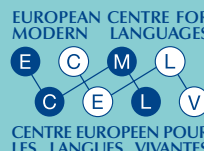




ECML PROGRAMME  
2016-2019  
Languages at the  
heart of learning



# A guide to teacher competences for languages in education



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

**How do existing tools and frameworks define and present language teacher competences? How are these tools used in practice, and which areas of competences should be prioritised when responding to the emerging challenges in language education in Europe?**

This website offers a comprehensive guide to teacher competences for languages in education. Users will discover how existing tools and frameworks can be categorised and described according to areas of competences. In addition, teacher educators in different countries explain how these tools are being implemented in practice.

## Team

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## Resources



A catalogue of frameworks and instruments for teacher competences



Instruments in practice, embedded in concrete contexts, critical reviews and references to national curricula



A taxonomy of categories of teacher competences for languages in education



A webinar

## The resources are for

- teacher educators
- designers of teacher education programmes



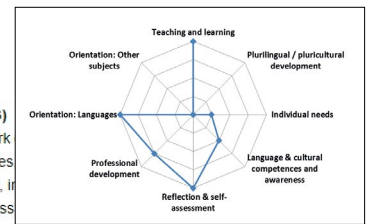
# Take a closer look

## Catalogue of instruments

Concise descriptions of existing frameworks and instruments for teacher competences with a filtering function according to relevant criteria. Each description offers a visual representation concerning key areas of competences the tool is covering. These spidergrams present a visual profile of each instrument, enabling a quick initial comparison of different resources.

### The European Profiling Grid (EPG)

The EPG is a competence framework for main language teaching competences (language proficiency, intercultural competence and language awareness) and teacher professionalism.



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

[View details](#)

## Instruments in practice

Provides practical examples provided by teacher educators and language experts about how instruments can be used in different countries and contexts. The critical reviews include ideas for adaptation, and further development, as well as challenges and limitations involved in this process.

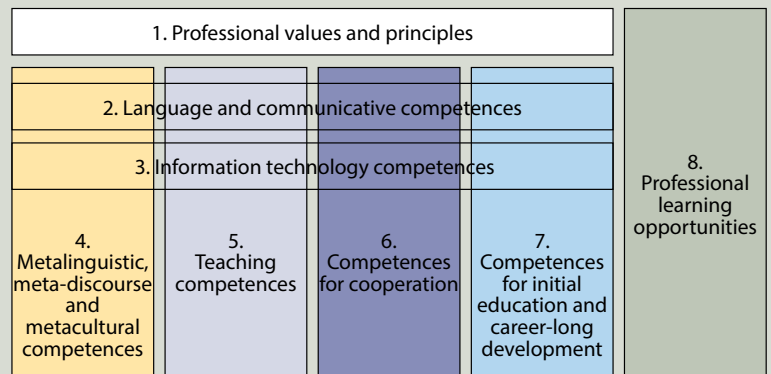
### Canadian Language Portfolio for Teachers (CASLT)



**Krystyna Baranowski** is Associate Professor at the Université de St-Boniface and teacher educator at the Faculty of Education, University of Manitoba. She uses the Canadian Language Portfolio for Teachers (CASLT) in combination with the Common European Framework (CEFR) for prospective teachers' assessment in two regards, namely for students to autonomously track their progress and for student teachers to prepare for their study abroad in France. In her view, these instruments are especially useful for students to develop and enhance metacognition in language teaching. She has received feedback from students stating how enlightening and useful it was to understand the levels of the CEFR and to apply the CASLT to their own practices and abilities.

## 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.



### 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.