



# Teacher competencies for the modern classroom

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**Future of English Language  
Teaching Conference** **ONLINE**



# Overview



- Teacher Competencies and Frameworks
- Contextual Changes
- Implications



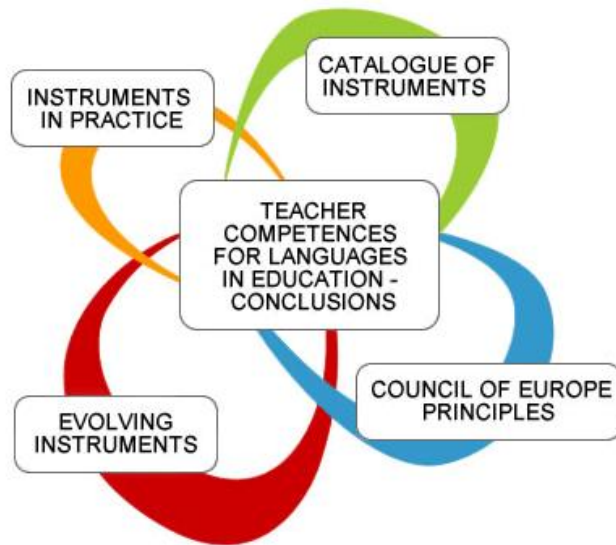
# Competency Frameworks



## A guide to teacher competences for languages in education



How do existing tools and publications define and present language teacher competences? How are these tools used in practice, and which competences could be highlighted in future instruments? This website offers a comprehensive guide to teacher competences for language in education.



[www.ecml.at/guidetoteachercompetences](http://www.ecml.at/guidetoteachercompetences)



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A guide to teacher competences for langua...

### A GUIDE TO TEACHER COMPETENCES FOR LANGUAGES IN EDUCATION



LUKAS BLEICHENBACHER



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## Eaquals Framework for Language Teacher Training & Development

The Eaquals Framework is a compendium of descriptors of the knowledge and skills needed by foreign language teachers, covering aspects of planning, teaching, assessment competences, language, culture and professionalism.



English

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## European Portfolio for Student Teachers of Languages (EPOSTL)

EPOSTL is a portfolio for the self-assessment of didactic competences of student foreign language teachers.



English French German Spanish Greek  
Hungarian Italian Lithuanian Romanian Russian  
Arabic Japanese

[View details](#)

## Cambridge English Teaching Framework

The Framework is provided as a tool to enable teachers of English as a foreign language to assess and plan their own professional development, and relate this to Cambridge English's qualifications for teachers of English and for English as a foreign language.



English

[View details](#)

## European Profile for Language Teacher Education

A framework for evaluating and enhancing the quality of initial teacher education courses for foreign language teachers in Europe that focuses on knowledge and understanding (8 areas), strategies and skills (13 areas), and values (6 areas).



English

[View details](#)

## The European Profiling Grid (EPG)

The EPG is a competence framework covering the main language teaching competences, enabling competencies (language proficiency, intercultural competence and language awareness), and professionalism.

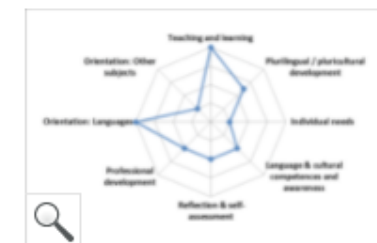


English French German Greek Italian  
Bulgarian Georgian Dutch Portuguese Turkish  
Ukrainian Chinese

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## Passepartout - Katalog von Kompetenzbeschreibungen für die Grundausbildung von Lehrpersonen, die an der obligatorischen Schule Fremdsprachen unterrichten

The framework describes the teacher competences and resources for the teaching of two foreign languages (French and English) in obligatory school (primary and lower secondary).



German

[View details](#)



# Taxonomy of categories of teacher competences for languages in education

Describes and illustrates competence dimensions of languages in education that are relevant for any teacher, whether they teach languages or other subjects. The document highlights commonalities of relevant teacher competences across different disciplines, including foreign language teaching, teaching the language of schooling as a subject, and the language dimension involved in teaching other subjects.

1. Professional values and principles				8. Professional learning opportunities
	2. Language and communicative competences			
	3. Information technology competences			
4. Metalinguistic, meta-discourse and metacultural competences	5. Teaching competences	6. Competences for cooperation	7. Competences for initial education and career-long development	

## The 8 dimensions of the taxonomy

Within the ECML *Promoting excellence in sign language instruction* project, the taxonomy of categories has been adapted to describe the competences of sign language teachers.

Are these core competencies still relevant?

- How are they defined?
- What is viewed as success in said competency?
- How are they 'actualised'?
- What are the key features of the contextual change?





What competency/competencies have you had to utilise more than ever before over the past 12 months?

# Change in Context?

1. Online Learning
2. Blended Learning
3. Hybrid Learning
4. Socially Distanced Classroom





# 1. Online Learning

## A. Lesson Planning

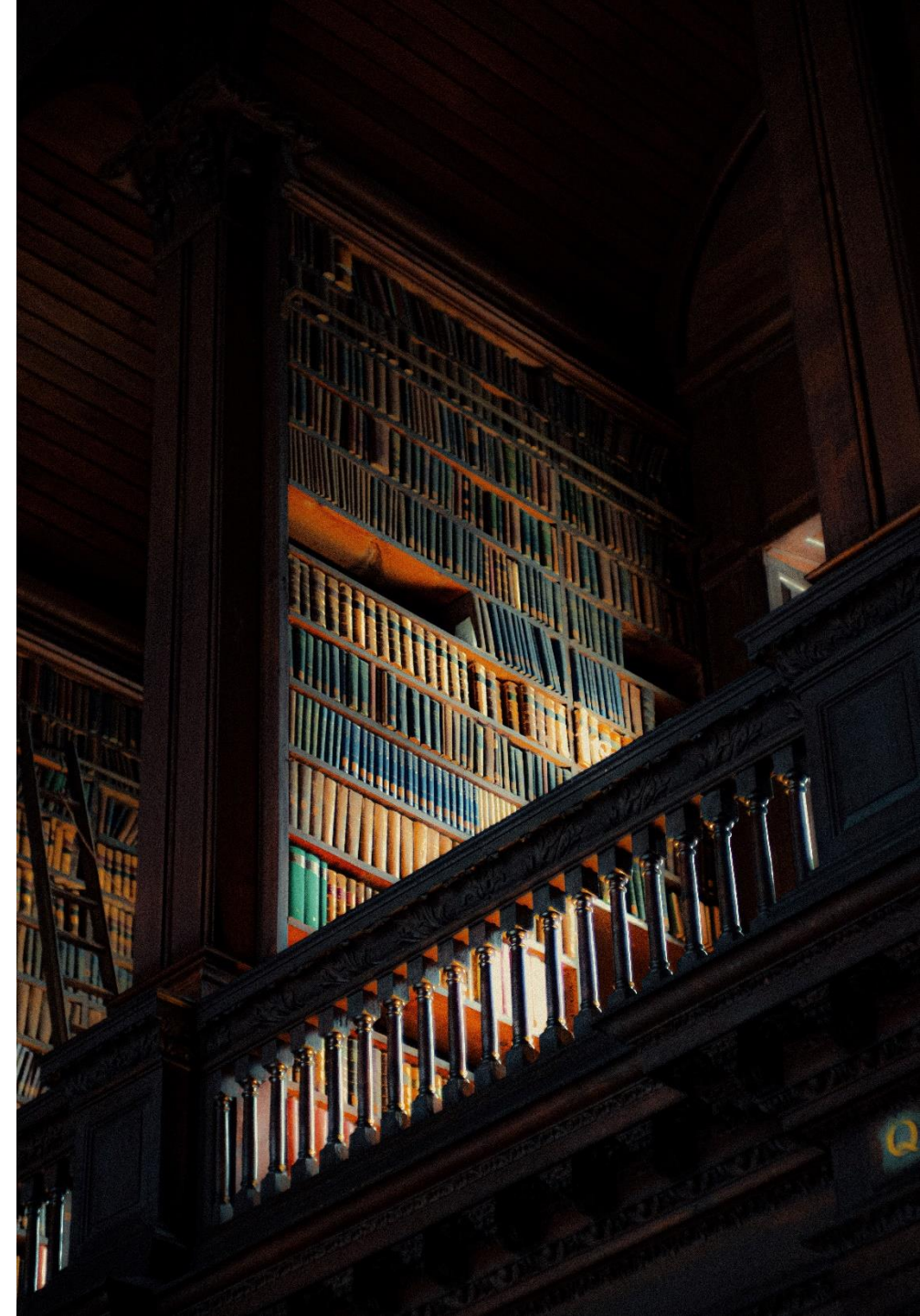
- Timing
- Material

## B. Classroom Management

- KTPs
- Interaction patterns

## C. Content Knowledge

- Learning Outcomes
- Assessment



## 2. Blended Learning

### Main areas and their sub-sections

Planning Teaching and Learning	Teaching and Supporting Learning	Assessment of Learning	Language, Communication and Culture	The Teacher as Professional
<ol style="list-style-type: none"> <li>1 Learner needs and learning processes</li> <li>2 Curriculum and syllabus (the teaching and learning programme)</li> <li>3 Lesson aims and outcomes</li> <li>4 The lesson - tasks, activities and materials</li> </ol>	<ol style="list-style-type: none"> <li>1 Teaching methodology</li> <li>2 Resources/Materials</li> <li>3 Interacting with learners</li> <li>4 Lesson management</li> <li>5 Using digital media</li> <li>6 Monitoring learning</li> <li>7 Learner autonomy</li> </ol>	<ol style="list-style-type: none"> <li>1 Assessment and the curriculum</li> <li>2 Test types - selection, design and administration</li> <li>3 Impact of assessment on learning</li> <li>4 Assessment and learning processes</li> </ol>	<ol style="list-style-type: none"> <li>1 Using the target language effectively with learners</li> <li>2 Applying the principles of the Common European Framework for Reference</li> <li>3 Giving sound language models and guidance</li> <li>4 Handling relevant cultural issues as part of language learning</li> <li>5 Applying practical insights from linguistics and psycho-linguistics</li> </ol>	<ol style="list-style-type: none"> <li>1 Self-assessment and teacher autonomy</li> <li>2 Collaborative development</li> <li>3 Exploratory teaching</li> <li>4 Lesson observation</li> <li>5 Professional conduct</li> </ol>

### 3. Hybrid Learning

## IALC Working Group on Hybrid Learning



*‘A survey of instances of, and attitudes to, Hybrid Learning in Language Teaching Organisations around the world as a response to the Covid-19 pandemic’*

By Thom Kiddle, Chris Farrell, John Glew-O’Leary, Sophia Mavridi

**What do you think Hybrid Learning is?**



# Classroom Implications

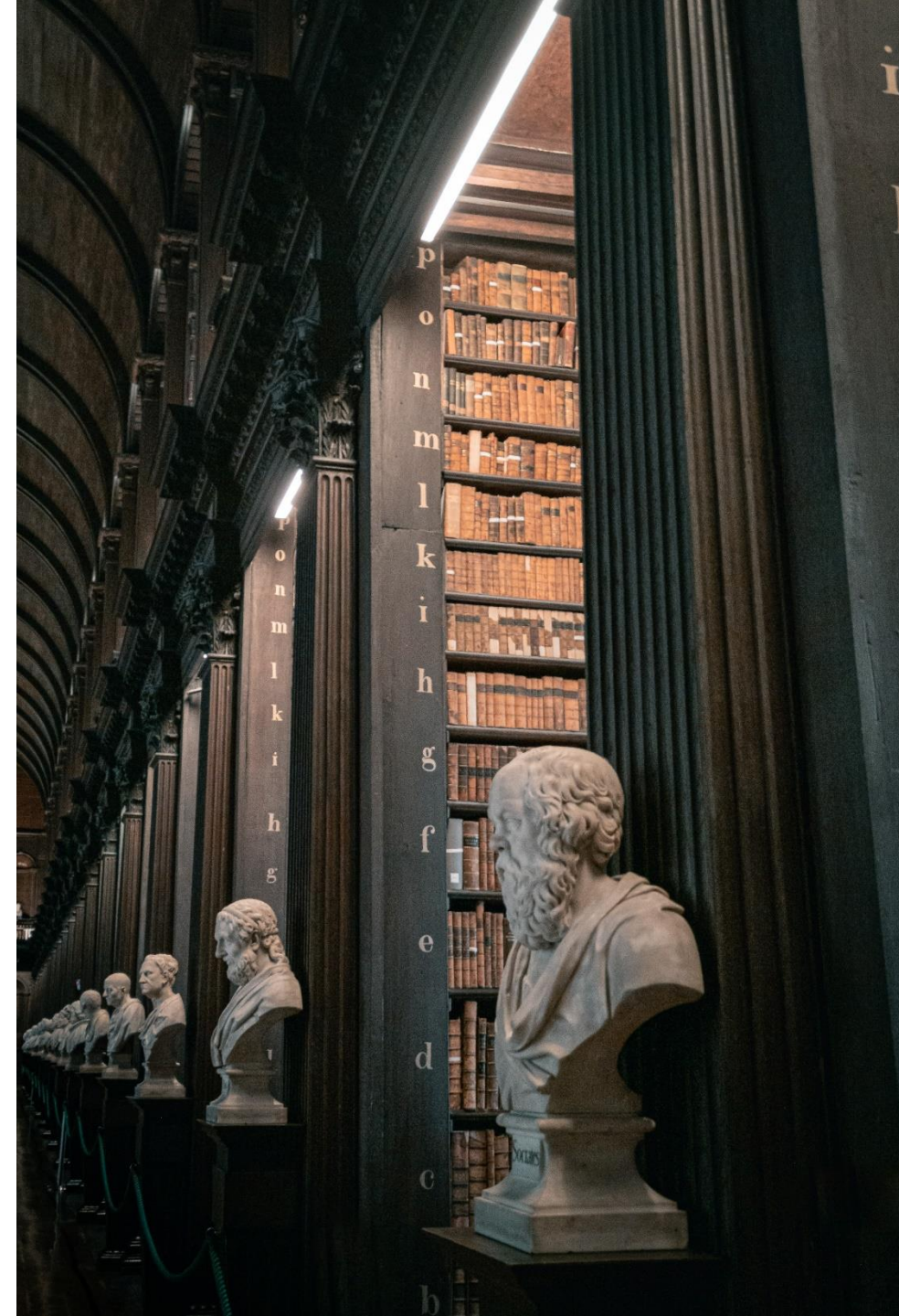
What does *best practice* look like in a Hybrid Classroom?

1. Building this model as a school, and as an organisation
2. Considering the learner
3. Identifying issues and finding solutions
4. Bridging competencies



## 4. The Socially Distanced Classroom

1. Distancing
2. Masks
3. Static Exercises
4. Pods
5. Limited Class Sizes
6. Handouts and Photocopying?
7. Partitions? Staggering class times?
8. Collaboration? Monitoring? Correction?



# Eaquals CoP on the SDC

*Focus on idea sharing and practicalities of the Socially Distanced Classroom*

## **Areas of major consideration**

1. Classroom management
2. Impact on syllabus
3. Monitoring progress
4. Material management
5. Pastoral care





What will your context look like for the next 12 months?



## Edmund Burke (1729-1797)

*“Good order is the foundation of all things.”*

*“Example is the school of mankind, and they will learn at no other.”*

*“You can never plan the future by the past.”*



# Implications?

1. Preparatory Training Courses
2. Curriculum Framework Documentation
3. Mentoring
4. Teacher Development Programmes







NEW  
TIMES  
FOR  
OTHER  
IDEAS



## Some Key Competency Areas

- Self-assessment and teacher autonomy
- Learner needs and learning processes
- Lesson aims and outcomes
- The lesson - tasks, activities and materials
- Interacting with learners
- Lesson management
- Using digital media
- Monitoring learning



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