

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

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

Exemplifications from case studies

Open University

What happens: The full integration of theory and practice at the Open University from the start of the foreign language teacher education programme means that trainee teachers are able to judge different theories in relation to their practical outcomes and impact in the classroom.

Relevance: Learning about numerous different theories without prioritising one of them helps develop the critical ability to choose which theoretical approach is most suitable for a given context.

(See OU 3.1.2)

University of Jyväskylä

What happens: Trainee teachers produce a six part portfolio demonstrating their critical and enquiring approach to teaching and learning. The portfolio includes identification of goals, a training log, classroom materials, explanation of teaching philosophy, self-assessment and an epilogue re-evaluating the entire project.

Relevance: Trainees have a firm framework for demonstrating how their critical and enquiring approach is developing, and are able to keep a record of it.

(See J 3.3.2)

University of Oslo

What happens: A critical and enquiring approach is aligned with learning about the national language teaching and learning curriculum in Norway.

Relevance: Trainees' critical attitude is focused and advanced alongside learning about the national curriculum.

(See O 3.2.2)

Practical Implementation

Trainees are taught to be open-minded and evaluate teaching situations themselves.

Trainees are encouraged to read around the subject, to gather their information from a number of varying sources.

Trainees are constantly encouraged to experiment and try out new methodologies and approaches that they pick up from their sources.

Trainees are encouraged to question and challenge every aspect of their education. They must not accept anything as a norm.

Trainees are able to reflect on what they have learnt and what they have seen or done in practice.

Trainees are able to assess the value of this against the intended learning outcomes for a given group of learners.

Trainees develop a genuine interest in finding other ways and means of teaching a specific group of learners as appropriate.

Issues

Trainees do not always perceive the link between their own learning and their teaching. They need to adopt a critical attitude to what and how they learn on teacher education programmes.

This requires close and continuous work with a mentor, who supports the trainee and helps him/her to develop a critical and enquiring approach.

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

Explanation

- Trainee teachers study for a course to improve their language proficiency as part of their initial teacher education.
- This course aims to improve their language competences in correspondence with the learning scales outlined in the Common European Framework (CEF).
- The course aims to improve key skills and fluency in writing, reading, speaking and listening, and in the trainee's productive, receptive, interactive and mediating skills.
- Such a course is closely linked, if not integrated, with teaching about the CEF and ways of assessing learners' progress. The course also refers to the European Language Portfolio and other types of self-evaluation.
- The course begins with an extensive language competence Needs Analysis questionnaire to determine the trainee teacher's existing language levels based on the CEF.

Elaboration

The greater a teacher's language competence is, the more creative and effective his or her teaching will be. Examining language competence with reference to the CEF not only facilitates mobility but also highlights key areas of strength and weakness. The value of a high level of linguistic and cultural competence is to enable teachers to achieve more confidence in their communication skills in the target language and a more culturally appropriate lesson.

It is important to add communicative language competences to linguistic competences.

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

There may be room to distinguish between primary and secondary level language teaching. At secondary level, language teaching starts to focus on language for 'special purposes' and to be linked with the contents of other subjects taught. This may require higher language competence than primary language teaching, where pedagogical education in language teaching is more of a priority.

The different levels required to teach primary, secondary, and adult level learners depend on the context and the particular group of learners.

Exemplifications from case studies

University of Bremen

What happens: Improving linguistic competence is a priority and trainee teachers are expected to achieve near native competence in the target language. There is a language proficiency course involving a minimum of three hours per week, focusing on key skills. In addition, there is an extra-curricular self-study period in which trainees can use the university's open language laboratory to work on language proficiency.

Relevance: Trainees work intensively on improving language proficiency through a mixture of teaching and structured self-study.

(See B 2.1.1)

University of Jyväskylä

What happens: The Centre for Applied Language Studies is one of the core partners of the DIALANG project. This is the first major language assessment system based on the CEF, offering tests of different language skills (reading, writing, listening, grammar and vocabulary) in 14 languages.

Relevance: The university has great resources in language assessment and these contribute to trainee teachers' awareness of the need to improve their language proficiency effectively and in a structured way.

(See J 3.2.2)

Practical Implementation

- Trainees can identify their language proficiency level.
- Trainees reflect upon their language proficiency and follow this up with assessment.
- Trainees use sources such as DIALANG to assess their language proficiency level and act upon the feedback received about how to improve it.
- Trainees know their language proficiency level in reference to the Common European Framework and can improve it according to written and oral skills.

Issues

- Many trainees have already done a first degree in their target language and it is therefore often thought unnecessary to provide courses in language proficiency.
- Trainees are not always aware of the importance of self-evaluation and the need to update linguistic competence gradually and constantly.
- Trainees' language level should be assessed before they begin courses since it can be difficult to improve language proficiency sufficiently in courses in which the emphasis is elsewhere.

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

Explanation

Trainee teachers are taught how to use information and communication technology (ICT) effectively. They recognise the added value of using ICT in the language classroom.

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

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

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

Elaboration

Trainees learn to integrate classroom activities with proposals for self-study activities outside the classroom.

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

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

Training in ICT includes an ongoing reflection on its pedagogical values and is not focused merely on technical competence. It benefits from being linked with communication skills. Its principal objectives and outcomes are learner autonomy, the development of research projects, its usefulness for resources and documentation and its values in creating presentations.

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

Exemplifications from case studies

CIEP, Sèvres

What happens: CIEP was commissioned by the French Ministry of Education to produce the website 'Primlangues', providing guidance and materials for primary level language teachers in France. The extensive site contains a large bank of resources for primary teaching including glossaries and tips for activities, a forum, newsletter and facility to contact teaching experts and obtain feedback.

Relevance: This online resource responded directly to the need for more trained primary teachers as a result of a change in legislation. As well as being clearly constructed, it is extremely well publicised.

(See CIEP 3.2.1)

Open University

What happens: Trainees are required to attend six 'Day Schools' during their initial teacher education programme, one of which is on ICT in language learning, followed up by structured reflection on what is learnt. Materials produced at the 'Day School' are stored in a 'Treasure Chest' in the 'Modern Languages Room', a virtual forum available to trainees and alumni.

Relevance: Trainees have access to work produced by peers so that they are able to compare it to their own work and assess their progress independently. They are

encouraged to be interactive users of online resources. This is important for programmes based on distance learning
(See OU 3.2.2).

University of Jyväskylä

What happens: The Centre for Applied Language Studies has a course in language learning and language technologies. Its goal is to teach skills, knowledge and awareness about new thinking and approaches in language teaching and learning. The content of the course deals with areas such as new learning environments, new pedagogies, creating electronic teaching materials, and learning and teaching cultures. It is worth 20-40 ECTS credits

Relevance: The course is comprehensive and wide-ranging, with a clear ECTS value.
(See J 3.2.1)

University of Oslo

What happens: In the course of school projects, English textbooks are complemented by the use of ICT and the Internet. ICT is integrated as a resource, whereas computer assisted language learning is less used. The university's Language Platform is an important element of training and ministry funding has enabled colleges to develop an in-service package for supporting primary school teachers, looking at issues and texts and allowing conferencing and other interactive activities.

Relevance: ICT is used in an integrated way and contributes to in-service education.
(See O 3.2.3)

Practical Implementation

Trainees learn to integrate classroom activities with proposals for self-study activities outside the classroom.

Trainees are aware that ICT is not beneficial if used for its own sake and that it has its limitations.

Trainees learn to use ICT to increase learner autonomy, the development of research projects, resources, documentation and for creating presentations.

Trainees are able to plan lessons with an integrated element of ICT.

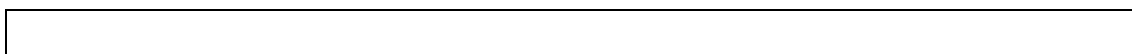
Trainees are able to reflect on the personal usefulness of ICT.

Trainees are able to use different word processing programmes and have a good understanding of the use of the Internet, email, search engines, etc.

Trainees are able to use up-to-date and international sources for their lessons as a result of ICT use.

Issues

- Trainees often see use of ICT as an add-on or a reward for the end of a successful lesson.
- In certain contexts, the funding for extra equipment for ICT use in the classroom may be difficult to obtain.



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

Explanation

- Trainee teachers are aware that information and communication technology (ICT) has numerous uses and can be used both effectively and ineffectively.
- They understand that ICT is a valuable tool for:
 - i. Organising their work;
 - ii. Creating and archiving lesson plans;
 - iii. Tracking progress within a framework of reflective practice;
 - iv. Communicating and exchanging ideas with colleagues.
- ICT gives trainee teachers access to a wide range of resources and information, and during initial teacher education, lecturers and mentors should inform trainees of useful sites for different teaching levels.
- Trainee teachers are able to develop skills in using word processing and data processing packages. They are aware of how to use online agendas and email, search engines, educational websites, interactive website forums, resources and databases.

Elaboration

- ICT is best integrated into teacher education as part of an ongoing process. It is not just a pedagogical tool, but a professional one as well. It facilitates communication and exchange of information and ideas.
- Personal planning and professional development are key uses of ICT. Trainees who manage their work using ICT are able to track their own and learners' progress more effectively and disseminate the results of assessment and research more efficiently. Use of ICT enables qualified teachers to find opportunities for in-service education and keep abreast of developments in teacher education and language learning at a European level.

Exemplifications from case studies

CIEP, Sèvres

What happens: CIEP staff go directly to foreign language teacher education institutions (IUFM) in France to inform primary level trainee teachers about the website 'Primlangues'. CIEP organises presentations showing trainees the site's contents and how to use them. Staff also highlight the interactivity of the site, encouraging trainees to participate in online forums.

Relevance: As well as developing and maintaining the website, CIEP has put equal emphasis on publicising and disseminating it.

(See CIEP 3.2.1)

University of Bremen

What happens: ICT is offered as an add-on qualification in initial teacher education, and an ICT suite is provided for trainees.

Relevance: Independent use of ICT for learning purposes is facilitated.

(See B 3.2.3)

Open University

What happens: Trainees participate in online forums as part of their distance learning courses. These operate as virtual tutor rooms. A ‘Modern Languages Room’ exists for the three languages taught; trainees use it to discuss problems and foster networks.

Relevance: Online interaction is a priority to make up for the lack of contact teaching in distance learning.

(See OU 3.2.1)

University of Venice

What happens: All the course materials for foreign language subject-specific didactics are already online as part of the SSIS’s *Univirtual*, and the general ‘area commune’ materials are also being put online. Trainees can follow their weekly modules online, where materials suggest teaching activities. Interactivity is highlighted through a web forum and exchange with online tutors. Online tutoring and resources are especially helpful in keeping trainees on placements abroad up to date with their course requirements. The *Univirtual* of the SSIS at Venice contains not only courses for trainees, but information about the SSIS’s European projects, educational technology (use of the Internet and PowerPoint for presentations) and other pedagogical activities. The *Univirtual* also includes courses for the training of online tutors. This teaches tutors how to run and evaluate courses online and how to increase the vitality of virtual interaction.

Relevance: The university combines contact tuition with online resources. Trainees from different parts of the Venice region are able to study as the SSIS as a result. In addition, the emphasis is not only on teaching ICT and new learning environments, but also on integrating these into teaching and learning.

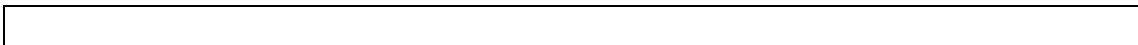
(See V 3.2.2)

Practical Implementation

- Trainees use ICT for the exchange of information and ideas, for personal planning, for organisation and for the development of resources.
- Trainees who manage their work using ICT are able to track their own progress, and that of their learners, more effectively and disseminate the results of assessment and research more efficiently.
- Use of ICT allows teachers to keep abreast of developments in teacher education and language learning at a European level.
- Trainees are taught to use different computer programmes and search engines to manage their work.
- Trainees are encouraged to use online forums for the exchange of ideas with colleagues both at a national and international level.
- Trainees creatively produce a variety of materials and resources for use in the classroom.

Issues

- In some contexts, trainees do not have sufficient access to institutional facilities for ICT use. However, many trainees have computing facilities at home, and should be encouraged to take advantage of these for professional purposes.



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

Explanation

Trainee teachers are aware of the criteria that affect methods of assessment.

They have a comparative view of the advantages and disadvantages of various assessment methods such as oral and written tests or exams, summative assessment, written project-based work, continuous assessment, practical projects, group projects and portfolios.

They experiment with different ways of recording learners' progress, analysing the advantages and disadvantages of a range of methods.

Their assessment methods either correspond with the CEF scales, or can be directly compared with them.

Elaboration

- The CEF is being widely employed across Europe. It provides a key point of comparison for national educational systems aiming to ensure similar levels of quality in foreign language teaching and learning. However, it can be difficult to validate assessment and testing materials against the CEF.
- Trainees are able to record their learners results accurately and from these they must be able to recognise areas of strengths and the areas where more work is needed. This is useful as it acts like an audit for the standard of teaching in general and highlights individual learner's needs.

Exemplifications from case studies

CIEP, Sèvres

What happens: CIEP has numerous strengths in the field of assessment. The centre was responsible for developing new international tests for French as a foreign language. It also offers an extensive course on evaluation as a summer *stage*, with a particular focus on the use of the CEF for teaching French as a foreign language.

Relevance: Expertise in testing and assessment contributes to the summer *stages* provided for in-service teachers by CIEP.

(See CIEP 4.2)

Practical Implementation

Trainees are introduced to formal assessment procedures. They understand how the marks of formal assessment have to be recorded and the procedures surrounding this.

Trainees are familiar with a repertoire of assessment techniques and understand the contexts in which different techniques are appropriate.

Trainees understand how to use an assessment technique to obtain accurate results.

Trainees can use tools such as the Common European Framework scales to assess their own language proficiency accurately. They then can use them to assess the language proficiency of their learners.

Trainees understand the advantages of different assessment techniques and are able to select a technique appropriate to what they are hoping to test.

During the school experience, trainees will have the opportunity to assess learners.

Trainees critically evaluate the benefits of one particular assessment technique over another in a given context and can justify their reasons.

Trainees can interpret the results of assessment of a group of learners and use this to inform their teaching.

Issues

- Trainees need to conform to the assessment procedures in place in their school. However, there is often scope for developing new methods of assessment, or treating existing ones flexibly.
- Trainees should be given the chance to witness formal and informal assessment procedures during their school-based experience.

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

Explanation

Trainee teachers are taught to adapt teaching materials to the national or regional curricula within which they are working.

They are aware of the priorities and ethos of national and regional curricula.

They assess materials according to a curriculum-based framework of learning aims, objectives and outcomes.

Elaboration

Trainee teachers are able to evaluate teaching materials from a number of perspectives, for example, in relation to:

Local and national curricula;

The age and learning stage of their learners;

The social and cultural context of their learners.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: There is an add-on qualification in EU education consultancy in which trainees look closely at the Austrian language teaching curriculum. For phase two of their teacher education, trainees gain insight into the Austrian education system, learn about the organisation and administration of European education programmes and have the chance to undertake an internship at Socrates offices.

Relevance: Trainees have a firm foundation in analysing national curricula and complement this with a European perspective on education and teaching.

(See PA 3.1.1)

University of Warsaw

What happens: Since they are trained to teach all learning stages, trainees constantly evaluate teaching materials in relation to the age of the learners they will be used for. A course on teacher advancement gives trainees specific information on ministerial guidelines for curricula.

Relevance: The organisation of teacher education in Poland is complex, and it is important to give trainees these specific guidelines on how national curricula have changed since 1990. In addition, the university encourages a comparative attitude to curricula since teachers are qualified to teach at all learning levels.

(See W 3.3.4)

Practical Implementation

- Trainees choose materials and assess their value as part of a lesson.
- After using certain materials, trainees are then able to assess their impact in terms of the desired learning outcomes.
- Trainees can adapt the curricula to their lesson plans and use materials which best satisfy the curriculum's requirements and the needs of the learners.
- Trainees are encouraged to choose a wide range of materials and assess which ones will bring most value to their teaching.
- Trainees are taught how to use the curricula to inform their schemes of work and their lesson plans to achieve the targets and aims which are set out within them.
- Trainees are able to write detailed lesson plans in which they integrate the aims of the lessons, how these fit in with the aims of the curricula and how and why they have chosen their materials to best meet these aims and the needs of their learners.
- With the support of a mentor, they can then reflect on the lesson and the lesson plans and develop targets for the next lesson.

Issues

- The evaluation of curricula is often not a specific focus of initial teacher education in many cases, although training in this area is of value to a practising teacher.

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

Explanation

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

- Trainee teachers are aware of the theory behind programme evaluation and understand how it will work in practice when they become teachers.
- Trainee teachers are taught why these evaluation procedures are in place, and how to react to them.
- Trainee teachers also learn the difference between internal and external evaluation.

Elaboration

- There is an important issue concerning terminology. Programme evaluation, quality assurance and quality enhancement are all ways of referring to the monitoring and improvement of courses. Quality assurance suggests fixed standards that have to be met; quality enhancement makes quality an ongoing, developmental and non-judgemental process. Programme evaluation suggests an assessment of programme quality that is critical but not judgmental. In this context, quality is a process not a state.
- Programme evaluation would benefit from a validated European framework for evaluation that maintained flexibility and did not undermine local and regional good practice. Such a framework would increase shared practices and mobility.
- A European framework for programme evaluation should aim for a compromise between a top-down and bottom-up approach. It would be flexible to local contexts but able to promote exchanges and recognition of similar education quality in different national contexts.

Practical Implementation

Trainees are introduced to programme evaluation as a concept. They understand why it is important to teaching and education.

They also understand what the role of the teacher in programme evaluation involves. Trainees can understand and follow standards.

Trainees are introduced to the different methods of internal and external programme evaluation.

During the school experience trainees are given the opportunity to work with a mentor for some form of external programme evaluation.

During the school experience trainees become familiar with the internal quality standards of the institutions.

Issues

Trainees are not always taught about the reasons for programme evaluation, or the differences between quality assurance and quality enhancement. Quality measures can often be perceived as restrictive and not sufficiently responsive to local or national language teaching contexts.

iii. Strategies and Skills

Foreign language teacher education in the twenty-first century should include the following elements of initial and in-service education:

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

Explanation

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

The overall trend towards placing learners with special educational needs in main stream schooling means that trainee teachers must be prepared to adapt their teaching approaches to meet a variety of different special needs.

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

Elaboration

Trainee teachers should be able to adapt their teaching approach for learners with special educational needs. 'Special educational needs' refers to a range of issues from mental and physical disability to learning difficulties or behavioural issues. Trainee teachers should be able to identify these needs and know how to respond to them. Trainee teachers who have been taught special needs education learn many transferable skills beneficial for teaching in other contexts.

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

Learners from different regions of a country may have specific learning needs. They may speak regional dialects which differ from the standard form of the language in which they are educated. Trainee teachers need to be made aware how to adapt their teaching of the foreign language to take this specific need into account.

Learners from ethnic minorities or immigrant communities may also bring particular learning needs to the foreign language classroom. As with learners from different regions mentioned above, the teacher will adopt different approaches to meet their needs. At the same time, learners whose first language is different from that used in the classroom add to the multilingual and multicultural learning environment. Learners with different linguistic abilities and experiences are valuable to the teacher and the class.

Learners from different age groups may come to the language classroom with different experiences and expectations. Trainee teachers ought to be aware of the potential social and culture differences between age groups, and be able to adapt to these.

Exemplifications from case studies

University of Jyväskylä

What happens: In the framework of the JULIET programme for teaching primary level English, trainee teachers spend a few lessons supervising children from immigrant communities working on classroom assignments. The aim is to give the trainees a perspective on immigrant education. Trainees can also opt to be involved in the 'homework project' helping children from immigrant backgrounds with their school work and language skills.

Relevance: Trainees work with a range of learners to improve their ability to teach flexibly and have a hands-on experience of the problems and issues different learners encounter in learning a foreign language.

(See J 3.3.1)

University of Latvia

What happens: Trainees are given special teaching in learner-centred approaches to language learning, focusing on the learners' needs and capabilities, as well as issues such as plurilingualism.

Relevance: This is important in a context in which teacher-centred approaches to language learning used to predominate and where many existing teachers were educated in teacher-centred methodologies.

(See L 3.3.1)

University of Venice

What happens: There are two intensive cross-disciplinary courses in special needs education, giving trainee teachers a comprehensive introduction to the clinical, psychological, cultural and practical factors that influence special needs education.

Relevance: These are intensive courses focused on special needs education and give priority to an important aspect of teacher education. Trainees are taught in mixed discipline groups, giving them the chance to compare the different methodologies of different disciplines.

(See V 3.3.1)

University of Warsaw

What happens: Trainee teachers often observe classes in primary and secondary school and are encouraged to think critically about the different approaches required, especially in relation to teaching materials. For their third year Diploma Project, special needs education is one of the options available for extended study. In the German College, trainees give their learners a questionnaire asking why they are learning German in order to be able to adapt their classes to the learners' needs and interests.

Relevance: Trainees have practical experience of teaching a range of learners and are encouraged in their methodology classes to focus on the particular needs of learners depending on the learners' context and age.

(See W 3.3.1)

Practical Implementation

- Trainees are able to identify the needs of the individual learner.
- Trainees are able to adapt their teaching to best meet the needs of their learners.
- Trainees understand the factors which influence a learner's learning.
- Trainees are able to recognise the needs of their learners.
- Trainees have a sound understanding of special educational needs teaching.
- Trainees can adapt their teaching to teach the language for specific vocational purposes.
- Trainees adapt their teaching to their learners by creating a classroom environment which is inclusive.
- Trainees are encouraged to use a variety of materials and resources, including multi-sensory aids.
- Trainees are given the opportunity to work with a wide range of learners of differing abilities and different socio-cultural and vocational needs.

Issues

In some contexts, courses dealing with special educational needs are only available through optional in-service education. Completion of such courses may lead to greater employability.

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

Explanation

Trainee teachers understand the role of different types of teaching materials and resources in their teaching.

They are taught to apply them critically and effectively, not as a substitute for active teaching and personal interaction between teacher and learner.

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

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

Elaboration

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

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

Exemplification from case studies

University of Oslo

What happens: There is a significant amount of liaison between the various didactic sections of the various languages taught at the university.

Relevance: This liaison is important because it encourages the exchange of materials and new thinking about how they can be applied effectively.

(See O 3.3.2)

University of Venice

What happens: Trainee teachers are taught how to produce online teaching materials and have access to an online discussion forum to help them. There are also workshops in finding materials online and in creating web-based, learner-centred teaching materials. Trainees are taught how to archive materials in an archive database available to all foreign language trainee teachers.

Relevance: Trainees are given specific training in how to integrate use of teaching materials into new learning environments. They also create an archive of materials useful to peers and future trainees.

(See V 3.3.2)

Practical Implementation

Trainees are aware of the materials and resources available to them. This would include text books, videos, cassettes, CD-ROMs and materials online.

Trainees are able to pick the materials and resources available to them as appropriate to the learners.

Trainees understand the usefulness of materials and resources within the syllabus and curriculum framework.

Trainees appreciate that there are different learning styles to which different materials and resources are more appropriate.

Trainees plan their lessons effectively incorporating the use of materials and resources.

Trainees are introduced to the relevant materials and resources. They are also encouraged to find or make their own, and adapt those more commonly used to their learners' needs.

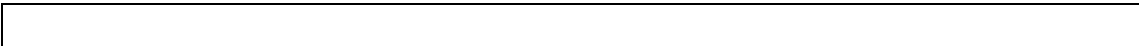
Trainees are encouraged to think critically about the value of a given material or resource and understand that materials should act only as an aid to the teaching-learning process.

Trainees are able to carry out independent action research on the impact of resources and adapt their use of materials and resources accordingly.

Through self-evaluation and reflection and through discussions with mentors and tutors, trainees can assess their practical application of materials and resources.

Issues

In certain contexts, trainees may be required to refer to one set text or manual. In this case, they still need to be aware of how to use set texts or manuals creatively and effectively.



24. Training in methods of learning to learn

Explanation

- Trainee teachers are aware of the specific goals and outcomes of learning.
- They are taught how to structure their learning strategies effectively and to reflect on the different ways in which learning occurs.
- They are able to respond to the specific learning contexts they encounter in the classroom.
- Methods of learning to learn used by a teacher can then be fostered in their learners.
- Key points in methods of learning to learn are:
 - i. Organising time;
 - ii. Monitoring progress;
 - iii. Identifying areas of strength and weakness;
 - iv. Recognising different learning techniques and their contributions to learning.

Elaboration

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

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

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: Teaching methods foster a child-friendly approach through the communicative teaching method; this involves role-playing, music and games. Trainees are taught the 'Smile Method' to enable them to convey the sense that language learning is fun. The Smile Method uses a variety of aids to help learners memorise vocabulary, as well as adopting a multi-sensory approach.

Relevance: This specific training about learning to learn is a valuable way of raising trainees' awareness about how learners assimilate information and respond actively to teaching.

(See PA 3.2.1)

University of Warsaw

What happens: In a teacher development and enhancement course, trainee teachers are introduced to learner-centred rather than teacher-centred approaches to foreign language learning. This is deemed particularly important in the light of Poland's previous teacher-centred approaches under the Soviet system. Trainee teachers are also taught learning techniques such as brainstorming and strategies for promoting interactive learning in learners.

Relevance: Trainees are given a firm foundation in ways of learning that can be fostered in their learners. This is important in an educational context in which teacher-centred approaches largely dominated until the 1990s, and a much smaller range of foreign languages was taught.

(See W 3.3.2)

Practical Implementation

- Trainees can identify various learning modes and strategies and apply their teaching methodology accordingly.
- Trainees are able to consider different attitudes to learning and relate to this in various teaching purposes while also reflecting on their individual way of learning.
- Trainees use a wide range of teaching and learning modes and thus stimulate the learning process.
- Trainees identify the most effective ways of learning in individual contexts.
- Trainees understand the needs of learners and use different teaching styles in order to ensure a high motivation in the classroom for effective learning.

Issues

Demands on trainees' time can make it difficult for them to invest in developing autonomous learning strategies.

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

Explanation

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

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

They see evaluation and improvement as connected and ongoing processes.

Elaboration

- Self-evaluation is linked to peer observation and review, and to developing strategies for independent learning. Trainee teachers evaluate their peers as a way of helping them assess their own teaching skills.
- Reflective practice begins as a theoretical idea to be translated into teaching practice. It gives a theoretical underpinning to many of the techniques and strategies teachers use intuitively. It also helps increase teachers' sense of professionalism. Portfolios and teaching diaries can help teachers engage in effective reflective practice.
- Once they have qualified, foreign language teachers can be encouraged to become mentors or to be observed by trainee teachers in order to maintain a reflective and self-evaluative attitude to teaching.

Exemplifications from case studies

Open University

What happens: The Needs Analysis audit at the start of their course asks trainee teachers to assess their previous experience and language competence in relation to the Common

European Framework. Mentors also set trainee teachers targets to reach that are then evaluated together. Mentors have special online materials in order to evaluate their own role in the teacher education process.

Relevance: This demonstrates the mentors have a key role in promoting and maintaining reflective practice and in encouraging trainees to engage in self-evaluation.

(See OU 3.3.1)

University of Oslo

What happens: Trainee teachers write classroom observation notes used for seminar discussion and keep a personal learning diary of their school-based experiences. They also use a 'Learning Platform', an online discussion network for discussion and feedback about their progress.

Relevance: Trainees are encouraged to share ideas and problems in this area.

(See O 3.3.3)

University of Warsaw

What happens: Trainee teachers write reports after classroom observation as well as developing learners' portfolios relating teaching tasks to teaching outcomes. Their diploma project includes a questionnaire completed by their learners on a particular issue. A teacher advancement courses asks trainee teachers to compile a reflective diary in cooperation with a peer.

Relevance: Evaluation and recording the reflective process are key priorities.

(See W 3.3.3)

Practical Implementation

After every lesson they teach, trainees are encouraged to assess how they think they performed against their lesson plan, their intended learning outcomes or against another set of pre-decided criteria.

Trainees are taught to use all their experiences, good or bad, to develop subsequent lessons.

Trainees must keep diaries or teaching logs in which they record their lesson plans and their desired outcomes.

Trainees evaluate how the lesson went in terms of a number of different elements (how many learners got involved in the lesson, did they understand the points being made, was there a positive classroom climate, did the lesson cover everything detailed in the plan?).

The outcomes of the previous lesson must be incorporated in some way in the approaches used in the next one.

Trainees are able to set themselves targets for subsequent lessons, based on the outcomes of previous lesson. Their progress should therefore be visible through a teaching log or diary.

Mentors debrief trainees following a lesson.

Issues

- Reflective practice in the form of a reflective diary can add extra work to trainees' schedules. Trainees should be taught that reflective practice can take place in both formal and informal ways.
- Trainees may only be able to undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.

26. Training in the development of independent language learning strategies

Explanation

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

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

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

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

Elaboration

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

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

Exemplifications from case studies

University of Bremen

What happens: Trainee teachers have access to online resources for improving language learning at the university as well as extra-curricular periods of self-study.

Relevance: Independent learning is central to foreign language teacher education.

(See B 2.1.1)

University of Jyväskylä

What happens: The DIALANG project is a central element of the university's language strategies and trainee teachers are encouraged to use it.

Relevance: One of the key issues in developing independent learning strategies is being able to ascertain one's present linguistic level and to be aware of strengths and weaknesses. DIALANG is an important tool in these processes.

(See J 3.2.2)

Practical Implementation

- Trainees can identify their language learning needs and access resources and implement strategies to make improvements. It may be the case that trainees need to focus on developing their classroom management vocabulary. This will enable them to give instructions in the target language.

- In turn they are able to introduce these methods to their learners who will then be able to assess and improve their language competence as appropriate to their needs.
- Trainees are introduced to different methods of learning languages. This would include the use of ICT for independent learning.
- Trainees are able to evaluate the merits of different learning strategies and recognise that certain strategies are more suitable for certain learners and contexts.
- Trainees are able to set tasks for their learners which are based around autonomous language learning. The learner's independent progress can be charted against the trainee's desired learning outcomes and syllabus requirements.

Issues

- Trainees and institutions may feel that language learning is more or less complete before initial teacher education begins, especially on postgraduate courses where the trainee already has a first degree in the target language.

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

Explanation

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

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

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

The greater the language competence of a teacher, the more creative and confident their teaching will be. Their need to lapse into the target language will become less. It is the responsibility of the teacher to ensure their language proficiency is sufficient to allow them to teach effectively and accurately.

Elaboration

Trainee teachers can be made aware that there are efficient and inefficient ways of maintaining personal language competence.

Guidelines for efficient enhancement of personal language competence might include:

- Keeping and regularly reviewing a personal language learning diary;
- Identifying key areas of strength and weakness and focusing on them;
- Regular brief periods of contact with the foreign language through film, television, radio, newspapers and interaction with native speakers;

Identifying and referring to Internet sources in the foreign language.

Exemplifications from case studies

University of Bremen

What happens: The university offers a dedicated course on language studies to all language trainee teachers that includes practical translation, advanced essay writing, language advice workshops and classroom discourse.

Relevance: This course is complemented by an important emphasis on independent language learning strategies, for which there are provisions at the university such as a language learning suite.

(See B 2.1.1)

University of Granada

What happens: Trainee teachers maintain and enhance their language competence when studying literary texts. They discuss literary texts in the target language to develop vocabulary. They also compile a glossary of words and phrases they come across.

Relevance: Improving language competence is explicitly integrated into another area of the foreign language teacher education curriculum.

(See G 3.3.1)

Practical Implementation

Trainees are given the opportunity to improve and practise their language skills via a number of different materials (ICT, audio-visual resources, etc).

Trainees are encouraged to go abroad in order to improve their personal language competence.

Once abroad, active communication in the target language is necessary to improve language skills.

Trainees are able to plan language lessons with the correct and varied use of the language studied.

Trainees are able to reflect on their language competence and identify areas where improvements can be made.

Trainees are able to assess the language competence level of their learners.

Trainees are regularly exposed to the foreign language through film, television, radio and newspapers.

Trainees are required to include their language competence progress in their language portfolios.

Trainees will know how to assess their language competence levels according to the scales of the CEF.

Issues

- Trainees should be aware that to maintain even the same level of language competence requires constant exposure to the language both actively and receptively.
- Access to online and print resources may be limited in certain contexts.

28. Training in the practical application of curricula and syllabuses

Explanation

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

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

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

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

Elaboration

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

Trainee teachers should consult the foreign language syllabuses and curricula of other countries in order to develop a comparative and critical perspective about curricula in general. This could go hand in hand with cooperation between teachers teaching the same language in different countries.

Exemplifications from case studies

CIEP, Sèvres

What happens: As part of an in-service summer *stage*, CIEP offers a module on the evaluation of teaching and learning programmes in teacher education. It is especially aimed at pedagogical curriculum designers in the field of French as a foreign or second language.

Relevance: This course helps curriculum and syllabus designers improve their skills in this area, and teacher educators could pass this information on to trainee teachers.

(See CIEP 4.2)

University of Warsaw

What happens: A course on teacher advancement and professional enhancement teaches trainees about recent changes in national foreign language teaching curricula as set down by the Ministry of Education. In their third year, trainee teachers are taught to evaluate curricula by focusing on how to implement task-based curricular elements related to listening, reading, speaking and writing.

Relevance: Specific training in implementing curricula is offered through practical exercises related to key language learning skills.

(See W 3.3.4)

Practical Implementation

Trainees are made aware of the requirements of different curricula and syllabuses and how to approach them with regard to their teaching.

Trainees are taught the rudiments of the syllabuses for the teaching context and age group they are currently involved in.

Trainees know how to use the materials and the resources available to them and how to best adapt them so they fulfil the requirements of the curriculum.

Trainees are able to assess the progress of the learners with reference to the curricula or syllabus.

Trainees are encouraged to look at the top grades as a benchmark of what they are aiming for. They know this is what they have to achieve in the given time frame. The trainee can adapt their teaching to suit different learners, whilst bearing in mind the framework in which they are required to work. This is reflected in the desired learning outcomes of the trainee versus the learning outcomes of the group. Trainees are able to use different materials and resources as appropriate. This is reflected in their lesson plans.

Issues

Changes in government often entail changes in nationally prescribed curricula. Trainees need to be prepared for this.

29. Training in peer observation and peer review

Explanation

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

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

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

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

Elaboration

- Peer-observation and review are ways of increasing trainee teachers' autonomy and critical approach to teaching and learning. Critical approaches are further encouraged when trainee teachers make notes on their observations and write them up later. This stops trainees agreeing with each other automatically and gives them time to think about their responses. General topics can then be discussed in seminars.
- Peer observations and peer review develop team-working skills that will be important for working professionally.
- Peer observation and peer review are not always possible. For example, in countries where mentoring is not recognised and mentors can only mentor one trainee at a time, it is difficult to establish peer observation and review in a school.

Exemplifications from case studies

St Martin's College

What happens: Trainee teachers are placed in schools for teaching practice in twos or more. Peer observation and peer review are thereby integrated into their teaching practice. Trainees are also prepared for this process through training on how to observe.

Relevance: This is an effective way to capitalise on a logistical necessity by encouraging trainees to pursue a structured process of learning from each other, especially important at a period when they have less contact with a formal tutor.

(See StM 3.3.2)

University of Latvia

What happens: The university stresses interactive methodology seminars that involve peer cooperation and feedback, giving trainees a good grounding in the team-working skills they will need as qualified teachers.

Relevance: A key concern is the trainees' ability to give sensitive and constructive feedback, a skill that will be important both in their interaction with learners and in their relationship with future colleagues or trainees.

(See L 3.3.2)

University of Warsaw

What happens: Trainee teachers work together to produce group reports and to organise extra-curricular school activities as part of their observation experience. Sometimes, extra-mural trainees observe the teaching of other trainee teachers as part of their observation experience.

Relevance: In the case where extra-curricular trainee teachers may find it harder to spend time doing school-based practice, they get the chance to observe their peers in the university setting instead.

(See W 3.3.5)

Practical Implementation

- Trainees undergo teaching practice in pairs and must take turns to observe one another teaching.
- Trainees give balanced and critical feedback to their peer.
- A trainee incorporates the feedback from their peer into their subsequent teaching approaches.
- Trainees are taught how to observe. They are taught how to know what they are looking for in a colleague's teaching.
- Trainees are taught how to give balanced and critical feedback. Trainees are equipped with the correct language and phrases to carry this out efficiently.
- Trainees understand that peer observation and peer review are two way processes: a trainee can learn a great deal from actively watching what a colleague does and by discussing it with them.
- Time is set aside for peer review. This can be done with the support of a mentor.
- Trainees can contribute to the reports of a colleague.
- Trainees can identify specific criteria in relation to which they want to be observed. This focuses the attention of the observer and would give concrete conclusions.

Issues

Key issues include trainees' ability to give constructive and sensitive feedback to their peers, accentuating positive aspects and proposing solutions for problems. Having two trainees in a classroom adds more responsibility to the class teacher's or mentor's role.

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

Explanation

- Trainee teachers learn to establish and maintain links with educational institutions in which they have studied and worked.
- Trainee teachers realise the value of personal contacts in establishing networks.
- Trainee teachers are aware of Europe-wide initiatives for contacting and networking with institutions in other countries.
- Trainee teachers realise that networks can take many forms, from written, virtual or real life exchanges between learners to exchanges of materials, resources and methodologies between teachers.
- Trainee teachers maintain links with educational institutions as valuable sources of teaching materials and ongoing advice and support.

Elaboration

- One proposal for promoting international links and networks is a website for teachers in Europe devoted to the exchange of information and ideas.
- One particular network that could be strengthened is that between teacher education institutions, schools and in-service education providers.
- It would be beneficial to have in-service themed workshops between teachers from different European countries.

Exemplifications from case studies

CIEP, Sèvres

What happens: CIEP coordinates a major project linking language specialist schools in the UK and France. Schools are matched according to criteria and objectives set in advance and agreed by each school. CIEP organises the meeting of project leaders from the schools. Crucially, CIEP also monitors the links and contacts schools in case of a communication breakdown.

Relevance: This highlights the importance of knowing the criteria for exchanges in advance and for designating specific people to keep communication channels open.

(See CIEP 3.1.2)

University of Bremen

What happens: The university's EUFOR centre actively organises international seminars and conferences related to foreign language teaching and learning.

Relevance: The existence of an active research community is helpful in promoting links and exchanges across Europe.
(See B 3.3.3)

Practical Implementation

Trainees are encouraged to foster and maintain these links by a number of means. With the help of their mentors or universities, trainees are put in contact with educational institutions in a country where the target language is spoken. Trainees are encouraged to exchange materials for use in the classroom and for the maintenance of their personal language competence. Trainees maintain these links via email communication, online forums and participation at relevant conferences and events and other forms of correspondence.

Issues

It is sometimes difficult to give explicit training in this skill. The main issue is encouraging trainees to form links and networks with colleagues they meet abroad or with visiting teachers and trainees at their school or institution. Developing networks and relationships requires time and, sometimes, funding; these are not always available.

31. Training in action research

Explanation

Action research involves trainee teachers identifying a particular issue or problem encountered while teaching, gathering information about it, developing a plan of action, evaluating its results and sharing them with colleagues. Action research encourages reflexivity and an enquiring approach and gives teachers a substantial theoretical framework for resolving difficult issues. Action research shows trainee teachers how evaluation, dissemination and requests for feedback from colleagues help integrate research findings into teaching practice.

Elaboration

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

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

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

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

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

Exemplifications from case studies

St Martin's College

What happens: One of the trainee teachers' six assignments over the year's initial teacher education is an action research project with a detailed work plan and a log of the learner's progress.

Relevance: In this way, action research is explicitly integrated into the language teacher education programme as a discrete micro-project in its own terms. The outcomes of the research inform trainees' teaching.

(See StM 3.3.1)

University of Warsaw

What happens: The third year Diploma Project is an extended exercise in action research focusing on one specific area for improvement in foreign language teaching. Some of the trainees' methodology classes arrange mini-case studies on a range of subjects from exam planning to dyslexia.

Relevance: Modelled on action research methods, the Diploma Project contains many relevant areas to future action research in the classroom.

(See W 3.3.6)

Practical Implementation

- Trainees are taught the value of action research what it involves and how to undertake it.
- Trainees carry out their own action research investigations. They must identify an area for research, act upon it and then evaluate the outcomes.
- Trainees are then able to evaluate critically the impact of these strategies in the classroom.
- Trainees are encouraged to be critical and experimental with their teaching practice.
- Trainees must experiment with different methodological approaches. This must be reflected in their lesson plans.
- They must assess their approaches and examine how things can be changed.

Issues

Action research does not have to lead to definitive results. As long as trainees and teachers are aware of what they have learnt from the process, it can remain an exploratory tool for developing critical and enquiring attitudes to teaching and learning.

32. Training in incorporating research into teaching

Explanation

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

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

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

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

Elaboration

- There are many forms of research relevant to language teacher education, some more general, some specific to language teaching, and trainees need to be aware of the huge range of research available to them.
- Teacher educators and mentors have a key role to play in encouraging trainees to think positively about the values and relevance of research for their teaching and learning.

Exemplifications from Case studies

University of Latvia

What happens: Trainees write a qualification paper involving education research that is defended in front of their year group.

Relevance: This enables trainees to support arguments based on research in a public forum and to hear about the research that has informed their peers' work.

(See L 3.3.3)

Practical Implementation

Trainees identify a problem or an issue in their classroom and can research solutions from theory.

Trainees are able to find the relevant literature on the topic from a number of different sources.

Trainees are able to incorporate research findings into their teaching and assess the value of this.

Trainees are generally well-informed about developments in their field.

Trainees are taught about accessing and finding sources of research, i.e. the relevant journals and publications.

They are encouraged to read widely around the subject and incorporate what they have read into their teaching practice.

Trainees can critically assess the impact of the research on their teaching and adapt it further to meet their needs as a teacher and the needs of their learners.

Issues

The issue of how to integrate research is important. Trainees learn that research needs to be tested in concrete learning contexts. They see research as exploratory. Teacher education institutions need to be equipped with libraries, books and other resources to allow trainees to undertake research relevant to their education.

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

Explanation

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

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

CLIL approaches encourage cooperation with colleagues from different disciplines.

Elaboration

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

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

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

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: Those training to be primary level teachers receive specific training in CLIL methodologies. A high language competence is ensured from the start through elective language proficiency courses. At the institution, the notion of 'English across the curriculum' prevails.

Relevance: CLIL is integrated into many areas of the language teaching curriculum, especially through the institution's policy of 'English across the curriculum'.

(See PA 3.3.1)

University of Bremen

What happens: There are add-on CLIL modules for trainees studying to teach at secondary level. CLIL modules are aimed at trainee teachers with a second subject along with English (biology, history, geography, politics etc). Training lasts four semesters, with four hours per week of classes. There is also CLIL for primary English teachers.

Relevance: In this case, CLIL training is available as an add-on to the teacher education programme, for both secondary and primary level teachers.

(See B 3.3.2)

University of Oslo

What happens: CLIL methods are covered in all language courses.

Relevance: CLIL is integrated into language teaching. However, classroom-based practice in CLIL is only available in English because there are no bilingual schools nearby for other languages. The University of Jyväskylä faces a similar problem with classroom-based practice for CLIL.

(See O 3.3.5)

Practical Implementation

- Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.
- Trainees have the opportunity to improve their language competence and are given the chance to raise social, cultural and value issues in their own foreign language teaching.
- Trainee teachers are able to use the teaching of other subjects like history and a foreign language in an integrated manner.
- Trainee teachers are confident in teaching their subject course and in the use of a foreign language.
- Trainee teachers have a high level of language competency and are confident enough in order to teach subjects like history and geography in another foreign language.

Issues

Many trainees do not have the chance to teach using CLIL methods because there are no available contexts, such as local bilingual schools, in which to do so. Cooperation between teacher education institutions and local schools may help develop new contexts in which CLIL teaching can take place.

Given the limited time-frame of initial teacher education, it may be more worthwhile teaching CLIL approaches during in-service education courses.

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

Explanation

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

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

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

Trainee teachers refer to it regularly in order to evaluate their own language competence and to assemble evidence of their achievements and experience. The ELP is an important way of encouraging mobility and recording the experience of trainees abroad.

Elaboration

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

Exemplifications from case studies

CIEP, Sèvres

Part of CIEP's role involves working with the European Language Portfolio, and devising ways in which it can be integrated with the CEF. This work is linked to the 'Primlangues' website and CIEP staff give presentations on the subject to trainee teachers at teacher education institutions (IUFMs).

(See CIEP 3.3.1)

Practical Implementation

Trainees refer to the Portfolio regularly in order to evaluate their own language competence and to assemble evidence of their achievements and experience in relation to foreign languages and cultures.

Through the theoretical aspect of the teacher education programme, trainees are introduced to using the ELP.

Trainees follow a collection, selection and reflection approach in order to compile the portfolio.

Through their Portfolio trainees can demonstrate that they have used a variety of methods and approaches to further enhance their language skills and add to their cultural experiences.

Issues

Many of the case study institutions are aware of the European Language Portfolio and refer their trainees to it, but few offer specific training in its use and value.

Many institutions already use similar documents to the ELP and may therefore be disinclined to begin using the ELP.

iv. VALUES

Foreign language teacher education in the twenty-first century should include the following elements of initial and in-service education:

35. Training in social and cultural values

Explanation

- Trainee teachers are taught that teaching and learning foreign languages help promote social and cultural values such as respect for difference, active communication, a participatory attitude to society, and experience of a range of different cultures and lifestyles.
- These values are fostered through inclusive and context-sensitive classroom management strategies, a choice of teaching materials that reflects social diversity and cultural plurality, and the development of international networks of communication and exchange between learners from different contexts and countries.

Elaboration

- Social and cultural values can obviously be promoted right across the school curriculum. Language teachers benefit from cooperation with colleagues from different disciplines when promoting these values.
- The emphasis on social and cultural values differs according to the local and national context of the school. Teachers need to be aware that social and cultural values cannot simply be applied, but are developed through an ongoing and context-sensitive process.
- When thinking of the social and cultural values of a range of countries, what people have in common is as important as the differences that distinguish them.

Exemplifications from case studies

Open University

What happens: Languages are seen as the vehicle of social and culture issues. One of the 'Day Schools' focuses on the relationship between languages and culture, dealing with issues such as citizenship and minorities.

Relevance: Languages are constantly related to the social and culture issues that they embody.

(See OU 3.4.1)

St Martin's College

What happens: Up to 50% of trainees are foreign nationals, embedding an awareness of social and cultural difference in the educational process.

Relevance: Encouraging the intake of a wide range of trainee teachers from different contexts and backgrounds highlights the social and cultural values implicit in teaching.

(See StM 3.4.1)

University of Bremen

What happens: There are special courses in the Cultural Studies pillar on ‘Teaching language through culture and intercultural communication’ and university fringe activities include a club called ‘Culture Vultures’ that organises English-language cultural activities locally.

Relevance: Social and cultural values are seen to be embodied in language learning and extra-curricular language-related activities.

(See B 3.4.1)

Practical Implementation

- During a trainee’s education they are encouraged to think of themselves not only as a teacher of languages but as a teacher of wider social and cultural values.
- Trainees are encouraged to develop resources and materials which reflect cultural plurality.
- Trainees are encouraged to advocate social and cultural sensitivity and understanding in their classrooms.
- Trainees are encouraged to discuss social and cultural values and to share ideas about how they see the role of the language teacher in this area.
- Trainees are encouraged to develop and experiment with means of promoting social and cultural values and understanding and reflect on their impact in the classroom.
- Training in social and cultural values is not only embedded in the education programme but is explicitly taught throughout to ensure trainees are conscious of this aspect of their role as a language teacher.

Issues

- Many courses refer to social and cultural values, but not always explicitly. Trainees should be made aware that language teaching and learning have a key role in promoting values such as respect for difference and openness to others.

36. Training in the diversity of languages and cultures

Explanation

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

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

Trainee teachers see the importance of maintaining linguistic diversity in Europe, given the growing trend towards English as a global lingua franca.

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

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

Elaboration

- Lesser-spoken and lesser-used languages could be promoted by giving learners of other languages tasters of them in classes focusing on plurilingualism and pluriculturalism.
- All languages have an inherent value.
- Teachers could be encouraged to choose their materials to reflect linguistic and cultural diversity as much as possible.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: The RIAC (Regional Identity and Active Citizenship) network organises seminars, conferences and events dealing with regional cultural and social issues.

Relevance: This demonstrates to trainee teachers the importance of maintaining regional diversity in teaching languages, and the links between regional and national issues.

(See PA 3.4.2)

University of Granada

What happens: There is a strong emphasis on using teaching materials that reflect a multicultural society, and trainees are made conscious of this when taught how to select and apply their own teaching materials.

Relevance: Trainees are aware that their choice of language teaching materials should promote social diversity; they are aware of the issues involved.

(See G 3.4.2)

University of Oslo

What happens: Since Norwegians are often bilingual, the university puts great emphasis on the links between language and culture. Languages are seen as central to culture and trainees learn to address this from the start of their teacher education programmes.

Relevance: Cultural issues are deeply ingrained in language learning and this is characterised by a strong emphasis on linguistic and cultural diversity.

(See O 3.4.1)

Practical Implementation

Trainees are introduced to the notion of linguistic and cultural diversity through the theoretical aspects of their teacher education programme.

They are introduced to theories of language acquisition and thus understand the impact of mother tongue and other languages spoken on the learners' language acquisition.

Trainees are able to promote linguistic and cultural diversity in the content of their lessons.

Trainees are taught how to use a variety of materials to foster this understanding of diversity in their learners whilst still meeting their needs and the requirements of the syllabus.

Trainees are encouraged to research the languages and cultures of Europe beyond those related directly to their teaching.

Trainees have increased cultural awareness and transmit this to their learners via the content of their lessons.

Issues

Specific training in diversity issues may be difficult, but teacher educators who employ a varied range of authentic teaching materials can be explicit about the underlying policy to enhance diversity.

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

Explanation

- Trainee teachers are aware that their language teaching contributes to their learners' abilities to understand and respect others.
- Learning foreign languages goes hand in hand with learning about other cultures, and leads to increased mobility in education, commerce, arts, tourism and numerous other spheres.
- Learning foreign languages is a way of safeguarding linguistic and cultural identity, a process in which foreign language teachers play a crucial role.
- Trainee teachers are able to convey the fact that learning languages and cultural knowledge improve business opportunities, increase people's mobility and allow people to experience foreign cultures and assimilate new commercial, social and cultural ideas.
- Trainee teachers are taught how to convey that language learning has many benefits for learners beyond technical linguistic competence.
- Trainee teachers are able to explain to their learners that learning foreign languages:
 - i. Increases mother-tongue competence;
 - ii. Promotes communicational and presentation skills;
 - iii. Gives them access to other cultures which enrich their own cultural background;
 - iv. Helps them develop a critical mindset towards their own social and cultural presuppositions.

Elaboration

- Foreign language teachers have a key role in introducing learners to the notion of pluriculturalism, which is characterised by a respect for linguistic and cultural difference. They also help learners see different languages and cultures as advantages, not barriers to communication and cooperation.
- Language teachers are aware that 'culture' and 'identity' are not static concepts, but mean different things to different people. Trainees gain first hand experience of both of these concepts through travel abroad, through participation with links and exchanges with partner institutions and through exposure to multicultural and multilingual environments.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: The European Teacher Programme involves periods abroad and leads to dual qualifications. Part of the programme compares different European education systems and there is a possible add-on qualification in EU Education consultancy.

Relevance: Cultural awareness is promoted through language exchanges and mobility.

(See PA 3.4.1)

University of Oslo

What happens: Trainee teachers learn to work within a perspective of languages and cultures as intimately linked. Language assessment in Norway always involves assessment of cultural competence as well. Trainees are expected to have high levels of social and cultural competence in addition to their linguistic competence and this knowledge is integral to the ways in which they are assessed.

Relevance: Language learning is viewed holistically and language proficiency is seen as including cultural competence and knowledge as well.

(See O 3.4.2)

University of Warsaw

What happens: A recent innovation bringing together learners from three language colleges has been a course on Europe delivered by the Faculty of Education. The course outlines different European education systems, highlights the European dimension of language teacher education and deals with issues such as EU economics.

Relevance: Trainees are able to develop a comparative perspective on European education systems and to see how these are shaped by different national and cultural factors.

(See W 3.4.2)

Practical Implementation

Trainees are taught how to use the target culture as the content of their lessons. This includes selecting appropriate topic areas which satisfy the requirements of the curricula and the needs of the learners.

Trainees are taught the importance of language teaching and learning for the personal development of the learner and the social and economic development of the community as a whole.

Trainees are encouraged to keep up to date with the current affairs in the country/countries where the language(s) they are preparing to teach are spoken as native. Trainees can then make the cultural content of their lessons relevant and contemporary.

Trainees are encouraged to think of the target culture(s) and their own culture from a comparative aspect. This is valuable in increasing cultural awareness and highlights the similarities and differences between cultures.

Trainees are encouraged to foster links with partner institutions where the target language is spoken as native to gain a better understanding of the cultural aspects of the country.

Trainees can also use other resources, particularly the Internet, to gain a greater understanding of the target culture(s).

Trainees display a sound awareness of the target culture(s).

Trainees use materials in the classroom which transmit knowledge of the target culture as well as the language.

Trainees are keen to participate in exchanges and visits abroad or in ICT links with partner institutions.

Issues

Trainees find out the varying reasons why their learners want to study languages, but they are able to maintain a cohesive teaching framework that takes these into account.

Convincing certain groups of learners of the importance and interest of language learning may be difficult.

38. Training in teaching European citizenship

Explanation

- Trainee teachers are taught what the concept of European citizenship entails.
- European citizenship corresponds to a set of shared values and beliefs in democracy, the rule of law, the free press and a shared cultural heritage. EU citizenship more specifically confers a set of legal and civic rights and duties on citizens, allowing them to work and travel freely between EU member states.
- European citizenship can be incorporated into teaching content through promotion of these shared values, choice of teaching materials and intercultural and multicultural networks and exchanges.

Elaboration

- The term ‘citizenship’ is complex, referring to different things in different contexts. European citizenship is not the same as national citizenship. Citizenship can refer to ideas concerning nationality or to issues of morality and responsibility.
- European citizenship is one type of citizenship in a chain linking regional, national, international and global citizenship.
- European citizenship should be promoted in many other areas besides foreign language teaching. This demands collaboration with colleagues from other disciplines.
- Issues related to ethnic minorities and immigration are relevant to the teaching of European citizenship. Since the EU’s language policy stresses integration, mobility and diversity, awareness of the contribution that minorities and immigrant communities can make to the changing cultural and linguistic landscape of Europe should be built into the concept of European citizenship.

Exemplifications from case studies

Pädagogische Akademie, Innsbruck

What happens: The RIAC network (Regional Identity and Active Citizenship) is a Socrates network coordinated by the PA. Its aim is to highlight the vital role of the regions within Europe in the context of European citizenship. Goals include strengthening cross-regional cooperation and linking regional and European issues.

Relevance: The RIAC network is important because it shows how European citizenship is linked with national and regional citizenship.

(See PA 3.4.2)

University of Jyväskylä

What happens: The JULIET programme has an active citizenship courses dealing with local and regional issues. Speakers from local organisations are invited to talk about relevant issues. JULIET trainees volunteer to support local community initiatives.

Relevance: The JULIET programme demonstrates the links between European citizenship and regional citizenship. Trainees comment that volunteering opens their eyes to their social responsibility and gives them the will to foster citizenship actively in their own learners.

(See J 3.4.1)

Practical Implementation

Trainees are made aware of the workings of Europe and the European Union.

European citizenship is taught through the educational institution and through a trainee's own research.

Trainees understand citizenship, both from a legal and social point of view.

They are aware of how this can be incorporated into the content of their teaching.

Trainees appreciate the importance of mobility and to this end have a working knowledge of the opportunities available to an individual who wants to study or work within Europe.

Trainees are encouraged to seek out material which would support the teaching of this subject and to be aware of the relevant websites and information providers.

European citizenship makes up a clear and comprehensive element of teacher education.

Trainees are able to talk confidently about issues surrounding Europe and they are able to present cogent arguments regarding European citizenship.

Issues

Since European citizenship is a very complex concept, trainees need to approach it gradually, and encourage learners to develop their own sense, in dialogue with peers, teachers and partners abroad, of what it means.

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

Explanation

Trainee teachers develop such skills during initial teacher education.

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

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

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

Elaboration

- Networking, teamwork and collaboration are skills that are built up gradually.
- Networking and collaboration are key skills that can be developed in the methodology classroom by emphasising communicative competence and an attitude of exchange and mutual support.

Exemplifications from case studies

CIEP, Sèvres

What happens: The ‘Franco-britannique’ programme invites teachers from potential partnership schools to meet and discuss the criteria for partnership and exchange.

Relevance: Teachers are able to learn how to establish effective networks and partnerships relating to foreign language learning.

(See CIEP 3.1.2)

University of Bremen

What happens: The EUFOR centre at the university organises workshops, builds networks abroad, organises seminars and exchanges, promoting educational research and cooperation.

Relevance: The centre provides the impetus for a language learning environment based on international exchange and cooperation.

(See B 3.3.3)

University of Granada

What happens: Teacher educators at the university collaborate with other educators from Spanish universities to produce manuals for teaching methodology.

Relevance: Face-to-face meetings mean that Granada’s staff are able to form strong networks with other teacher educators in Spain (See G 3.4.3).

Practical Implementation

Trainees can work effectively as part of a team.

Trainees establish contacts and networks for greater collaboration, inside and outside the immediate school context.

Trainees team-teach with other trainees and with qualified teachers.

Trainees are trained in peer observation and peer review.

Trainees become conscious of building up and maintaining networks with schools and other institutions during time spent working, studying or teaching abroad or in their home country.

Trainees understand the necessity of having contacts and established networks to rely on and refer to when and where required and will see the benefits of teamwork and collaboration.

Issues

Tutors and mentors may need to support trainees who find this type of activity challenging.

Networks need to have clear benefits and outcomes in order for trainees and teachers to commit their energy to developing them.

40. Training in the importance of life-long learning

Explanation

- Trainee teachers are able to highlight the values of ongoing language learning outside an institutional context.
- They are able to show learners how to use ICT to maintain and improve their language abilities independently.
- Through exploratory, participatory and communicative teaching methods, trainee teachers foster an enquiring approach to language learning as an evolving and rewarding experience.
- Trainees encourage learners to see language learning opportunities outside the usual educational context. For example, opportunities to learn language may arise during foreign travel.

Elaboration

- Life-long learning initiatives would benefit from greater cooperation and harmonisation at a European level.
- It is important to decide whether life-long learning is an end in itself. It has important consequences for older learners.
- Life-long learning can also be explicitly integrated into curricula by changing the teaching focus from product to process. Languages not only help learners to acquire knowledge, but also to develop transferable learning skills.

Exemplifications from case studies

Open University

What happens: There is a Needs Analysis at the start of teacher education programmes. This instils in trainees the belief that many forms of experience are valuable in language teaching, not just a high level of language proficiency. Trainees learn to understand that a range of experiences throughout their life can be transferred to language teaching.

Relevance: Trainees learn that teaching is often about transferable skills and that learning comes in many forms.

(See OU 3.4.2)

University of Jyväskylä

What happens: The DIALANG project aims to improve language skills outside the language classroom

Relevance: DIALANG shows that keeping track of one's language learning is an ongoing process of identifying strengths and weaknesses and working on these continuously.

(See J 3.2.2)

Practical Implementation

Trainees are introduced to the importance of life-long learning during the theoretical aspects of the teacher education programme.

Trainees are introduced to a number of self-study techniques.

Trainees are informed of the importance of continuing their professional development and maintaining their language competence.

Trainees are encouraged to spend time accessing self-study resources.

Trainees reflect on the use of self-study methods and develop a strategy which works best for them.

Trainees can then foster the same understanding in their learners.

Trainees actively and regularly access self-study resources.

Trainees are interested in their professional development and endeavour to carry out supplementary or continued training.

Issues

Developing and particularly using self-study strategies may be time consuming. However the notion of life-long learning should be supported by teachers and fostered in their learners.

Part III

Summary of Case Studies

Summary

This part of the report presents the eleven case studies in relation to the Profile. It provides summaries of the case studies and distinguishes the key areas in which they support and exemplify the Profile. It presents an overview of the main factors, arising from the case studies, which would affect the implementation of the Profile in practice.

Identifying the case studies

The case studies of eleven European foreign language teacher education institutions had two main aims. The first was to provide exemplification of the Profile items in practice. This was linked to the report's objective to show how the Profile items work effectively and innovatively in existing teacher education programmes. The second aim was to identify the problems and issues that might affect the implementation of the Profile.

In order to highlight these aims, the case studies involved both established centres of foreign language teacher education and institutions in which the teacher education programmes were still emerging or in a period of transition. For this reason, there is a certain amount of variation in each institution's capacity to exemplify the Profile items.

There are a number of other factors relevant to the differences in the institution's correspondence with the Profile. First, some Profile items are very general and are covered by most institutions (e.g. item 1 on integrating academic study and teaching practice). Others are quite specific and are only covered by one or two institutions at the most (e.g. item 33 on CLIL). Second, some Profile items concern future developments (e.g. item 9 on the European-wide evaluation framework for teacher education) and therefore are only specifically exemplified in a few of the case studies. Third, some of the case study institutions have much larger teacher education departments, offering more languages and levels of teacher education. These case studies are likely to exemplify more of the Profile items than smaller institutions offering programmes in one or two languages.

Each of the case studies employs a common reporting structure:

- A brief summary of the national background of the institution, including references to significant recent reforms in foreign language teacher education.
- An overview of initial and in-service teacher education in the country in question.
- A description of the context of each case study, outlining the faculties/departments involved and the type of teacher being educated (e.g. primary/secondary).
- An overview of the case study institution, including recent changes in its status or infrastructure.
- A summary of the structure and content of the teacher education programme(s).
- A detailed analysis of the correspondence between the Profile and the teacher education programmes in question and a number of specific points to note about the institution.
- A summary of the main strengths of the institution's programmes and areas for further consideration in relation to the Profile
- Information about data collection and acknowledgement of sources.

The case studies of Centre international d'études pédagogiques (CIEP), France and the Pädagogische Akademie, Austria follow this pattern with minor variations since the institutions differ significantly from the others studied.

When possible, case studies were sent to coordinators at the relevant institutions for verification and feedback.

A summary of each of the eleven case studies follows. These include the key areas of correspondence between the institution and the Profile. Full versions of the case studies are available in Appendix 1.

Summary of case studies

1. CIEP, France

The Centre international d'études pédagogiques (CIEP) in Sèvres, France is a public institution, funded by the French state and a range of other organisations. It coordinates programmes and initiatives promoting the learning of foreign languages and French as a foreign or second language and develops and administrates internationally recognised tests in French language proficiency.

Its objectives are to facilitate European and international cooperation in language teaching and learning, to implement initiatives planned by the French Ministry of Education and to oversee projects related to foreign language teaching and learning such as the assistants' exchange programme.

This case study examines the role of CIEP in France as a facilitator of cooperation and exchange. It looks at how the institution functions as a coordinating body between the national ministry, foreign institutions and the European Union. It focuses in detail on a number of the projects run by CIEP dealing with links between courses, in-service education, and information dissemination.

Key links with the Profile

- The development and maintenance of the 'Primlangues' website for primary teaching in France.
- The joint organisation of the 'Franco-Britannique' programme linking French and British language specialist language schools.
- Promotion of the European Language Portfolio and the Common European Framework directly to trainee foreign language teachers in France.

Key issues related to implementation of the Profile

The flexible and coordinating nature of CIEP, linking the national ministry, educational institutions and the European Commission.

Strong infrastructure for promoting new European or French initiatives in language teaching and teacher education.

The ongoing attempts to improve internal cooperation between departments at the institution.

2. Open University, U.K.

The Open University specialises in distance-learning diplomas and degrees. Its trainee teachers study a PGCE in Modern Languages in French, German or Spanish or a combination of these. The course appeals to future teachers because of its flexibility and its sophisticated use of new learning environments and distance learning strategies.

The principal aims of this course are to promote flexible delivery of teaching and interactive learning through the use of new technologies. There are six entry points

throughout the year into the PGCE in Modern Foreign Languages, and trainee teachers complement their online learning with day schools at regional centres.

This case study examines the Open University's objectives to integrate theory and practice and stimulate reflective practice. It focuses on the role of the mentor in this process. In addition, it outlines the innovations in the use of new learning environments and assesses how the Open University strives to encourage its trainee teachers to be independent and self-evaluative.

Key links with the Profile

- The policy of linking theoretical issues in teacher education to specific classroom situations and trainee-centred activities, such as portfolio writing.
- The increased role of the mentor as a result of distance learning, including the Open University's materials for mentors to evaluate their own activities.
- The support the Open University provides for trainee teachers in ICT skills; trainee teachers' access to training in new learning environments, online forums and a 'treasure chest' of materials produced by peers.
- Specific education in the links between language, human rights and culture.

Key issues related to implementation of the Profile

- The flexible nature of the course, allowing part-time study and variable entry dates. In addition, the aim to make use of trainee teachers' previous experience through Needs Analysis and a number of entry levels.
- The Evaluation-Only route aimed at teachers whose existing teaching qualifications are not recognised in the UK. Evaluation involves Needs Analysis, online audits, teaching practice and the writing of a related portfolio, allowing teachers to qualify quickly and effectively.
- The wide range of trainee teachers the Open University attracts, especially mature students and those who have not taken conventional educational paths. More importantly, the effective use of the existing experience of such trainees.

3. Pädagogische Akademie, Innsbruck, Austria

The Pädagogische Akademie focuses on initial teacher education for primary, lower secondary and special needs, educating teachers of English, French and Italian, with special emphasis on English. It is at the centre of a number of teacher education programmes and networks in Europe.

The objectives of the Pädagogische Akademie are to promote the European dimension in language teacher education through mobility programmes and exchanges, to establish partnerships with European institutions, to give trainee teachers extensive experience of foreign languages and cultures, and to encourage experimental, innovative and learner-centred approaches to language learning.

This case study examines the Pädagogische Akademie's foreign language primary teacher education programmes, its mobility programmes, e.g. through Erasmus, its postgraduate European Teacher Programme and its involvement in the RIAC network (Regional Identity and Active Citizenship).

Key links with the Profile

- The wide involvement in EU initiatives such as Erasmus exchanges, Comenius 2 for the Mobile European Teacher (MET) programme and the function of the institution's European working group.
- The European Teacher Programme between the Pädagogische Akademie and UK institutions providing dual teaching qualifications.
- The emphasis on CLIL teaching through the medium of English.
- The RIAC network, sponsored by Comenius 3, raising awareness of regional identity and active citizenship issues.

Key issues related to implementation of the Profile

- The European Teacher Programme, especially issues surrounding funding and the time commitments of teacher educators involved.
- The issues involved in maintaining CLIL teaching, especially the factors affecting relationships with local primary schools.

4. St Martin's College, UK

St Martin's College offers a wide range of teaching degrees and qualifications for primary and secondary education in the UK. Its courses include flexible and modular degrees and joint qualifications recognised in France and Austria. Trainee teachers are offered education as French, German, Italian and Spanish teachers, or combinations of these. St Martin's College is introducing a new flexible teacher education qualification to attract future teachers with a diverse range of experiences and circumstances.

The aims of St Martin's College are to offer a wide variety of foreign language teacher education with an increasing degree of flexibility of delivery. The new flexible course capitalises on trainee teachers' previous professional experience through individual training plans for future teachers.

This case study focuses on the dual qualification foreign language teacher education programmes offered by St Martin's College and the PGCE-MFL. It outlines innovative strategies for integrating theory and practice, the organisation of trainee teachers' time abroad, and the highly organised framework for school-based teaching experience (*stage/practicum*).

Key links with the Profile

- Innovative integration of theory and practice through teaching trainee teachers Italian for two weeks at the start of their course.
- An emphasis on school-based practice, with a highly developed communications network between St Martin's College, schools and mentors, and the trainee teacher.
- The active promotion of peer observation and review through school-based practice.
- Increasing modularisation of the courses on offer, aimed at future teachers from different contexts.

Key issues related to implementation of the Profile

- The issue of funding periods abroad on the PGCE Maîtrise/HSQA.
- The promotion of peer cooperation during school-based practice.
- The extensive role of mentors in fostering cooperation and reflection between trainee teachers at the same school.
- The innovative training and employment of mentors.

5. University of Bremen, Germany

The University of Bremen offers secondary school language teacher education within the Department of English and American Studies. It also offers language teacher education for future primary school teachers. It is characterised by an interdisciplinary and practice-oriented approach to teaching and learning. Language teacher education at the University of Bremen is part of undergraduate studies and trainees can choose from a variety of specialisations (e.g. CLIL).

The objectives of the teacher education programmes at the University of Bremen are to offer trainee teachers a wide basis of subject knowledge and language teaching methodology before they undertake further specialised teacher education programmes at a separate institution. There is great emphasis on a high level of language proficiency developed through practical language classes and events.

This case study examines the five pillars of the undergraduate studies, looking at how the foreign language teacher education strand is integrated throughout. It focuses on how language teacher education forms a specialised part of a wider non-teaching degree by mixing core and add-on courses, cooperating with research initiatives at the university and including a wide range of cultural activities relevant to teacher education.

Key links with the Profile

- A high degree of comparative cultural studies specifically linked to foreign language teacher education, especially through CLIL teaching and learning.
- A four semester add-on education module in CLIL education making use of periods abroad or a local CLIL school. In addition, there is a CLIL for Primary Education programme aimed at trainee primary teachers.
- Systematic education in new learning environments and involvement in IDEELS (Intercultural Dynamics in European Dimension through Online Simulation), a programme used to develop intercommunicative skills.
- Culture awareness and extra-curricular cultural activities are prominent in the course.

Key issues related to implementation of the Profile

- The university's internal and external cooperation through IDEELS, EUFOR (European Research Consortium and Doctoral Programme) and INFORM (Institute for Foreign Language Teaching and the Advancement of Multilingualism).
- The integration of foreign language teacher education into a more general degree programme through a high proportion of add-on components.

6. University of Granada, Spain

The University of Granada offers two teacher education routes in the Department of Language and Literature within the Faculty of Education Sciences. One is a conversion course giving theoretical teacher education courses for secondary school, the other an integrated qualification for primary school teachers in English and French.

The objectives of foreign language teacher education at the university are to provide a firm foundation in the academic subject, educational didactics and school-based practice. The educators at the university stress the integration of teacher education with academic subject knowledge, and are at the forefront of developing new teaching materials for the education of future teachers in Spain.

This case study examines the foreign language teacher education for primary school teachers of English at the university. It outlines how school-based teaching practice is organised and monitored, the university's European and international networks, and the awareness of social, cultural and European dimensions of foreign language teacher education through use of classroom materials and resources.

Key links with the Profile

- The involvement of mentors in guiding and assessing trainee teachers during their school-based practice.
- The integration of academic subject learning with improving language competence and proficiency.
- The critical analysis of teaching materials in relation to cultural values and the European dimension.

Key issues related to implementation of the Profile

- The collaboration of teacher educators from the University of Granada with other Spanish universities in developing manuals for foreign language teacher education.

7. University of Jyväskylä, Finland

At the University of Jyväskylä, language teacher education is jointly organised by the Department of Languages, the Teacher Education department and the training school, with additional courses offered by the Centre of Applied Language Studies. The university provides education for primary and secondary school teachers. It has recently begun recruiting future teachers as direct access intakes who will focus on teaching foreign languages from the start of their courses. These integrated courses now run in parallel with courses in which students become trainee teachers at a later stage of their education.

The objectives of foreign language teacher education at the University of Jyväskylä are to integrate academic subject and the didactics of teaching, to offer a specialised teaching route and to promote particular strengths in teaching English for primary school education.

This case study examines how the courses at the university are coordinated by the different departments involved. It outlines how courses foster reflective practice through

the use of a portfolio for foreign language trainee teachers. In addition, it presents the university's involvement in the DIALANG project for foreign language assessment and describes the JULIET programme for specialised primary level teachers of English.

Key links with the Profile

- There is a strong integration of academic subject and school-based practice, especially in the JULIET programme, which offers four separate periods of school-based practice.
- The teaching portfolio develops critical approaches to teaching and learning by combining a training log, teaching materials, reflection on one's teaching philosophy and self-assessment.
- A highly developed course in language technology for language teaching and learning, including web editing and authoring.
- An active promotion of citizenship through the JULIET programme's involvement in charity and volunteer projects.

Key issues related to implementation of the Profile

- The University of Jyväskylä's planned language policy stresses the commitment to foreign language teaching and learning, especially through the use of new learning environments and the highlighting of intercultural issues.
- The numerous different departments that cooperate to provide the university's foreign language teacher education programmes.

8. University of Latvia, Latvia

The University of Latvia's Faculty of Education and Psychology offers an integrated foreign language teacher education degree as well as Master's programmes. The university also runs in-service courses for teachers of other subjects who want to qualify to teach English or German.

The university's objectives in foreign language teacher education include providing trainee teachers with extensive school-based teaching practice in a number of different schools. During this practice, trainees work closely with both university and school-based mentors. In addition, the university stresses the importance of team-work, interactivity and use of the target language in foreign language teacher education.

This case study examines the way in which the university's teacher education programmes highlight cooperative teaching and learning, peer observation and interaction and innovative classroom management and teaching practices.

Key links with the Profile

- The Observation Programme in which trainee teachers observe teaching in different schools, sometimes including their own former school, and if possible schools outside the capital.
- The systematised approach to mentoring, supported by the British Council in Latvia, involving 48 hours of mentor training.
- Continued development of language proficiency throughout the course.

- The interactive teaching methods coupling lectures and workshops including microteaching and similar strategies.

Key issues related to implementation of the Profile

The Adult Pedagogical Education Centre runs specialised two year in-service courses for teacher of other subjects who want to teach languages to primary and lower secondary learners.

There are still significant tensions between the approaches of teachers who adopt the more teacher-centred approach to education prevalent in the Soviet era, and teachers educated more recently in up to date teaching strategies and values.

9. University of Oslo, Norway

The University of Oslo's Faculty of Education has three departments, dealing with Teacher Education and Schools Development; Special Needs Education and Educational Research, as well as an interdisciplinary centre focusing on new media and communication technologies. The university offers a wide variety of courses in initial foreign language teacher education as well as a Master's in Educational Leadership and another in English as a Foreign Language.

The objectives of the university's foreign language teacher education programmes include promoting numerous routes into the teaching profession and conforming to the requirements of the Bologna process. Undergraduate routes allow the full integration of educational didactics and academic subject. There is also great emphasis on cultural issues in these language teacher education programmes.

This case study examines the variety of initial and in-service teacher education on offer at the university. It describes how courses promote intercultural perspectives and cultural awareness as part of foreign language teaching and learning. In addition, it outlines the promotion of independent learning strategies and innovative classroom techniques.

Key links with the Profile

- Liaison between educators in teaching didactics of different subjects;
- The promotion of reflective practice, especially through the online 'Learning Platform' allowing discussion and feedback on trainee teachers' work.
- The wide use of ICT and new learning environments, both in generating classroom materials and for personal organisation and research.

Key issues related to implementation of the Profile

- Many trainee teachers study two subjects in Higher Education.
- The language didactics educators in the Faculty of Education cooperate closely as a result of being in the same department.

10. University of Venice, Ca Foscari, Italy

The University of Venice offers two-year teacher education programmes through the attached SSIS (*Scuola di Specializzazione all'Insegnamento Secondario*) that specialises in secondary education. These are postgraduate courses for teachers to teach English, Russian, French, German and Spanish. In addition, there are in-service courses in a wide range of subjects including special needs education. The SSIS is an autonomous institution sharing a certain number of staff with the foreign language departments of the university.

The objectives of the SSIS at the University of Venice include offering a flexible delivery of teacher education programmes through the availability of online courses and tutoring. Courses strive to provide a framework for school-based teaching practice and to ensure a reflective process in the trainee teacher across the two years of education.

This case study examines, in particular, the role played by the supervisors, who are partly school teachers, partly university teachers, in the University of Venice's SSIS. Supervisors are responsible for organising mentoring and other elements of school-based experience, promoting the European dimension of foreign language teaching, and for leading practice-based workshops in parallel to the trainees' school-based practice. In addition, the case study outlines the strong framework for school-based practice and the ICT and new learning environment provisions.

Key links with the Profile

Academic subject and school-based practice are closely monitored and integrated through the trainee teacher's supervisor, who locates the right school for trainees, liaises with mentors and is responsible for the practice-based workshops relating to the school experience.

A strong framework for teaching practice includes a signed contract between mentor, trainee and teacher education institution.

A wide variety of online resources and teaching includes training for online tutors.

Key issues related to implementation of the Profile

The supervisors at the SSIS at the University of Venice would be crucial in promoting and implementing the Profile. Their role will perhaps become less significant in the light of recent reforms that organise academic subject and subject didactics education sequentially rather than parallel.

11. University of Warsaw, Poland

The University of Warsaw is involved with a number of teacher education programmes. The university's Centre for Foreign Language Teacher Training and European Education offers three year integrated Bachelor's programmes for primary and secondary foreign language teachers of English, French and German. The university's language faculties also offer a five year Master's with a teaching qualification, as well as a two year Master's for graduates from the Centre. They also oversee the degrees awarded by cluster teacher education colleges outside Warsaw.

The objectives of the courses on offer at the Centre for Foreign Language Teacher Training include giving trainee teachers a sound basis in language teaching methodology through innovative and interactive teaching methods, as well as educating trainees to be able to teach at every educational stage. The Centre's priorities include the European dimension of foreign language teaching, an ability to adapt teaching to the learning context and age range of learners, and a desire to provide trainees with the tools to develop professionally.

This case study examines the three colleges of English, French and German that constitute the recently formed Centre for Foreign Language Teacher Training and European Education. It looks at the reasons for the formation of the Centre, and its move towards embracing the European dimension of foreign language teaching. It also provides an overview of the different routes into teaching in Poland.

Key links with the Profile

- Academic subject and school-based experience are strongly integrated through interactive methodology seminars and the writing of a Diploma project in the trainees' third year, detailing lesson plans, learning objectives, teaching materials and learner response and feedback;
- A course of Teacher Advancement gives trainees an in-depth knowledge of the Polish curriculum and educational system, as well as informing trainees about professional development and the availability of in-service education;
- As a result of being educated to teach at all levels, many modules emphasise comparative and context-sensitive approaches to teaching and learning for different age ranges.

Key issues related to implementation of the Profile

- The formation of the Centre from three existing language colleges in order to give teacher education a broader platform within the university context;
- The educational system in Poland is composed of numerous different routes into teaching, not all of which have equal status.
- The cooperation between the three colleges of the Centre in terms of administration and teaching.

Summary of Case Study in relation to Profile

The following table presents the elements of the Profile on which each case study focuses. The left hand vertical column refers to the Profile item number detailed in Part II. The horizontal rows refer to each of the 11 case study institutions. This mapping illustrates clearly the frequency with which Profile items are exemplified by the case studies, although only the items on which case studies focus in some detail appear in the table.

Key to institutions

CIEP	Centre international d'études pédagogiques, Sèvres, France
OU	Open University, UK
PA	Pädagogische Akademie, Innsbruck, Austria
StM	St Martin's College, UK
B	University of Bremen, Germany
G	University of Granada, Spain
J	University of Jyväskylä, Finland
L	University of Latvia, Latvia
O	University of Oslo, Norway
V	University of Venice, Italy
W	University of Warsaw, Poland

Case Study	CIEP	OU	PA	StM	B	G	J	L	O	V	W
Structure											
1		■		■	■		■	■	■	■	■
2		■	■							■	
3		■		■		■				■	■
4		■		■		■		■		■	■
5	■		■		■				■		■
6	■		■						■		■
7	■		■	■		■				■	■
8					■					■	
9			■								
10	■									■	■
11										■	
12										■	
13				■							■
Knowledge and Understanding											
14			■	■				■	■	■	
15		■				■	■		■		■
16					■		■				
17	■	■					■		■		■
18	■	■	■		■					■	
19	■										
20			■								■
21											
Strategies and Skills											
22				■			■	■	■	■	■
23									■	■	
24			■								■
25		■			■		■		■		■
26		■			■		■		■		
27		■		■	■	■					
28	■										■
29				■		■		■			■
30	■				■					■	
31				■							■
32								■			
33			■		■				■		
34	■										
Values											
35		■		■	■	■					
36			■			■			■		■
37			■	■					■	■	■
38			■				■				
39	■				■	■					
40		■					■				

Analysis of case study correspondence with Profile Structure

This section gives an overview of how the Profile maps on to the case studies.

The Profile element most exemplified in this section was item 1, ‘A curriculum that integrates academic study and the practical experience of teaching’. Since the balance between theory and practice is crucial to language teacher education, nearly all case studies covered this element (since CIEP is not a traditional teacher education institution, this was an exception). Items less well covered were item 9, ‘A European level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility’ and item 12, ‘Training for school-based mentors in how to mentor’. These items are considered to be foundations for future innovation, and therefore exemplifications from the case studies were relatively limited. Item 13 ‘Close links between trainees who are being educated to teach different languages’ was little exemplified in the case studies since many institutions agreed it happened in practice but in an unsystematic way.

Knowledge and Understanding

In this section, item 14 ‘Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities’ clearly prevailed. In contrast, few institutions seemed to cover item 21 ‘Training in the theory and practice of internal and external programme evaluation’, many regarding other elements of language teacher education to be more important and maintained that item 21 was embedded in their teaching education programme.

Strategies and Skills

In this section, item 22 ‘Training in ways of adapting teaching approaches to the educational context and individual needs of learners’ had significant coverage, again largely due to the general nature of the item. Item 34 ‘Training in the use of the European Language Portfolio for self-evaluation’ was only exemplified in a limited way because many institutions mentioned the ELP to trainees but did not implement its use. Although the use of portfolios in general was common, specific reference to the European Language Portfolio was rare.

Values

In this section overall, items had fewer case study exemplifications than other sections of the Profile. This is due largely to the fact that many institutions covered items under ‘Values’ implicitly, without specific signalling of this to their trainees. Although there was a strong will to address these topics in many cases, institutions rarely had an explicit framework for doing so. In this section, item 37, ‘Training in the importance of teaching and learning about foreign languages and cultures’ was covered most often. Coverage of item 40, ‘Training in the importance of life-long learning’ was limited owing to the general nature of the item.

Key issues in European foreign language teacher education

In the course of comparing the teacher education programmes of the case study institutions with the Profile, a number of common issues became apparent. A brief summary of these follows:

In-service education

National policies on in-service foreign language teacher education vary greatly from one case study to the next.

In-service education is:

- Often non-compulsory;
- Unsystematically organised through a mixture of public and private institutions;
- Often reliant on the contributions of particular individuals at a teacher education institution being willing to promote and encourage it for their trainee teachers.

Framework for school-based teaching experience

This can vary greatly according to the teaching institution. At some institutions, the responsibilities and duties of teacher educator, institution, mentor and trainee are clearly outlined. In others, these areas are less specifically defined. A clear framework for school-based practice is an important element of foreign language teacher education.

Mentoring

While mentoring plays a role in the school-based teaching practice of almost all institutions studied, the role of the mentor is not always clearly defined. Good examples of the education of mentors exist, but this is an area that would benefit from further development.

Time spent abroad

Time spent abroad varies greatly from one institution to the next. The main factors affecting this include:

- Funding problems;
- Difficulties in establishing exchanges, largely dependent on the language spoken in the country (English is highly in demand, other languages less so);
- Apparent lack of interest amongst trainee teachers.

European dimension

Most institutions signalled their enthusiasm for the European dimension of foreign language teaching and learning. However, almost all suggested that this is done unconsciously. Good examples exist of institutions integrating the European dimension into their teacher education programmes, but this is an area that could be further developed.

New Learning Environments

Awareness of new learning environments is fundamental in creating a flexible and modular course delivery and for classroom and personal use. Factors affecting the varying provision of education in these areas mainly involve questions of funding, space, and qualified teachers to teach trainees.

Communication between Departments of Education and Departments of Modern Languages

A frequent lack of cooperation is evident between Departments of Education and those concerned with Modern Languages. One factor is the low esteem in which language teaching methodologies are sometimes held. Integrated study of the academic subject and teaching methodologies benefits from cooperation and communication between Education and Modern Languages departments.

Educational reforms and the Bologna Process

Many of the case study institutions are in a transitional phase, either as a result of convergence with the Bologna Process, or through internal re-organisation of language teacher education. Occasionally, as in Italy, there are concerns about the effects that Bologna-related reforms will have on existing language teacher education provision. Attitudes to the Bologna Process vary, with some institutions keen to adopt measures to conform with it, and others much less responsive.

Political contexts

Judging from the case studies based in Poland and Latvia, the historically recent change in the political climate after the end of the Soviet Union still plays a role in foreign language teacher education today. This occurs on two levels: first, a tension between different generations of teachers who have conflicting ways of teaching; second, the speed at which reforms were introduced in the early 1990s has produced its own problems. In addition, countries from such political contexts are sometimes more wary than others about measures being imposed by a centralising organisation like the European Commission. For these reasons, among others, the voluntary nature of the Profile needs to be strongly underlined.

Language teaching and learning for special purposes (vocational and professional)

Many people learn languages for vocational and professional purposes. However, relatively few programmes in language teacher education offer specialised courses in this area. The Profile has highlighted areas in which a focus on vocational and professional reasons for language learning could be integrated into language teaching. Important ways of doing this include trainee teachers being taught to be aware of their learners' learning contexts, asking learners for feedback about their reasons for language learning, and encouraging trainee teachers to think about forming networks outside the school context with local businesses and organisations.

Part IV

Summary of Delphi Study

Summary

This part outlines the Delphi study's methodology and presents its main findings. The Delphi study is an iterative questionnaire-based research method. This part presents the three iterations of the study, explains the key areas that emerged from the research process, and indicates how the research findings were used in compiling the Profile.

Introduction

The Delphi study is a three stage iterative questionnaire-based research technique. It seeks to establish consensus from a group of selected experts without them ever having to meet.

The aim of the study was to determine the priorities for language teacher education in Europe. Accordingly, the participants were asked how they would like to see teacher education improved in their country with particular reference to content, structure and the organisation of the training. They were then asked how they thought language teacher education would be developed with increased cooperation at a European level.

There were two main objectives of the study. First, to establish which elements of teacher education the participants saw as fundamental and which should be incorporated into the content of every education programme, either at a national or European level. Second, to consult with the participants and determine what they saw as the key issues and limitations of their national systems. Equally, the study aimed to find out what they saw as their national system's strengths and examples of good practice that could be encouraged elsewhere.

The information gathered by the Delphi study has been used to support the European Profile for Language Teacher Education. In some instances it has added items to the Profile and it has justified the inclusion of many others.

Methodology

The Delphi technique is a useful evaluative research tool for generating both qualitative and quantitative results. It was developed by the Rand Corporation in the 1950s and was originally used as a planning tool for public sector organisations (Delbecq et al, 1975).

The Delphi technique seeks to involve a panel of experts in the active generation of ideas and problem solving but avoids some of the obstacles that can be associated with focus group meetings. Since the participants do not meet during the course of the study, there is no risk of any one participant's ideas being suppressed as a result of intimidation caused by perceived differences in status. This also avoids any one participant dominating proceedings, which can often be the case in focus group sessions.

Since the panel can work on their answers in their own time and at their own speed, the ideas generated by a Delphi study are very focused and considered. This is another advantage over a focus group meeting, which can only operate within a given time frame.

Finally, since the study is conducted by correspondence, the logistical problems and costs of gathering a group of experts are also avoided.

Procedures of the Study

The first round of the questionnaire asked participants to respond to four broad, open questions. These asked the participants to think about how the structure, the curriculum content and the organisation of teacher education in their country could be improved and what benefits they could foresee from greater European cooperation in this arena.

From the responses of the first round, the research team selected pertinent statements. These were collated and merged into 36 statements organised in eight broad categories. The participants were asked to grade each of these on a scale from 1 to 5 and add

comments about the idea itself and the formulation of the statement. The mean values and standard deviations were calculated for each element; this meant they could be put in order according to the amount of support they received.

In the third round 18 elements, which had a mean value of greater than four, but a standard deviation less than one, were reformulated, following the suggestions of the participants and then presented to them again. Participants were once more required to grade these and comment on them.

First Iteration

The first iteration of the study required the participants to answer the following four questions:

1. Thinking about the structure of language teacher training, especially the length and timing of courses and the modes of delivery (in-service and initial), how do you think it could be improved in your country?
2. Thinking about the curriculum content of language teacher training, including the balance between theory and practical experience, how do you think it could be improved in your country?
3. Thinking about the organisation of language teacher training, especially the institutions that are involved in different ways in providing it, how do you think it could be developed in your country?
4. In what ways do you think that increased cooperation at a European level could further enhance language teacher training in your country?

The participants were asked to answer each question in as much detail as possible. They were also asked to state carefully the context of their comments and ideas and to indicate clearly when they were drawing examples from their national situation.

Analysis of First Iteration

In their responses to the first round questions, each participant wrote up to a page of their ideas. It was the task of the research team to identify the significant points and ideas to be formulated into the elements for the second round.

Given that the general aim of the study, and the project as a whole, was to develop a European Profile for Language Teacher Education, the research team concentrated on comments that were not nationally specific or politically sensitive.

From the four broad questions, a total of approximately 80 different ideas were established. This was clearly too great a number to be considered by the participants in the second round. In order to reduce the volume of initial ideas into a more manageable number, similar statements were first grouped together into categories.

These categories were:

Language Awareness and Competency
Curriculum and Syllabus Content
ICT

Mobility
European Collaboration
Networking
Quality Assurance and Accreditation
Trainers and Mentors

Once the categories were established, it was easier to see where there was overlap between the different ideas and where ideas could be synthesised to form one comprehensive statement. This process reduced the number of elements to be presented to the participants in the second round to 36. The research team felt that this number of elements would generate enough information in each of the eight categories to be useful to the project as a whole, but would not be unmanageable for the participants.

Within the eight categories, the elements were assigned a letter. This was purely for administrative purposes and does not reflect any sort of order or priority.

Second Iteration

The second iteration of the Delphi study asks participants to prioritise the ideas from the first round and to comment with some precision on the statements made.

The panel was presented with the 36 elements gathered in the first round. These were as follows:

1. Language Awareness and Competency

- a. Comparative aspects of the mother-tongue and foreign language should be taught during initial teacher training to improve learning outcomes.
- b. Theories of language learning and acquisition should be taught during initial training.
- c. Initial language training should include courses in language proficiency and the trainee's language competency should be assessed with reference to the Common European Framework.
- d. The same level of language competency should be reached by all trainee language teachers regardless of whether they intend to teach primary, secondary or post-compulsory levels.

2. Curriculum and Syllabus Content

- a. Courses should integrate the academic subject, practical training and the application of pedagogical theory.
- c. Training should include courses on European educational systems so language teachers can introduce learners to different academic traditions and be a source of information when students travel abroad.
- d. Trainee teachers should be given the freedom to experiment with various teaching and learning models rather than sticking with one methodological approach.
- e. New teachers should be encouraged to keep a 'learning diary' as a tool for reflection on their experiences.
- f. Training should emphasise the importance of action research.

3. ICT

- a. In-service training should be offered on ICT specific to language learning to keep teachers up to date with new technologies.
- b. A portfolio in which teachers can record their ICT experience should be developed.

c. A balance between self-study and classroom activities should be established in ICT and general training.

4. Mobility

a. Trainees should be encouraged to spend some time observing or teaching during their initial training in a region or country where the target language is spoken.

b. Teachers should be encouraged to spend some time teaching or following courses abroad as part of their in-service training.

c. European wide projects to exchange teaching materials should be encouraged.

5. European Collaboration

a. Language teacher trainees should be encouraged to foster international networks for the exchange of ideas and information. This could be done virtually through a website

b. More courses need to be developed which train students of different European countries together.

c. A teacher should be recognised for their participation at a European level.

d. There should be harmonisation at a European level concerning continuing education and life-long learning.

e. There should be cooperation at a European level to standardise the provision of in-service training.

f. A certain set of components could be decided, and those countries which meet these conditions would formally recognise each other's professional qualifications.

6. Networking

a. Stronger links need to be established between educational institutions, schools and in-service training providers.

b. Training should encourage closer links between trainee teachers of different languages.

c. Close cooperation is necessary between Departments of Modern Languages and Departments of Education within the university.

d. Newly qualified teachers should remain in contact with their university/educational institution to receive systematic in-service guidance and support.

e. Schools should play a central and effective role in the provision of in-service training for their teachers.

7. Quality Assurance and Accreditation

a. A validated European system of quality assurance should be developed to which national training systems can refer.

b. A general European framework of reference for the training of language teachers should be implemented and serve as a standard for curriculum and syllabus design.

c. Training should lead to the acquisition of recognised external certificates.

d. Admission requirements for initial teacher training should be standardised at a national and European level.

e. Assessment should focus on professional situations where a trainee has the opportunity to display their competencies.

f. A variety of evaluative techniques should be used to assess trainee teachers.

8. Trainers and Mentors

a. School-based mentors should receive training on how to mentor.

b. More emphasis should be placed on the training of trainers.

c. Contacts between trainers should be formalised and more frequent.

For each of the elements the participants were required to perform three tasks. First, they graded each one from 1 to 5 on a Likert scale according to how important they viewed it in language teacher education. To back this up, and to highlight any areas of confusion, they were then asked to mark each element as 'optional', 'desirable' or 'essential'. The participants were asked to limit the number of elements they marked as 'essential' to ten. This was to ensure that they really prioritised the elements and considered each one carefully. We then asked them to comment on each element, giving justifications for their grading and identifying any further points, any elements which could be merged or areas which needed clarification.

Analysis of Second Iteration

Having received the questionnaires, the research team carried out three stages of analysis. For each element, we calculated the mean value of the ratings from Likert scale and then the standard deviation. This meant that we could put the elements in a clear order according to the amount of support they received. Once again, the choice of 'essential', 'desirable' or 'optional' served to reinforce the Likert scale. We then looked at the comments the participants had attached to their responses. The comments would often support the grading of a particular element or give examples of why it is not important/very important according to the individual's own professional experience. The participants' comments also highlighted where they disagreed with the wording of an element or felt that it was a repetition of another element.

Third Iteration

Since the aim of the Delphi study is to reach consensus among the participants and enable them to focus their attention on the elements which are the priorities for language teacher education in Europe, it was decided that in the third iteration the panel would only comment again on those elements that received the most overall support in the second round.

To this end, the research team concluded that only the elements with a mean value greater than four and a standard deviation less than one would be carried forward to the next round.

There were 18 items which met these criteria. These were reformulated according to the participants' comments. Once again, for administrative purposes, the elements retained the same numbering and took the same sub-heading as in the second round. The 18 elements are as follows:

1. Language Awareness and Competency

- b. Theories of language learning and acquisition should be taught during initial language teacher education.
- c. Initial language teacher education should include a course in language proficiency and trainee's language competency should be assessed with reference to the Common European Framework.

2. Curriculum and Syllabus Content

- a. Courses should integrate the academic subject, practical training and the application of pedagogical theory.
- d. Trainees should be given the freedom to experiment with various teaching and learning models rather than sticking to one methodological approach.
- f. Language teacher education should emphasise the importance of action research.

3. ICT

a. In-service education should be offered on ICT specific to language learning to keep teachers up to date with new technologies.

4. Mobility

a. During their initial teacher education, trainees should be encouraged to spend some time, possibly observing teaching, in a region or country where the target language is spoken.

b. Teachers should be encouraged to spend some time teaching or following courses abroad as part of their in-service education.

5. European Collaboration

a. Language teachers should be encouraged to foster international networks for the exchange of ideas and information. This could be done virtually through a website.

f. Certain elements which are fundamental to all teacher education programmes should be identified. The inclusion of these elements in a teacher education programme would allow it to be professionally recognised throughout Europe.

6. Networking

b. Language teacher education should encourage close links between trainees who are training to teach different languages.

c. Close cooperation is necessary between Departments of Modern Languages and Departments of Education within the university.

e. Schools and educational institutions should collaborate to provide effective in-service education for teachers.

7. Quality Assurance and Accreditation

a. A validated European system of quality assurance should be developed which, while taking into account the specific requirements of individual countries, would act as a frame of reference for national teacher education systems.

e. Assessment should focus on professional situations and a variety of different evaluative techniques used to enable trainees to display their competencies.

8. Trainers and Mentors

a. School-based mentors should receive training on how to mentor.

b. Greater emphasis should be placed on the ongoing education of trainers.

c. Contacts between trainers should be formalised and more frequent.

In the same way as in the second round, participants were required to grade each element on a Likert scale, one being 'not very important' and five being 'very important'.

With each element, the participants were also presented with a supporting comment. This was taken from the comments offered by the participants in the second round. The supporting comment served to expand further on the element, giving a full definition of it and reasons for its inclusion. Participants were asked to comment on the clarity and feasibility of each element. Although it was not specifically required, many of the participants referred to the supporting comments in their responses. This was in fact helpful in contextualising their answers. In some cases, it also meant that the participants were able to comment with more specificity and depth.

Conclusions and Implications

Statistical analysis over the second and third rounds has allowed the elements to be viewed in terms of their stability and consensus.

Since all the elements scored relatively highly over the course of both rounds, for the purposes of this report, consensus should be defined in the following way:

Over two thirds of the participants have marked the element as ‘very important’ over the course of the two rounds.

To examine the stability of the participants’ opinions we must look at how the way they graded elements changed between the second and third iterations. For the purpose of this report, stability is defined in the following way:

Between the two rounds, the percentage of participants who have marked an element as ‘very important’ does not change by more than two thirds.

There were five elements for which there was consensus and which were stable according to the above criteria. These were:

- 8a. School-based mentors should receive training on how to mentor.
- 1b. Theories of language learning and acquisition should be taught during initial language teacher education.
- 2a. Courses should integrate the academic subject, practical training and the application of pedagogical theory.
- 4a. During their initial teacher education trainees should be encouraged to spend some time, possibly observing teaching, in a region or country where the target language is spoken.
- 2d. Trainees should be given the freedom to experiment with various teaching and learning models rather than sticking to one methodological approach.

The qualitative data gathered from the Delphi study has been used to support the items of the European Profile for Language Teacher Education that deal with similar areas.

In addition, there are a number of Delphi elements that did not appear in the original Profile. These are:

- 8a. School based mentors should receive training on how to mentor.
- 7e. Assessment should focus on professional situations and a variety of different evaluative techniques used to enable trainees to display their competencies.
- 8b. Greater emphasis should be placed on the ongoing education of trainers.
- 6c. Close cooperation is necessary between Departments of Modern Languages and Departments of Education within the university.
- 6e. Schools and educational institutions should collaborate to provide effective in-service education for their teachers.
- 1c. Initial language teacher education should include a course in language proficiency and trainees’ language competency should be assessed with reference to the Common European Framework.
- 6b. Language teacher education should encourage close links between trainees who are training to teach different languages.

These elements have been further refined and included or integrated into the Profile.

Part V

Glossary

Summary

This part presents the glossary of key educational terms used throughout the report. Most of the terms have been defined specifically in relation to the education of foreign language teachers.

Glossary

A

Accreditation

The approval of an education programme or course by an authorised accreditation body. The programme or course in question meets the agreed standards of the accrediting body, leading to formal recognition.

Action research

Action research is a systematic inquiry carried out by teachers to improve a specific aspect of practice and make it public to enable scrutiny and testing. It is a cyclical process that has been outlined as (1) identifying an issue or problem to study; (2) gathering and reviewing related information; (3) developing a plan of action; (4) implementing the plan; (5) evaluating results; and (6) repeating the cycle with a revised problem or strategy derived from what was learned in the first cycle. Action research benefits from feedback from the researcher's colleagues. The process is primarily undertaken by teachers for their own professional development and what happens to the data produced should remain the prerogative of the researcher. The process may lead to the answer to a question, but other important outcomes include creating a dynamic teaching environment whereby the research process itself improves teachers' professionalism, critical skills and creative engagement with teaching, as well as suggesting new action research areas.

Assessment

The range of written, oral and practical tests, as well as projects and portfolios, used to determine a learner's progress. These may be used by learners to monitor their own progress, or by an institution to decide whether a course or module has been completed successfully.

Assessment scales

The *Common European Framework of Reference for Languages* (CEF) outlines a series of assessment scales that are, in descending order, C2 (Mastery), C1 (Effective Operational Proficiency), B2 (Vantage), B1 (Threshold), A2 (Waystage), A1 (Breakthrough). Summary definitions of the scales are as follows:

C2: Can understand with ease virtually everything heard or read.

C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning.

B2: Can understand the main ideas of complex text on both concrete and abstract topics.

B1: Can understand the main points of clear standard input on familiar matters.

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance.

A1: Can understand and use familiar everyday expressions and very basic phrases. For full details, refer to the CEF.

Autonomy

Linked to independent learning, autonomous learning refers to the learner's ability actively to pursue learning strategies outside an institutional context. It also refers to the ability of groups of learners to use learning strategies without an educator's guidance, thinking laterally and critically about new issues using acquired learning skills.

C

Classroom management

The management of learners' behaviour and activities to help structure relationships that support learning. In addition, the negotiation of classroom codes of conduct.

CLIL (Content and Language Integrated Learning)

The integrated learning of language and content in situations of bilingual or multilingual education. In such situations, there may be two or more languages of instruction - one being the usual language of the learning context. Other terms used in English include 'content based language learning', 'content based language instruction' and 'language enhanced content teaching'.

CLIL teacher

A teacher who teaches another subject (such as history, biology, geography) through the medium of a foreign language. CLIL teaching is already widespread in several countries such as Austria. CLIL teaching often takes place effectively without specific initial and in-service education in this area, but CLIL teachers may benefit from additional education in CLIL teaching methodology.

Common European Framework of Reference for Languages (CEF)

Developed through a process of scientific research and wide consultation, the CEF provides a practical tool for setting clear standards to be attained at successive stages of language learning. The Framework provides a basis for the mutual recognition of language qualifications, facilitating educational and occupational mobility. The Profile uses the definitions found in the CEF as far as possible.

Competence

A knowledge, skill, ability, personal quality, experience or other characteristic that contributes to a teacher's capacity to teach effectively. More generally, the ability to carry out a task or resolve a problem in a professional context by bringing acquired skills and knowledge to bear.

Continuous assessment

A form of learner evaluation that occurs over the course of a period of education. It aims to give those assessed a wide range of opportunities to demonstrate their abilities and learn from one assessment exercise to the next. It allows educators and teachers to chart progress and improvement more clearly.

D

Diploma supplement

A document attached to a higher education diploma to provide a description of the nature, level, content, context and status of a course of study successfully completed by the qualification holder. The Diploma supplement increases the international transparency as well as the academic and professional recognition of qualifications. It should be free from value judgements and equivalence statements. One of the six main goals of the Bologna Declaration is the implementation of the Diploma supplement to help develop a system of easily readable and comparable degrees.

E

ECTS

European Credit Transfer System. A system allowing university students to be credited for studies undertaken in a number of different institutions. It aims to promote student mobility. According to the ECTS, the workload of one academic year equals 60 credits. The ECTS is guaranteed by explicit agreements between the home and host institutions.

Enrichment

This refers to the general empowerment of learners through a teaching process that deepens their knowledge, skills and sense of identity.

Europe

For the purposes of the Profile, Europe refers to all 25 countries of the enlarged European Union, as well as Bulgaria, Croatia, Romania and Switzerland and the EFTA/EEA countries of Iceland, Liechtenstein and Norway.

European citizenship

European citizenship refers to the roles, rights and responsibilities of European citizens and their governments. It is based on a belief in a political community that encourages people to participate effectively in democratic processes.

European Language Portfolio (ELP)

A document allowing learners to record and reflect on their language learning and cultural experiences. The ELP contains a regularly updated language passport and a grid in which learners describe their language competences according to common criteria accepted throughout Europe. There is also a detailed language biography describing the learner's experience of a number of languages, designed to guide him/her in planning and assessing progress. Finally, a dossier with examples of personal work illustrates the learner's language competences.

European Language Teacher

A term used in several teacher and education programmes and developed by the first Directorate-General for Education and Culture/University of Southampton project (2002). It refers to a future category of teachers who think of themselves as 'languages teachers' rather than single language teachers (e.g. 'teacher of Polish'). 'Languages teachers' learn and teach through the concept of plurilingualism, and emphasise pluricultural approaches to language learning. Such teachers would receive specialist education in the European dimension and values of language teaching, and would have a high degree of mobility throughout Europe.

Evaluation

The process by which the quality or level of a learner's skill, knowledge, competence or ability is ascertained.

F

Frame of Reference

A clearly organised and structured document providing guidelines and points of reference. Its key characteristics are comprehensiveness, accuracy and flexibility. It is especially adapted to its users' needs and is often the result of a consultative process.

I

ICT (Information and Communication Technologies)

Equipment such as computers, the Internet, CD-ROMs and other software, radio, television, video and digital cameras. Teachers can use these tools to support their work. ICT refers to learning about new technologies and how to make the most effective use of them for personal, pedagogical and administrative purposes.

Initial teacher education

Usually organised by a university, this is the main educational process towards becoming a teacher. It involves deepening knowledge of an academic discipline, extended periods of learning about the didactics and methodology of teaching, and a period of teaching observation and practice in a school or college.

In-service teacher education

Courses designed to keep teachers up to date with the latest developments in their field. It aims to improve teachers' professional and management skills, expertise and competence.

Integration

This refers to developing an integrated delivery of the different elements of teacher education courses. One of the key issues for integration is the period of classroom-based teaching practice, which should take place alongside studying the academic subject and pedagogical methods and methodologies.

Intercultural education

Intercultural education promotes a dynamic relationship between cultures. It allows learners to experience and understand cultures from a number of perspectives. It deals with issues such as cultural difference and diversity, human rights, anti-racist education, pluralism within a democratic framework, migration, minority and refugee issues. It has particular implications for language policy, curriculum and classroom organisation, and school development (Cf multicultural education).

L

Learner

The term 'learner' has been used throughout the Profile to encompass a number of similar terms such as 'student', 'pupil' and so on. In some cases, it also refers to language trainee teachers themselves.

Learning outcomes

Statements outlining what a learner is expected to know, understand and be able to demonstrate after completion of a learning process. Learning outcomes designate the achievements of the learners rather than the intentions of the teacher.

Learning to learn

This refers to the way learners develop effective study skills and strategies allowing them to approach learning systematically and independently. It deals with the key areas of context-analysis, time-management, self-confidence and organisation. It involves the acquisition of skills, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to learning.

Lesser-taught languages

These languages are also referred to as 'lesser-spoken languages' and 'less widely-used languages'. In the European context, 'lesser-taught languages' refers to the languages spoken by over 40 million minority languages speakers in EU member states.

Life-long learning

Life-long learning refers to the growing need for individuals to continue developing their knowledge and skills throughout their life. It deals with developing learning networks, fostering basic skills, career development, giving learners access to learning paths and encouraging online learning. In addition, it highlights the need for learning strategies to be an integral part of language learning.

M

Mentor

Usually an experienced classroom teacher who has been assigned to a trainee teacher and has agreed to act as a first point of reference for them during their classroom-based practice. The mentor should be prepared to advise and support the trainee both professionally and personally. A key area of development in language teacher education is the further education of mentors.

Methodological enhancement

A process that usually occurs during in-service education. Methodological enhancement aims to develop skills in action research, reflective practice, educational administration, leadership and mentoring.

Methodology

There are many ways in which foreign languages are currently learnt and taught and the present Profile does not promote one particular language teaching methodology over another. General methodological approaches to language teaching include: direct exposure of learners to authentic use of the target language through speaking, writing, reading or listening; direct participation in communicative interaction with competent target language speakers; through self-study; through explanations, presentations, exercises and exploitation activities or a combination of these.

Methods

The range of tactics and strategies teachers employ to achieve learning outcomes. Examples include role-play, group work, peer-assisted learning and use of new learning environments.

Multicultural education

A descriptive term to refer to the co-existence of a number of different cultural perspectives in the classroom. It differs from intercultural education, which stresses the dynamic interaction between cultural perspectives. Multicultural education refers to the different national, ethnic and linguistic groups found in the learning context (Cf intercultural education).

Multilingualism

The knowledge of a number of languages, or the coexistence of different languages in a given society. It may be attained by diversifying the number of languages on offer in a school or educational context, by encouraging learners to learn more than one language, or by reducing the dominant position of English in international communication.

N

Networking

Networking involves developing contacts and opening communication channels between individuals, schools, education institutes and other organisations both at home and abroad.

New Learning Environments

This refers to the impact of new technologies and increased learner and educator mobility on learning processes. Learners now have access to computer networks, email and the Internet, and language departments often have multimedia centres for self-study. New learning environments include interaction and communication with native speakers of the target language. Another characteristic of new learning environments is that they often situate language learning outside traditional classroom settings.

P

Peer observation

A strategy common in teacher education in which trainee teachers are encouraged to observe, discuss and analyse the ways their peers apply learning and teaching skills. The value of peer observation is that it encourages trainees to work as part of a team and to be open to different approaches to learning and teaching.

Peer review

Following on from peer observation, peer review aims to develop trainee teachers' and learners' abilities to evaluate, assess and give constructive feedback to their peers. The aims are to promote a cooperative and team-working attitude in trainees and to introduce them to different teaching methods, styles and teaching identities.

Personal evaluation

The process by which learners monitor their own learning process over a period of time. One informal way of doing this is through a learning diary that records successes and problems in the classroom, allowing trainee teachers to detect patterns and capitalise on successes.

Plurilingualism

Plurilingualism differs from multilingualism, which is the knowledge of a number of languages. The plurilingual approach emphasises the fact that a person's experience of language expands from home to his/her own social context and then to other people's languages. Through plurilingual approaches to language learning, people do not keep languages and cultures in distinct categories but understand how they interrelate and interact.

Practicum

This term refers to a period of practical experience undertaken during teacher education and is used synonymously with school-based practice throughout this report.

Programme Evaluation

Programme evaluation, similar in some ways to quality assurance and quality enhancement, verifies and checks that pre-agreed standards are being met. Programme evaluation suggests an assessment of programme quality that is critical but not judgmental. In this context, quality is a process not a state.

Primary level language teacher

A teacher who has had specific education in teaching foreign languages at a primary level. The language level a primary school teacher requires depends on the context and the group of learners. Primary level language teachers should receive specialised education in language teaching pedagogy.

Profile

A profile outlines a set of characteristics or a type of activity relating to members of a certain group. It often refers to individuals rather than to a set of abstract or general categories. The term 'profile' has been employed in the context of this project because it relates to the experiences, skills and knowledge that foreign languages teachers develop through their teacher education programmes.

Q

Quality assurance

A way of monitoring and evaluating teacher education which focuses on curriculum design, teaching, assessment, learner progress and learning resources. It aims to ensure that certain expected and agreed standards in language teacher education are met.

Quality enhancement

Quality enhancement differs from quality assurance in that its aim is to identify, disseminate and facilitate good practice and to support innovation. It emphasises that quality is a continuous and dynamic process. It stresses the collective involvement of academic practitioners, support staff, and learners' representatives.

R

Reflective practice

This teaching strategy involves teachers reflecting *in* action (while doing something) and reflecting *on* action (after they have done it). The aim is to engage in a process of continuous learning that enables teachers to frame the problems they encounter and make sense of new situations by identifying familiar elements in them.

S

School-based experience

Often referred to as 'teaching practice' or simply as 'practice', school-based experience refers to the period of time trainee teachers spend in a school or schools, most frequently during their initial teacher education. Trainees can spend this time observing, teaching or carrying out research for educational projects related to their programmes. It also involves liaising with mentors and other teachers at the school, as well as cooperating with other trainee teachers. Other activities common in school-based experience include peer observation and review, extra-curricular activities, teaching learners whose mother tongue is not the native language or who have special educational needs.

Secondary level language teacher

A teacher who specialises in secondary level language teaching and who has received specific training for this age group. The age at which secondary schooling begins is dependent on national contexts.

Self-evaluation

This is also known as personal evaluation. It involves learners identifying standards and criteria that apply to their work and making judgements about the extent to which they

have met them. It can be expressed in various forms such as a learning diary or portfolio of evidence and experiences.

Special educational needs

This refers to the needs of learners who have learning difficulties, disabilities or exceptional abilities that significantly affect their access to the curriculum. Such learners often require extra support from teachers and others.

Stage

This French term is used to describe a period of practical work experience or an internship.

In the case of the CIEP case study within this report, *stage* refers to short-term in-service courses run during the school vacations, attended by practising teachers.

Stagiaire

This French term refers to a trainee or an intern undergoing a period of practical work experience or an internship. In the case of the CIEP case study this term refers to a practising teacher following an in-service course.

T

Teacher education

The term ‘teacher education’ is used throughout the Profile, instead of ‘teacher training’, to highlight a process that goes beyond acquiring a set of skills and competences. ‘Teacher education’ puts considerable emphasis on values and attitudes as well as theoretical understanding and practical skills. It comprises both initial and in-service teacher education.

Teaching and learning about cultures

This term has been used in the Profile to highlight the fact that teaching and learning about cultures are cyclical processes. It underlines the sensitivity with which teacher educators and teachers should approach cultural issues.

Team-teaching

Team-teaching is a pedagogical technique that shifts the role of teaching from the individual to a team. It emphasises collaboration and cooperation and has the advantage of exposing learners to different teaching approaches. It allows teachers to evaluate and assess each other more effectively.

Team-work

The aim of team-work is to encourage cooperation, coordination, exchanges, mutual support and self-evaluation. It develops commonly understood procedures and attitudes.

Theory and practice

In teacher education, there has traditionally been a division between theory and practice. Theory refers to the set of general principles of teaching and learning most often developed as a result of academic research and investigation. Practice refers to the actual process of teaching and learning in the classroom. The present Profile is part of a much wider attempt to bridge the gap between theory and practice, partly by encouraging teachers to engage in forms of classroom research themselves, and partly by encouraging academic researchers to make their theoretical work more accessible to non-specialists.

V

Values

In the context of the Profile, ‘values’ refers to the attitudes that foreign language teachers are expected to share and promote in the course of their teaching. Many of the values in question refer to the development of a responsible, democratic and participatory involvement in society, especially within a wider European context. Such values include respect for difference, open-mindedness and a spirit of cooperation.

W

Workshop

A supervised session in which learners work in groups on specific tasks or issues in an active and cooperative way, receiving assistance and direction when needed.