



# BUILDING BLOCKS FOR PLANNING LANGUAGE-SENSITIVE TEACHER EDUCATION:

## 6 - WHAT COMPETENCES RELATED TO LANGUAGE-SENSITIVE EDUCATION ARE NEEDED BY TEACHERS OF ALL LANGUAGES AND OTHER SUBJECTS?

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## Building block 6

### WHAT COMPETENCES RELATED TO LANGUAGE-SENSITIVE EDUCATION ARE NEEDED BY TEACHERS OF ALL LANGUAGES AND OTHER SUBJECTS?

#### What is the purpose of this Building block?

This Building block contains concise Profiles (descriptions) of the competences related to language-sensitive education that are needed by teachers across the curriculum, and a set of accompanying tasks for use in teacher education. The main aim of the Building block is to enable users to reflect on how the competences for language-sensitive education needed by teachers of different subjects and working in different sectors overlap. To illustrate this, the Profiles describe competences that are common to all teachers as well as specifying competences for teachers working in different areas: subject teaching, teaching the language of schooling, foreign languages and home language teaching.

#### Who is the Building block for?

- Designers of curricula for teacher education and teacher educators can use the Profiles to plan or review common and subject-specific curricula, curricular strands, modules, teaching practice arrangements and other professional learning opportunities, in order to ensure that there is good coverage of language-sensitive education.
- Teacher educators for initial or in-service education can use the Profiles with (student) teachers to explore the language dimensions of different subjects, in order to plan collaboration and strengthen the language-sensitive aspects of plurilingual and intercultural education in all subjects, while avoiding redundancy.
- The Profiles were not primarily conceived to serve as self-reflection or self-assessment checklists or portfolios for teachers and student teachers, or as assessment grids for lesson observation, or for any other top-down use in a teacher education context. However, they could serve as an inspiration for their development. Indeed, as they are not intended to be definitive and can be seen as 'open-ended', other important areas of language-related competences may come up when using the Profiles, and the relevant Profile can be adapted and amended to meet specific needs. Alternatively, the Profiles can be drawn on to develop a new target-group oriented profile in consultation with a specific group of (student) teachers.

#### The main objectives:

To enable users to:

- explore an innovative model of teacher competences for language-sensitive education;
- reflect on the extent to which the language-related competences of teachers of different subjects are similar and interrelated, and how this can inform the content and organisation of teacher education.

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- A. **Introduction** – contains an account of how the Profiles are organised and how they were developed
  - B. **Getting to know the competence dimensions in the Profiles**
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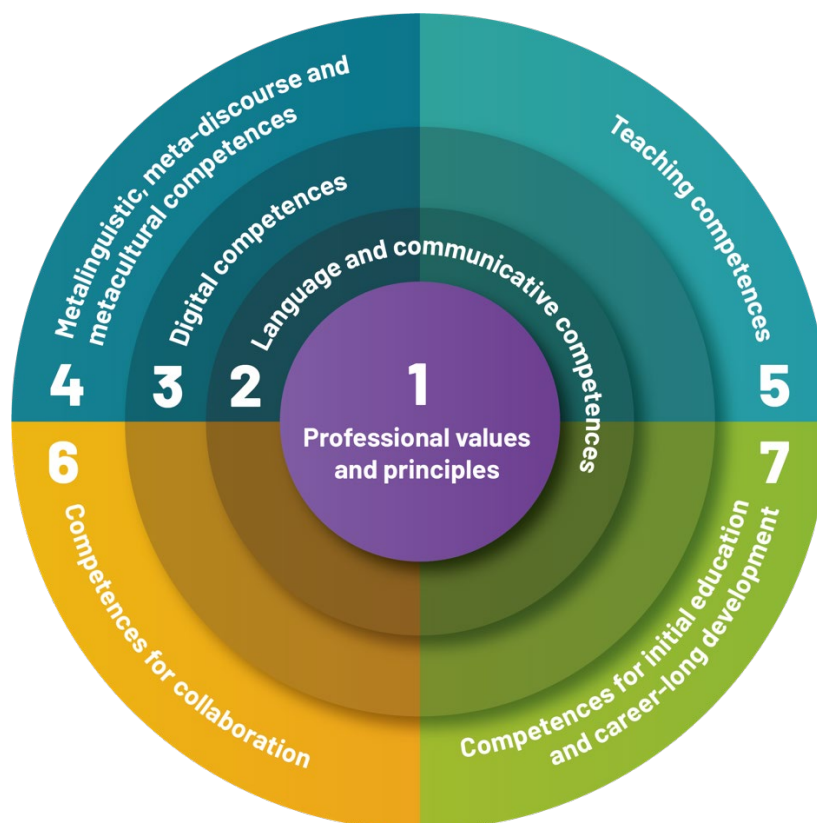
### 1. Introduction to the Teacher Competence Profiles

The Teacher Competence Profiles describe teachers' professional competences for language-sensitive education. The term 'language-sensitive education' describes an inclusive approach to teaching any subject: teachers help their learners to deal with the language demands of learning so that, whatever their language and/or social background, all learners can make the most of their education. For a further discussion of this notion, please refer to [Building block 1](#).

#### How are the Profiles organised?

The Profiles are organised in seven dimensions, some with sub-dimensions. Within each sub-dimension, there is a row that contains competences common to all teachers followed by four columns with a differentiation between language-related competences for four kinds of teaching: for teaching subjects other than languages, for teaching the languages of schooling, for teaching foreign languages and for teaching home languages.

The seven competence dimensions are based on a taxonomy of teacher competences which was developed for the ECML [Guide to teacher competences for languages in education](#) (see the section on Background below). These dimensions are shown in figure 1:



**Figure 1: The seven dimensions of the teacher competence Profiles**

**Dimension 1** describes professional values and principles, highlighting that language-sensitive education is informed by, and contributes to, the aims of the Council of Europe.

**Dimension 2** is transversal as it contains language and communicative competences needed for various aspects of the teaching profession.

**Dimension 3** features teachers' digital competences. Like dimension 2, this dimension is conceived as transversal, and typically overlaps with the following dimensions.

**Dimension 4** contains descriptions of metalinguistic, meta-discourse and meta-cultural competences. Put simply, it covers those domains of language and cultural awareness that all teachers need to engage with in different ways when teaching their subjects (including, but not limited to, language subjects) in a language-sensitive way.

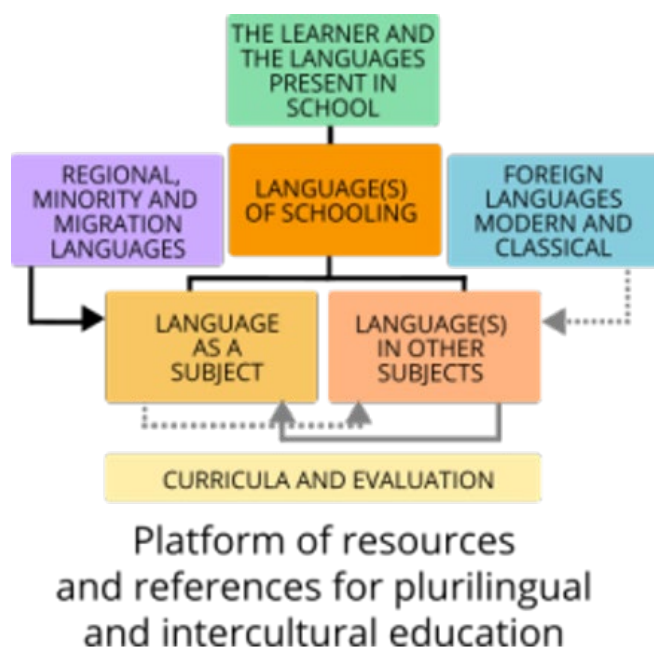
**Dimension 5** contains descriptions of language-related competences needed during the planning and delivery of language-sensitive teaching and is the longest and most substantial dimension.

**Dimension 6** contains competences for language-sensitive collaboration among professionals and with other stakeholders.

**Dimension 7** defines competences needed in teachers' own education and career-long development, including the monitoring of their wellbeing.

There is an important point to bear in mind about the dimensions and competences related to language sensitivity described in the Profiles. For presentational purposes, the competences within the seven dimensions and their sub-dimensions are detailed separately. However, in the daily professional practice of teachers, depending on the context and specific aims of the ‘moment’, *these competences are in reality drawn on in various combinations*. For example, in classroom teaching it is inevitable that the values in dimension 1 will underlie the relevant competences described in dimension 5, which will simultaneously be underpinned by competences listed in dimensions 2, 3 and 4. In other words, in practice the various kinds of competences described in the Profiles are generally *not deployed in isolation but instead are integrated with one another in line with the purposes and requirements of specific instances of professional practice*.

A second organisational principle in the Profiles is the distinction between competences common to *all* teachers, and competence descriptors for *specific kinds* of teachers. This distinction derives from a model proposed by the Council of Europe for its [Platform of resources and references for plurilingual and intercultural education](#). The Council of Europe states that the *Platform* “is designed to help member states to develop their curricula in ways that take account of all the languages present in the school in their relation to the individual learner: language(s) of schooling (language as a subject and language(s) in other subjects); regional, minority and migrant languages; and foreign languages”, as illustrated in figure 2 below:



**Figure 2: The Council of Europe Platform of resources for plurilingual and intercultural education**

The Profiles build on this idea by selecting four categories of teachers from the various combinations suggested in figure 2. The four categories are as follows:

**Subject teachers:** This category focuses on teachers of any subject that is not specifically defined as a language subject, for example, mathematics, science, geography, history and many others. For these

subjects, the term “so-called non-language subject” is sometimes used to highlight that they are not language subjects as such but still feature a language dimension.

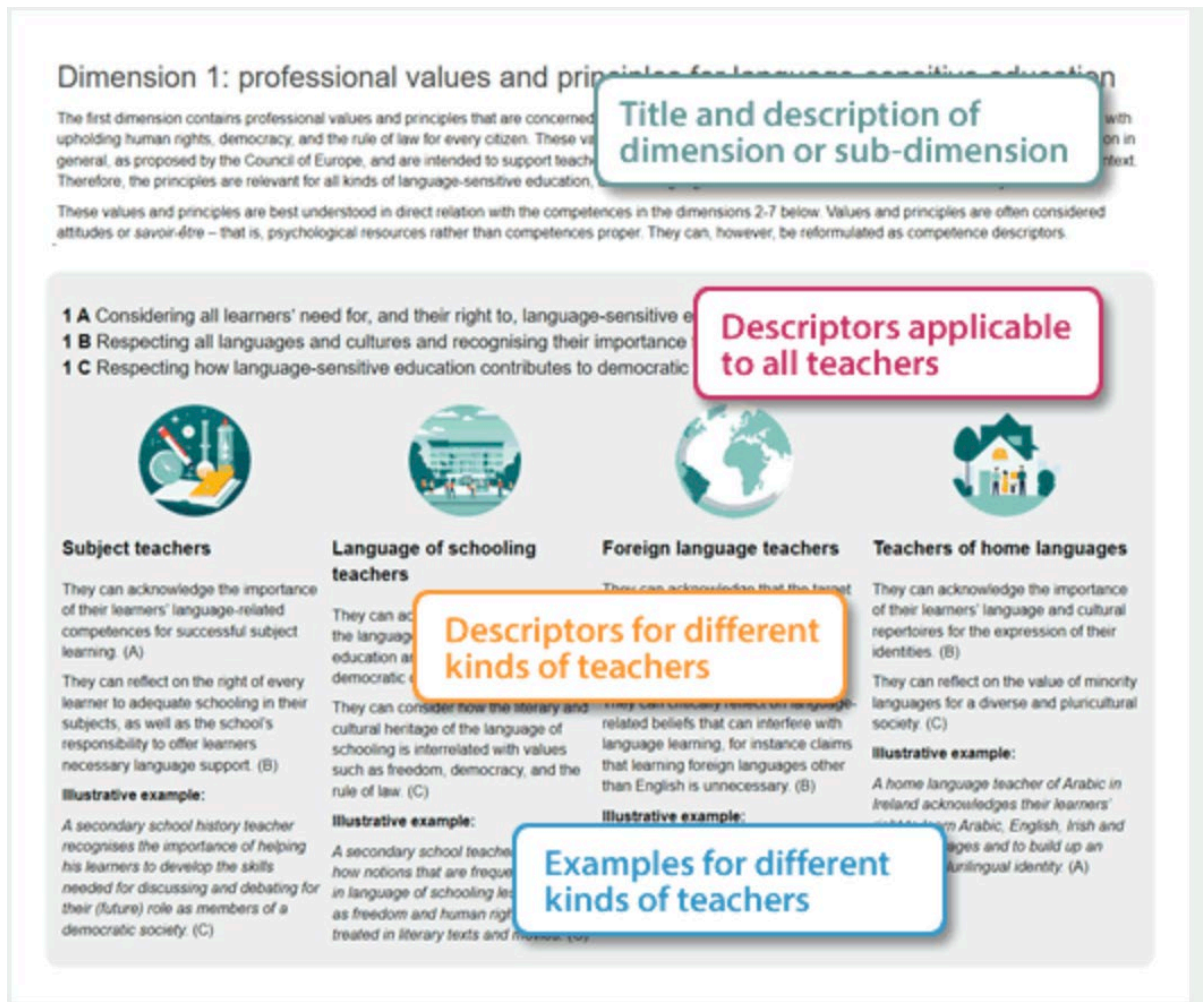
**Teachers of the language of schooling as a subject:** This category focuses on teaching the main language(s) in which learning takes place. In many contexts, the language of schooling corresponds to the dominant (often official) language in a specific region or country. In bilingual or multilingual areas or educational institutions, there can be more than one language of schooling.

**Foreign language teachers:** This category concerns the teaching of modern or classical foreign languages. Often, foreign languages are also used for the teaching and learning of subjects in so-called content and language integrated learning (CLIL). In teacher education and professional development for CLIL teachers it is useful to consider the profile for subject teachers in combination with the profile for foreign language teachers.

**Home language teachers:** This category focuses on teachers of languages which are used by learners at home, typically the languages of migration, sometimes called heritage languages. Provision for the teaching of home languages varies; in many cases, it may not be part of the normal curriculum but is provided instead by volunteers or specialist teachers working in the community. The competences described in the profile for teachers of home languages may also be of interest for those teaching languages and varieties that have been present in the area for a long time. These include minority languages that are not systematically catered for at school, as well as regional varieties of the language of schooling.

Figure 3 below illustrates how the teacher competences appear in the Profiles, with the example of dimension 1.





**Figure 3: How each dimension (or sub-dimension) is organised in the Teacher Competence Profiles**

Each sub-dimension starts with a horizontal row that describes 'generic' competences for language-sensitive teaching that are common to all teachers.

These competence descriptors are fairly general but attempt to cover the given sub-dimension relatively exhaustively. Capital letters (A, B, C) are used with the descriptor numbers to highlight which descriptions in the rows below exemplify these common descriptors.

The second row of four cells contains examples of competence descriptors that are specific to each of four different categories of teachers; these examples are illustrative, and not necessarily exhaustive. Also, there is a frequent and intended overlap between the competences of the four different categories of teacher. In many cases, a specific descriptor for one kind of teacher (e.g. a primary school science teacher) can be seen as applicable, with small adaptations, to another kind of teacher (e.g. a secondary school foreign language teacher). Therefore, users are invited to consult more than one of the four columns, and to engage in their own reflection on what areas of competence are common for different kinds of teaching. Moreover, in many contexts the same person teaches subjects covered in several columns, with primary school teachers often being a case in point. For these teachers, comparing the descriptors and examples across the columns is of special interest.

The third row of four cells contains illustrative examples, again for each of the four different kinds of teachers. These examples are typically even more specific than the descriptors in the two rows above.

Moreover, the examples are contextualised to illustrate the relevance of the competence in given realistic circumstances.

### Teachers of which kinds of learners are envisaged in the Profiles?

The Profiles were not drawn up with teachers of learners at specific levels in the International Standard Classification of Education (ISCED), such as early childhood, primary, lower secondary etc., in mind. The competence descriptors are intended to be relevant across different ISCED levels, although the illustrative examples typically point to a specific level, most often primary or secondary education.

There is no separate Profile for primary level teachers, who, in many contexts, teach many or all subjects across the curriculum, including the language(s) of schooling, any number of other subjects, and one or more foreign languages. However, the 'generic' descriptors designed to be applicable to teachers in all four categories are also relevant to primary teachers.

### What is the background of the Profiles? How were they created?

The Profiles are related to a range of other ECML instruments which are concerned with the professional language-related competences of different kinds of teachers. Their main source is an overview or taxonomy of the language-related teacher competences of all teachers, which resulted from the 2016-2019 ECML project [Towards a Common European Framework of Reference for Language Teachers](#). This taxonomy is published as part of the [Conclusions](#) on the website [Guide to Teacher Competences for Languages in Education](#). The taxonomy contains descriptors and illustrative examples for seven competence dimensions which were drafted following a detailed analysis of forty teacher competence instruments, as well as a range of learner competence frameworks (see also Building block 2) and related literature. The final version took into account insights from various rounds of editing and feedback within the project team, piloting and various international workshops and conferences involving student teachers, as well as an international online survey.

In 2019-2020, [an adaptation of the taxonomy for sign language educators](#) was created and published in English and International Sign for the ECML resource [Promoting excellence in sign language instruction](#). Simultaneously, the taxonomy was chosen as the basis for a teacher competence framework entitled [Developing teacher competences for pluralistic approaches](#). The aim of this framework is to describe competences required for teachers of languages and other subjects to foster their learners' development of competences described in, amongst other sources, the [Framework of Reference for Pluralistic Approaches to Languages and Cultures](#).

The teacher competence Profiles in this Building block have been constructed in interaction with those involved in developing the above-mentioned ECML resource [Developing teacher competences for pluralistic approaches](#). Both instruments are useful in teacher education which aims to help teachers to respond to their learners' diverse needs. They can be used in their own right depending on the users' objectives but, as they are complementary, they can also fruitfully be combined and used together whether the primary focus is language-sensitive education or on pluralistic approaches to languages in education. So how were the Building blocks Profiles created? In the two years preceding



the project, a range of international online surveys were conducted aimed at further validation of the competence dimensions and sub-dimensions. These were accompanied by an analysis of stakeholders' needs in the context of ECML Training and Consultancy events in five ECML member states (Poland, Greece, Serbia, Slovenia and Austria). As a second step team members and associate partners adapted and formulated competence descriptors and examples that are generic for teachers of different subjects at different ISCED levels. Detailed feedback at an ECML workshop in January 2023 and from piloting with teacher educators, teachers and student teachers in various universities resulted in the structure described in figure 3 above, featuring illustrative competence descriptors for the four different categories of teaching (subjects other than languages, language of schooling, foreign languages and home languages) and brief illustrative examples for each category.

### What are the main teacher competences described in the Profiles?

The short version of the [Profiles](#) can be used as a first entry point to the Profiles. It contains all general competence descriptors that are relevant for all teachers, without the specific descriptors and examples for the four different kinds of teachers.

## 2. Getting to know the competence dimensions in the Profiles

The aim of the tasks below is to enable users to get to know the seven dimensions of the Profiles in more detail, and to reflect on the teacher competences they are interested in.

### Task A

Have a look at [Figure 1](#) illustrating the seven competence dimensions and read the introductory text in section 1. Do the titles of the dimensions seem appropriate to you?

You may wish to compare the way teacher competences are organised in the Profiles with other teacher competence instruments, e.g. an international teacher competence framework, national or regional standards etc. You can find an overview and brief descriptions of such instruments [on this website](#).

To find out more about the different dimensions, you can consult the descriptors in the [short version](#) of the Profiles, or the [complete version of the Profiles](#).

### Task B

Choose one dimension for a discussion of the competences for language-sensitive education relevant to a specific group of (student) teachers and reflect on or discuss with colleagues the following questions:

1. Considering the dimension and descriptors you have looked at, how well developed are the competences of (student) teachers in your specific context? What are some typical strengths or weaknesses that can be considered, or are often mentioned or have been documented?
2. What opportunities are there for (student) teachers in your context to develop these competences further? Is the provision adequate? How could it be improved?

For more material on how to integrate aspects of language-sensitive education into teacher education curricula, modules and teaching practice, please refer to Building blocks [3](#), [4](#) and [5](#).

## Commentary

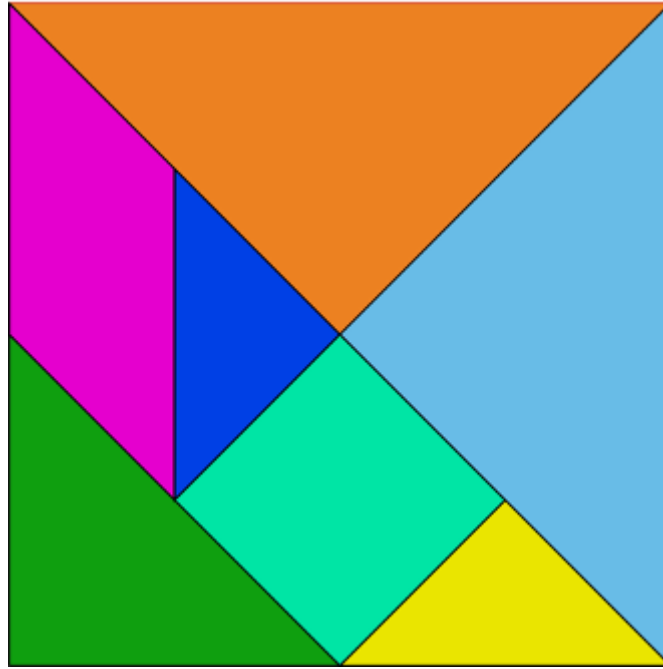
For student teachers in initial teacher education, many opportunities to develop the competences in the various dimensions can be planned and offered by referring to the Profiles:

- The teaching competences in dimension 5 can be discussed and fostered in methodology modules and teaching practice experiences focusing on specific subjects or across subjects.
- The meta-competences in dimension 4 can be introduced in a module that addresses language, languages, plurilingualism and the language dimension of learning.
- The competences for collaboration in dimension 6 can be developed by offering opportunities for student teachers to collaborate with fellow students, ideally across a range of specialisations and target levels.
- The language and communicative competences described in dimension 2 can be fostered in specific modules devoted to profession-related language competences, as well as across the curriculum.
- For the development of digital competences for language-sensitive education, it may be useful to integrate the notion of language-sensitivity into the teaching and learning of digital competences.
- The principles and values outlined in dimension 1 and the professional competences described in dimension 7 can serve as a backbone or blueprint for discussing and planning teacher education, for instance in the context of a curricular reform.

### 3. Using a tangram puzzle to create a visual representation of a specific teacher competence profile

This is an activity for individual or group reflection on a specific teacher competence profile, for instance the current or future profile of (student) teachers in a specific context, or your own individual profile as a teacher educator or (student) teacher. The activity can be done individually or as a group. Its main aim is for teacher educators or teachers to focus on a small selection of teacher competences that they find important at a specific moment. It can also serve as an entry point into the Profiles for users who might be overwhelmed by the length and detail of the whole set of Profiles.

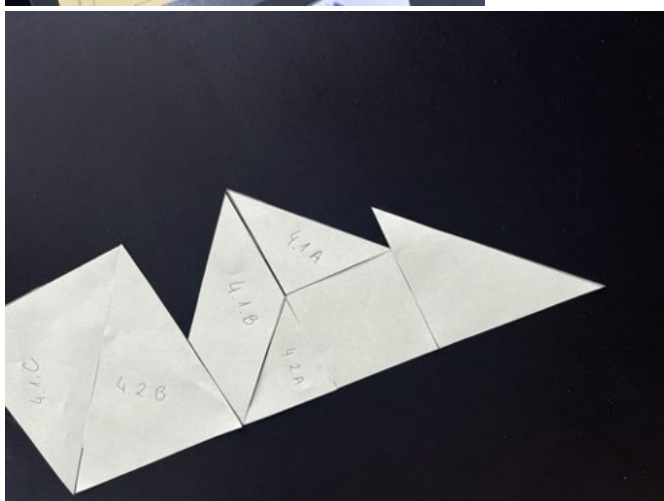
A ‘tangram’ is a Chinese geometrical puzzle in the form of a square divided into seven pieces which can then be arranged to make various other shapes. As preparation, you need to print out a tangram square (one per person) like the one in Figure 4 below and cut up the seven puzzle pieces.



**Figure 4** Sample tangram square

Source: [http://www.publicdomainfiles.com/show\\_file.php?id=13939551011994](http://www.publicdomainfiles.com/show_file.php?id=13939551011994)

1. Choose one or more dimensions from the Teacher Competence Profiles. For this, you can use either the short version or long version of the Profiles (see below). Read the descriptors and examples, making a note of teacher competences that you find especially relevant for your context.
  - a. You may want to focus on competences that the teacher(s) you have in mind need to develop or have already developed.
  - b. Another approach is to select competences that the teacher(s) may want to focus on in more detail in the near future.
2. Write the number of the competence descriptors (e.g. "5 2 A") onto the puzzle pieces. Then reassemble them into the original square. Alternatively, you can create another shape, for instance an animal, a person, a building etc.
3. If you are working in a group, present your completed puzzle to the other members of the group, and explain the choices you made when selecting the competence dimensions or descriptors and laying out the tangram puzzle.



4. Save your puzzle by gluing it onto a clean sheet or paper or taking a photo, and refer back to it after a certain period of time to reflect on how the teachers' or your own competences have further developed.

#### 4. THE TEACHER COMPETENCE PROFILES FOR LANGUAGE-SENSITIVE EDUCATION

##### DIMENSION 1: PROFESSIONAL VALUES AND PRINCIPLES FOR LANGUAGE-SENSITIVE EDUCATION

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

These values and principles are best understood in direct relation with the competences in the dimensions 2-7 below. Values and principles are often considered attitudes or *savoir-être* – that is, psychological resources rather than competences proper. They can, however, be reformulated as competence descriptors.

**1 A** Considering all learners' need for, and their right to, language-sensitive education

**1 B** Respecting all languages and cultures and recognising their importance for each learners' identity

**1 C** Respecting how language-sensitive education contributes to democratic culture



##### Subject teachers

They can acknowledge the importance of their learners' language-related competences for successful subject learning. (1 A)

They can reflect on the right of every learner to adequate schooling in their subjects, as well as the school's responsibility to offer learners necessary language support. (1 B)

##### Illustrative example:

*A secondary school history teacher recognises the importance of helping his learners to develop the skills needed for discussing and debating for their (future) role as members of a democratic society. (1 C)*



##### Language of schooling teachers

They can acknowledge the key role that the language(s) of schooling play(s) in education and in the development of democratic dialogue in society. (1 C)

They can consider how the literary and cultural heritage of the language of schooling is interrelated with values such as freedom, democracy, and the rule of law. (1 C)

##### Illustrative example:

*A secondary school teacher reflects on how notions that are frequently taught in language of schooling lessons, such as freedom and human rights, are treated in literary texts and movies. (1 C)*



##### Foreign language teachers

They can acknowledge that the target languages they teach, as well as any other languages spoken by their learners, are important parts of their linguistic repertoire. (1 B)

They can critically reflect on language-related beliefs that can interfere with language learning, for instance claims that learning foreign languages other than English is unnecessary. (1 B)

##### Illustrative example:

*A secondary school teacher of English as a foreign language considers her learners' need to learn other foreign languages alongside English. (1 B)*



##### Teachers of home languages

They can acknowledge the importance of their learners' language and cultural repertoires for the expression of their identities. (1 B)

They can reflect on the value of minority languages for a diverse and pluricultural society. (1 C)

##### Illustrative example:

*A home language teacher of Arabic in Ireland acknowledges their learners' right to learn Arabic, English, Irish and other languages and to build up an individual plurilingual identity. (1 A)*



## DIMENSION 2: LANGUAGE AND COMMUNICATIVE COMPETENCES (TRANSVERSAL DIMENSION)

This dimension contains the language and communicative competences relevant for language-sensitive teaching. Since language and communicative competences are required in all of these domains, the dimension is transversal in relation to the other competence dimensions. The competences involve receptive, productive and interactive competences in the written, oral and (for sign languages) signed mode, as well as the use of paralinguistic and non-linguistic features. Moreover, they are linked to pluricultural competences, and often involve aspects of multimodal communication, as well as different kinds of mediation.

Depending on the context in which languages are used, teachers may want, and/or be expected, to use more than one language or variety. This involves plurilingual competences and strategies for using these languages and varieties, as well as skills related to language choice, often referred to as code-switching and/or translanguaging.

**2 A** Using language(s) for one's professional development related to language-sensitive teaching

**2 B** Using language(s) in a language-sensitive way when teaching and interacting with learners

**2 C** Using language(s) to collaborate with different stakeholders in education to meet the aims of language-sensitive education



### Subject teachers

They can analyse to what extent the language used in materials related to a specific subject is accessible to and appropriate for their learners. (2 A, 2 B)

They can act as a language model for their subject by using appropriate language to introduce and explain subject-related concepts, organise and moderate hands-on activities, and interact with learners. (2 B)

#### Illustrative example:

*A secondary school history teacher introduces aspects of the terminology used to talk in class about the role of international organisations in the twentieth century in class, pointing out similarities between the terms used in the language of schooling and other languages. (2 B)*



### Language of schooling teachers

They can develop the necessary written and spoken academic registers to conduct and present an action research project concerned with different varieties of the language of schooling. (2A)

They can use the appropriate language for various aspects of classroom management, including reactions to unforeseen or conflictual events that can occur during a lesson. (2B)

#### Illustrative example:

*A primary school teacher writes clear instructions containing the relevant terminology for learners to read or view on their own, a media text in the language of schooling (e.g. online newspaper article, video news report) and reflect on the topic and the use of language in the text. (2 B)*



### Foreign language teachers

They can adapt their spoken and written use of the target language, and other languages as appropriate, to discuss aspects of their teaching of the foreign language with their colleagues and their learners. (2 A, 2 B, 2 C)

They can use the foreign language to present or discuss content, making use of code-switching or translanguaging strategies (such as alternating between the target foreign language and another language) as appropriate. (2 B)

#### Illustrative example:

*A secondary school teacher of German as a foreign language uses simple language to conduct an activity where learners discover different plural endings of nouns. She switches to the language of schooling to check their comprehension and draws parallels how plural endings are formed in other languages. (2 B)*



### Teachers of home languages

They can adapt their use of the target home language with their learners, providing them with rich linguistic input while catering for learners with diverse competence profiles. (2 B)

They can develop competences in different languages, such as the local language of schooling, to mediate between representatives of the home language community and relevant stakeholders in their context who do not know the home language in question. (2 C)

#### Illustrative example:

*A home language teacher of French whose learners' families come from a range of francophone countries around the world engages with language features characteristic for varieties other than Standard French as spoken in Europe, in order to fairly assess his learners' oral and written contributions. (2 A, 2 B)*

### DIMENSION 3: DIGITAL COMPETENCES FOR LANGUAGE-SENSITIVE TEACHING AND LEARNING (TRANSVERSAL DIMENSION)

Digital or information technology competences are an integral part of teacher competences. They can also be considered transversal, in that they are relevant for teachers' own professional learning, their teaching, and for skills such as collaboration. The aim of this dimension is not to cover the area of digital competences exhaustively but to highlight areas of overlap with language-sensitive teaching and learning.

**3 A** Using digital instruments for one's professional learning related to language-sensitive teaching

**3 B** Exploiting information technology in a language-sensitive way for teaching and accompanying learning

**3 C** Using digital instruments when collaborating with different stakeholders to foster language-sensitive education



#### Subject teachers

They can assess the technical and language-related complexity of online learning materials, including written texts, graphics, audio and video files, to decide how useful they are for their learners, and what kind of scaffolding (linguistic, technical or other) learners might need. (3 B)

##### Illustrative example:

*A secondary school science teacher attends a CPD session on the use of artificial intelligence (AI) chat tools to write short reports on biological experiments. With colleagues, she discusses the wealth of learning opportunities these tools offer their learners if used carefully, and how to address specific challenges, such as when learners use the tools 'blindly' and without reflection. (3 A)*



#### Language of schooling teachers

When teaching a language of schooling lesson that includes intensive use of a digital tool, they can pay special attention to learners with special needs that might compromise their ability to retrieve, process and contribute written text online. (3 B)

##### Illustrative example:

*A primary school teacher of the language of schooling plans a lesson where learners use an artificial intelligence (AI) chat programme to write short stories. He anticipates what support a learner with dyslexia or with limited knowledge of the language of schooling might experience, and how to adapt the task. (3 B)*



#### Foreign language teachers

They can plan and make use of learning activities in which learners use digital tools such as online translators to support the development of language competences and language awareness. (3 B)

##### Illustrative example:

*A foreign language teacher regularly asks learners to work individually or in pairs/groups on specific areas of language, such as vocabulary and expressions related to a topic. She asks learners to check the pronunciation of important words with online dictionaries in preparation for brief oral presentations. (3 A)*



#### Teachers of home languages

They can survey a range of digital tools, including search engines, websites and chat groups, to find out which websites and online applications contain appropriate content and activities for their learners to learn and use the home language. (3 B)

##### Illustrative example:

*A home language teacher of Hebrew compiles a list of links to suggested websites containing stories, short films for children, and language learning tasks. He also tries out the functionality of well-known online translators and artificial intelligence (AI) chat programmes to assess their usefulness in helping his learners to read and write Hebrew texts. (3 C)*

## DIMENSION 4: METALINGUISTIC, META-DISOURSE AND METACULTURAL COMPETENCES

This dimension contains ‘meta-competences’, i.e. competences related to awareness and understanding of language and languages, of discourse (language use) and of culture and cultures. Since learners require language and cultural competences to engage with the content of any subject, it is necessary for teachers to be aware of these learner competences and to be able to foster them through teaching.

The dimension contains three sub-dimensions: metalinguistic competences, competences related to language acquisition and language learning, and metacultural competences. This dimension does not include language and communicative competences (presented in dimension 2) or the concrete teaching competences that are informed by these meta-competences (elaborated on in dimension 5).

### 4.1 Metalinguistic competences for language-sensitive education

**4.1 A** Analysing aspects of discourse and texts (language in use) related to, and extending beyond, the subject(s) one teaches

**4.1 B** Analysing aspects of language variation (e.g. registers and dialects) and multilingualism (e.g. multilingual societies, code-switching/translanguaging) that are relevant for language-sensitive education

**4.1 C** Understanding the relevant aspects of the language system, in areas such as phonology, morphology, syntax, semantics, pragmatics and writing systems, for the language-sensitive teaching of one's subjects, and across a range of languages



#### Subject teachers

They can familiarise themselves with typical texts and interactions on the subject they are teaching, as well as important discourse functions in that subject, such as explaining something, arguing in a debate, etc. (4.1 A)

They can explore how the spoken and written language used in the academic discourse of their subjects (e.g. terminology, text types) differs from the kind of language used in school teaching or in informal everyday contexts. (4.1 B)

#### Illustrative example:

*A secondary school teacher of chemistry analyses how the terminology used in her subject (e.g. chemical reaction, ions,  $H_2O$ ) differs from that of everyday language, and reflects on how alternating between these registers can contribute to learning about concepts of chemistry. (4.1 B)*



#### Language of schooling teachers

They can analyse various aspects of language variation related to the language(s) of schooling, such as who uses which standard and non-standard varieties in which contexts, how they differ at various levels of linguistic analysis, and what language attitudes are associated with them. (4.1 B)

They can analyse the lexis (vocabulary) of the language of schooling from different viewpoints, such as where words come from (word formation and etymology), and which words are characteristic for specific registers (e.g. formal, informal, taboo expressions). (4.1 B)

#### Illustrative example:

*A future teacher of Danish as the language of schooling explores new words that have recently entered the Danish language, e.g. through adaptations from existing words, or borrowings from other languages, and considers some typical favourable or critical public reactions to new words. (4.1 C)*



#### Foreign language teachers

They can analyse how aspects of pragmatics (language use in context), such as the use of pronouns to address people (French tu-vous, German du-Sie, Slovak ty-vy, etc.), are interrelated with other areas of language (e.g. grammar, vocabulary), in the target language as well as other languages. (4.1 B, 4.1 C)

They can explore phonetic and phonological phenomena related to the target languages and other languages, such as the sound systems used by speakers, and how they differ across regional and national varieties and different languages. (4.1 A, 4.1 B)

#### Illustrative example:

*A secondary school teacher of English as a foreign language in Italy compares words used for body parts in English, Italian and other languages, and discovers interesting cases, such as English using different words for fingers and toes, unlike Italian and other languages, e.g. Polish and Slovak. (4.1 C)*



#### Teachers of home languages

They can familiarise themselves with sociolinguistic phenomena related to migration, such as languages used in different forms in different parts of the world (pluricentric languages). (4.1 B)

They can reflect on various aspects related to writing, such as the writing systems used across languages, the interrelation between sounds and symbols, the status of writing in different domains of life (e.g. personal letters, religious contexts), or the status of orthography in one or several languages. (4.1 A)

#### Illustrative example:

*A home language teacher of Tigrinya studies aspects of writing in Tigrinya and other languages used in her context. She compares the script used for Tigrinya with alphabets used for most European languages, and reflects on the choices that are made when words and names are transliterated from Tigrinya into the Latin (Roman) alphabet. (4.1 A)*

## 4.2 Meta-competences related to language acquisition and language learning

### 4.2 A Reflecting on the acquisition and learning of language(s) and literacy by children, adolescents and adults



#### Subject teachers

They can reflect on how learners grow up using a range of languages at home and in school, including the home language(s), the language(s) of schooling and other languages. (4.2 A)

#### Illustrative example:

*At a mathematics teacher's primary school, there is a growing number of learners who, as refugees, were schooled in different countries and languages, and sometimes not at all. The teacher reflects on how this may have affected their learning of language in general, and the language dimension of mathematics in specific. (4.2 A)*



#### Language of schooling teachers

They can analyse how first and second language speakers of language of schooling develop competences in spoken interaction, such as how to take turns in conversations, or knowing which language features can be considered polite or impolite. (4.2 A)

#### Illustrative example:

*A teacher of the language of schooling conducts an action research project involving conversation analysis of politeness strategies in classroom discussions in his lessons. He uses his results to draw conclusions about how politeness strategies can be taught and learnt in the language of schooling classrooms. (4.2 A)*



#### Foreign language teachers

They can reflect on similarities and differences between the way in which a target language is learnt as a foreign language, as opposed to a first language early in early childhood. (4.2 A)

#### Illustrative example:

*A teacher of Slovene as a foreign language reads about research findings on how Slovenian-speaking children acquire morphological rules about grammatical gender and verbal aspect. She compares this with her foreign language learners' partial competences at level A2. (4.2 A)*



#### Teachers of home languages

They can reflect on how minority language speakers acquire and learn different ways of using the languages in their repertoire, including bilingual and plurilingual practices such as code-switching or translanguaging. (4.2 A)

#### Illustrative example:

*A home language teacher of French attending a workshop at a language teacher conference finds out about factors that promote or hinder the acquisition and learning of French as a minority or home language in different countries and contexts. (4.2 A)*

## 4.3 Metacultural competences for language-sensitive education

### 4.3 A Reflecting on and analysing the cultural and language-related dimension of the subject(s) one teaches, including their history, assumptions, methods and content



#### Subject teachers

They can reflect on differences between the way phenomena related to their subject are perceived in different cultures, such as the names and associations of historical events in different societies for the subject of history, or folk knowledge and theories about different plants or animals in biology. (4.3 A)

#### Illustrative example:

*A university professor of physics in a Spanish-speaking region is preparing her lecture in English. She informs herself about the intercultural dimension of English as a medium of instruction and the use of English as a lingua franca. (4.3 A)*



#### Language of schooling teachers

They can analyse and interpret texts representing relevant genres, including literature, academic genres, workplace/professional genres, etc., from a cultural and intercultural perspective. (4.3 A)

#### Illustrative example:

*A future secondary school teacher of the language of schooling conducts a research project on cultural identities of teenagers in her hometown, and how these are reflected in their language use at home and in schools. (4.3 A)*



#### Foreign language teachers

They can compare cultural phenomena such as food, music, social customs, and visual arts, specifically in contexts linked to the target language(s), and how these are represented in artistic texts and media (novels, films, advertisement, etc.). (4.3 A)

#### Illustrative example:

*A future secondary school teacher of a foreign language compiles information from various disciplines and sources, including novels, paintings and songs concerned with the topic of wars. He will later draw on this research to approach the difficult subject with his learners. (4.3 A)*



#### Teachers of home languages

They can analyse cultural and intercultural phenomena from different contexts, including phenomena considered as 'typical' (e.g. literature, folklore, everyday culture), as well as cultural and intercultural stereotypes. (4.3 A)

#### Illustrative example:

*A home language teacher decides to learn more about intercultural communication and integration. She reads up on how different discourse functions (asking for help, flirting) are performed and interpreted differently across contexts, and how misunderstandings can result in conflict and fuel racism or other forms of discrimination. (4.3 A)*



## DIMENSION 5: TEACHING COMPETENCES FOR LANGUAGE-SENSITIVE EDUCATION

This dimension contains pedagogical and methodological competences related to language-sensitive teaching itself, including planning, preparation and implementation, as well as aspects of the assessment of learning.

### 5.1 Planning and preparing language-sensitive teaching

**5.1 A** Reflecting on how to use language(s) when interacting with learners during lessons

**5.1 B** Gathering and analysing information about the language and cultural repertoires of their individual learners and their literacy and oracy competences

**5.1 C** Using information gathered about their learners' repertoires when planning lesson activities aimed at developing learners' language and literacy skills

**5.1 D** Consulting various oral, written, and multimodal resources and analysing their language and cultural features and their suitability for helping learners develop their language-related competences



#### Subject teachers

After planning which subject topics and skills need to be covered in the lesson(s), they can identify the likely language-related demands and plan how to handle them with learners. (5.1 D)

When preparing learning activities and materials for their subject teaching, they can take into account the language skills of individual learners. (5.1 C)

#### Illustrative example:

*A geography teacher considers the language skills stipulated in assessment criteria used to grade subject-related tests and exams, and plans ways of focusing on these skills as well as on subject-related vocabulary in her lessons. (5.1 D)*



#### Language of schooling teachers

When planning lessons, they can reflect on the different uses of the language of schooling, from more informal to more formal, specialised uses. (5.1 A)

They can plan certain language-of-schooling lessons that focus on language skills that are useful for other subjects, such as earlier varieties of the language of schooling that can be found in source texts discussed in history. (5.1 D)

#### Illustrative example:

*When planning his lessons, a secondary school teacher of the language of schooling refers to his own and colleagues' notes on individual learners' language skills, including the difficulties that individuals are having with reading and writing, and with speaking and oral comprehension. (5.1 B)*



#### Foreign language teachers

They can take account in their lesson planning not only the syllabus requirements but also the existing competences of individual learners in the target language and, where relevant, in their other languages. (5.1 C)

They can make informed choices about when to use the target language or the language of schooling (or other languages) in their teaching. (5.1 A)

#### Illustrative example:

*Referring to the course syllabus and/or CEFR descriptors, a secondary school foreign language teacher plans language learning activities and selects learning resources which are appropriate to her learners' needs and levels of competence. (5.1 C)*



#### Teachers of home languages

They can find out before planning sessions how much contact individual learners have with their home languages and what purposes they use them for or wish to use them for, and what their competences are. (5.1 B)

They can plan learning activities which help learners to appreciate the actual and potential importance of their plurilingualism, and encourage them to make connections between the languages they know well, such as the language of schooling and their home language(s), and languages they know less well. (5.1 D)

#### Illustrative example:

*In order to choose from a range of activities in the upcoming term, a home language teacher of Punjabi uses the results of a simple survey conducted with her learners' parents about the learners' approximate language level, their interests, and their opportunities to use the home language. (5.1 B)*



## 5.2 Conducting teaching and managing learning for language-sensitive education

**5.2 A** Using oral and written instructions and questions which are easily understood, expressing them clearly and, when necessary, repeating or rephrasing them

**5.2 B** Ensuring that learners notice and think about new terms and ways of using language relevant to the topics and learning objectives of their lessons

**5.2 C** Choosing when and for what purpose to use different kinds of classroom interaction – whole class teaching, group work, pair work etc. – to promote language development

**5.2 D** When introducing a given task and/or a new text, introducing or eliciting from learners new or difficult vocabulary and other language features and encouraging peer learning



### Subject teachers

They can take opportunities to draw attention to new terms related to the topic being worked on, and elicit or offer explanations/definitions to ensure learner understanding. (5.2 B)

They can give learners ample opportunity to ask questions and raise doubts about the language-related (and other) demands of tasks and materials for learning the subject and offer help with these. (5.2 D)

#### Illustrative example:

*In a science lesson, learners are asked to notice language differences between a short text on a chemistry experiment and a spoken description of the same experiment in everyday language, and to reflect on the different registers. (5.2 B)*



### Language of schooling teachers

They can include a discussion of different registers and genres in language of schooling lessons to encourage learners to reflect on different ways of using the language of schooling. (5.2 B)

They can encourage learners in group work to use or refer to languages other than the language of schooling to help one another with challenging tasks, such as analysing text types, interpreting a poem or studying an aspect of grammar. (5.2 C)

#### Illustrative example:

*In an oral role play with lower secondary school learners, the teacher and the learners take on different roles, e.g. as supervisor, mediator, employee, parent, young child, and then talk about the differences in the way language is likely to be used in different roles. (5.2 C, 5.2 B)*



### Foreign language teachers

They can give instructions, ask questions and provide other oral input in the target language in a clear way, repeating these if necessary. They can decide to integrate the use of the language of schooling and other languages when appropriate to help learners' understanding. (5.2 A)

They can encourage learners to help each other with understanding new words in the target language or solving pronunciation problems, also referring to other languages as appropriate. (5.2 D)

#### Illustrative example:

*Using the teacher or a recorded voice as a model, learners at beginner level are asked individually or as a group to repeat words, chunks or short sentences in the target language. Similar language is then used by learners in dialogues in pairs or groups. (5.2 B, 5.2 C)*



### Teachers of home languages

They can stimulate interaction among learners based, for example, on learners' preferences about favourite places, dishes, or other cultural aspects related to the home language. (5.2 C)

Depending on the learners' level of competence, they can ask them to notice and ask each other questions about different accents, expressions and other features of regional varieties of the home language which they use or know of. (5.2 B)

#### Illustrative example:

*A teacher asks learners to participate in role plays that exemplify the ways of agreeing and disagreeing that are typical for the home language, and to demonstrate and comment on differences, for example, between the kinds of body language, gestures etc. used in the home language and in the language of schooling. (5.2 B, 5.2 C)*

### 5.3 Learner management and the language-sensitive scaffolding of learning

**5.3 A** Using varied and appropriate communication strategies, including hints and suggestions, to elicit and respond to learners' contributions

**5.3 B** Catering for learners who have diverse educational and language needs and challenges, and ensuring that each learner has the kind of support they need to make progress, especially in terms of understanding and using language

**5.3 C** Using appropriate monitoring, clarification and encouragement techniques rather than direct correction when learners have difficulties with the language required for learning

**5.3 D** Consulting various oral, written and multimodal resources and analysing their language and cultural features and their suitability for helping learners develop their language-related competences



#### Subject teachers

They can answer learners' questions or provide language-related suggestions while learners are doing a task or discussing topic-related questions, without directly providing solutions. (5.3 C)

They can vary the approach to scaffolding according to the specific needs of learners who have learning-related needs, such as dyslexia, or who have challenges with literacy due to their migration background or other factors. (5.3 B)

#### Illustrative example:

*A teacher introduces a short instructional video by making a list of the topics it covers and ten of the less familiar words and expressions that are used. He asks learners what they already know about the topics and gets them to tell each other or look up the meaning of the words/expressions. (5.3 A)*



#### Language of schooling teachers

When working with reading texts, they can ask introductory questions about learners' existing knowledge about the topic, as well as pre-teach potentially difficult vocabulary, cultural references, sentence structure etc. before getting learners to read and respond to the text. (5.3 A)

They can ask learners to work in small groups that include one or two learners for whom the language of schooling is a second/additional language so that those in the group can help each other with a text or task. (5.3 B)

#### Illustrative example:

*In a primary level language class, there are already differences between the willingness and ability of learners to participate. The teacher groups the learners so that those with similar levels of ability and confidence can work together. She gives the 'stronger' learners a more demanding role play task than the others and spends time helping and giving encouragement to the learners who have more difficulty with their simpler task. (5.3 B)*



#### Foreign language teachers

They can encourage learners to ask each other and the teacher for help with new (or forgotten) language features (vocabulary, grammar, pragmatics) so that they can contribute during an activity. (5.3 C)

They can ask learners to use their knowledge of other languages to guess meanings of spoken utterances or written texts in the target language. (5.3 A)

#### Illustrative example:

*A secondary school foreign language teacher identifies popular dishes in various countries as an area of interest for learners. She asks learners to prepare to present brief recipes in various languages, including the target language and home languages. After the presentation, the teacher discusses common language and cultural features of recipes across different languages. (5.3 A)*



#### Teachers of home languages

They can make notes on their learners' individual language profiles and use the notes to offer individual support and deal constructively with learners' errors and difficulties during group work. (5.3 B)

They can use different interactive strategies to find out learners' existing knowledge and opinions about the topic of a lesson in order to decide what specific language support they might need to engage with the learning activities. (5.3 A)

#### Illustrative example:

*A home language teacher has identified some grammatical areas that several learners seem to have difficulty with. He lists them on the board and asks learners in small groups to think of examples of how they can be used, providing one example for each grammatical point. Later, learners share their examples and are asked to comment on them. (5.3 C)*

## 5.4 Working towards learner autonomy in and beyond the language-sensitive classroom

**5.4 A** Getting learners to reflect on their language-related learning and encouraging them to take responsibility for the development of their language competences in and beyond classroom learning

**5.4 B** Encouraging and helping learners to set themselves achievable language-related goals, to work independently alone or with others on language skills related to the subject or topic, and to report back on their work



### Subject teachers

They can give learners information at the beginning of the year about the types (registers, forms etc.) of language that will need to be (further) developed in order to achieve the subject-related learning goals and inform them that they will be expected to work on this development partly on their own, but with support as needed. (5.4 A)

They can propose language-related analysis and production tasks in their subject for learners to do independently, in class or as homework. (5.4 B)

#### Illustrative example:

*At a school where there are science courses organised for content and language integrated learning (CLIL), science teachers include in each of their lesson and homework assignments questions about the language used for learners to work on alone. Suggested answers are later given in an answer key. (5.4 A, 5.4 B)*



### Language of schooling teachers

They can ask learners to write brief diary entries on and/or talk about the uses of the language and the related forms (vocabulary, pronunciation, body language etc.) which they have learnt about and/or practised during the lesson. (5.4 A)

They can ask learners as individuals to record any difficulties they have with language in their learning of other subjects and organise occasional lessons in which learners can individually meet with the teacher to discuss their difficulties and be given relevant tasks to be done independently. (5.4 B)

#### Illustrative example:

*In the first year of secondary school, a teacher gives each learner a language development diary to be completed each month. The sections include: understanding written texts, writing, speaking in class, listening comprehension etc. Learners are asked to mention skills they feel confident in and skills they need to improve, and to set themselves achievable learning aims. (5.4 A)*



### Foreign language teachers

They can encourage learners to watch short videos in the target language outside foreign language lessons, and to report back on what they learned or found difficult. (5.4 B)

They can encourage their learners to find out about their preferred strategies to learn the target language, and remind them to use these strategies when appropriate, both at school and in learning outside the classroom. (5.4 A)

#### Illustrative example:

*In the fourth year of secondary school a teacher links up with a teacher in a school in a country where the target language is spoken. Tandems are formed between learners in classes of the same age, and the pairs are asked to work together online in both languages on projects comparing customs, cultural preoccupations etc. in each country, and later to report on their findings. (5.4 A, 5.4 B)*



### Teachers of home languages

They can regularly give learners a say in the way the course is run by asking them to give feedback on their language learning, especially on the learning activities they find most and least useful and their preferred ways of working on language improvement. (5.4 A)

They can encourage learners to take the lead in interacting with each other and with the teacher and to give each other help and guidance. (5.4 B)

#### Illustrative example:

*A teacher finds an interesting short film in the target language on a streaming service. She asks learners to watch it at home and reflect on its topics and the way language is used. In the next class, she asks them to discuss with each other their reactions and potential difficulties they had with the task. (5.4 A, 5.4 B)*



## 5.5 Supporting learners' language development

**5.5 A** Selecting examples of spoken and written texts with the appropriate level of complexity to discuss how the language used relates to the content being worked on

**5.5 B** Being aware of and drawing learners' attention to the different language requirements and language development goals at successive levels of schooling

**5.5 C** Supporting individual learners in the appropriate use of academic language in written work related to their learning



### Subject teachers

They can use clear examples of the kinds of subject-related texts that learners will be expected to read and write in order to illustrate the key differences between subject specific academic language and everyday language. (5.5 A)

They can consider, and seek advice and support on, how learners who have special needs and/or are disadvantaged through a lack of opportunities to engage with academic language can be supported. (5.5 C)

#### Illustrative example:

*After getting learners to do an experiment, a science teacher asks them to prepare a short written report in pairs. She asks learners first to give an informal oral report, then elicits the ways in which the formal written report should be different, highlighting the differences in vocabulary, sentence structure etc. (5.5 C)*



### Language of schooling teachers

They can ask learners to note down key differences between video/audio clips of different kinds of spoken language production and interaction involving formal, informal, academic and other kinds of language, and to suggest possible reasons for these differences. (5.5 B)

They can use short examples of written texts from different subjects or disciplines to ensure that individual learners become familiar with the differences and similarities between these texts and everyday language, and with the differences and similarities between texts relating to different subjects. (5.5 C)

#### Illustrative example:

*An upper secondary class has just finished reading and discussing a story by a well-known author. The teacher asks them in pairs to write about the story from different perspectives: a blogpost by someone who liked it a lot; the publisher trying to market it; a person writing a message to a friend recommending it etc. Learners then compare the results, discussing the differences in the language used and the reasons. (5.5 A)*



### Foreign language teachers

They can use their knowledge of the ways in which different features in the target language are used when assessing activities that learners are asked to do over several lessons, providing appropriate help during the activities depending on how learners are progressing. (5.5 A)

They can assist learners in noticing the ways in which the structure and use of written or spoken language vary and become more complex as they progress through levels of competence (e.g. those described in the CEFR scales). (5.5 B)

#### Illustrative example:

*A teacher has worked with his learners on simple apologies and excuses, e.g. for being late, not answering a message etc. Before introducing 'reported speech' (i.e. telling someone else what was said or is being said) the teacher gets learners to role play short dialogues involving apologies and excuses, then invites other learners to describe what was said before the teacher gives a clear example on the board of how such reporting works in terms of pragmatics, vocabulary and grammar. (5.5 A)*



### Teachers of home languages

They can ensure that learners have the opportunity to listen to and read texts in their home language that are varied and less familiar to them so they can engage with forms and uses of language that are different from everyday registers. (5.5 A)

They can relate new aspects and uses of the home language to previous learning by getting learners to notice the connections and use knowledge and skills already acquired to help deal with new aspects and uses. (5.5 B)

#### Illustrative example:

*A home language teacher uses written and video examples of interactions that take place in a medical context, such as a hospital or a doctor's practice. The learners discuss how language is used in these contexts as opposed to other ones. (5.5 A)*

## 5.6 Assessment and evaluation of learners' progress and achievement

**5.6 A** Continuously evaluating learners' language-related progress in both subject and language teaching in order to aid future learning

**5.6 B** Regularly monitoring learners' language-related progress during teaching and identifying strengths as well as areas where improvement is needed

**5.6 C** Planning and carrying out summative evaluation based on transparent language criteria and providing useful information about the results to the learners and other stakeholders

**5.6 D** Using instruments for assessment and self-assessment that take the learners' entire language repertoires and their plurilingual competences into account



### Subject teachers

They can continuously monitor and give supportive feedback on learners' ability to cope with the language demands of the subject, for instance by praising them for the appropriate use of academic language in an oral presentation in their subject. (5.6 B)

They can prepare learners for tests and exams by making it clear to them what criteria related to language (alongside subject criteria) will be used when tasks and answers are assessed and organising practice in using the language if necessary. (5.6 C)

#### Illustrative example:

*A teacher of history with a 5th and answers are assessed and organising practice in using the language if necessary. (5.6 C)*

#### Illustrative example:

*A teacher of history with a 5th year secondary school class has noticed that some learners have difficulty reading and understanding more challenging texts. As part of a lesson leading up to a written exam, she gets learners to do a task in which they have to identify the themes of each paragraph in a complex history text and suggest headings for them, and then ask each other factual questions about the content of the text. (5.6 B, 5.6 C)*



### Language of schooling teachers

They can ensure that learners gain experience of a wide range of spoken and written language and related tasks, and make notes on the ability of individual learners to complete the tasks successfully. (5.6 A)

They can introduce their learners to instruments for self-assessment, such as language portfolios that cover their competences in any language, to enable learners to document and reflect on their language repertoires and their oracy and literacy skills across the languages they know. (5.6 D)

#### Illustrative example:

*reflect on their language repertoires and their oracy and literacy skills across the languages they know. (5.6 D)*

#### Illustrative example:

*After a story writing activity, a 4th year primary school teacher asks learners in pairs or small groups to read each other's stories and suggest ways in which the language (vocabulary, spelling, punctuation, grammar...) and the story itself could be improved. During supervision, he asks each learner to comment on the feedback they got and, where necessary, suggests further improvement. Then the learners write improved versions of their stories, which they hand in to the teacher. (5.6 A, 5.6 B)*



### Foreign language teachers

To enable learners to check strengths and weaknesses in their language learning, they can prepare regular tests of the language covered in recent lessons which focus explicitly on different aspects of their competence and then review the test with learners. (5.6 A)

As preparation for important exams they can work on examples of the kinds of test items and tasks that will be included, explain the criteria that will be used by examiners and train learners to deal with these test items and tasks by using similar ones in class, and then offering feedback based on the examination criteria. (5.6 C)

*will be used by examiners and train learners to deal with these test items and tasks by using similar ones in class, and then offering feedback based on the examination criteria. (5.6 C)*

#### Illustrative example:

*A teacher has been getting her learners to practise giving short presentations in the target language, a skill which is assessed in the end of year exam. Following one or two model presentations, she asks learners to develop four or five criteria to do with organisation, use of language, body language etc. The teacher and learners review the suggested criteria together and the teacher draws up an agreed final list similar to that used by examiners. (5.6 C)*



### Teachers of home languages

They can assess the literacy skills of learners before giving tests of writing or reading comprehension and, if necessary, provide different test tasks according to individual levels of literacy. (5.6 B)

During class and small group work, they can organise and monitor tasks or projects that require learners to use a range of language skills in two or more of the languages they know. (5.6 D)

#### Illustrative example:

*A home language teacher has conducted a project where the learners design posters with short poems where they have to use*

#### Illustrative example:

*A home language teacher has conducted a project where the learners design posters with short poems where they have to use three languages, including the home language and the language of schooling. For summative feedback, he chooses a range of criteria, including multilingual creativity and intelligibility. (5.6 D)*



## DIMENSION 6: COMPETENCES FOR COLLABORATION

This dimension contains competences relevant for collaboration with different stakeholders in the educational context. The competences emphasise the importance of collaboration for language-sensitive education.

### 6.1 Collaboration with other professionals for language-sensitive education

**6.1 A** Collaborating on language-sensitive education with colleagues working at one's own and other institutions, including fellow teachers, special needs managers and educational authorities

**6.1 B** Working with colleagues on developing language-sensitive approaches to teaching across all subjects

**6.1 C** Engaging in projects within and across subjects to help develop and implement a whole-school language policy



#### Subject teachers

They can liaise with colleagues and experts on the concrete planning of language-sensitive teaching across different subjects. (6.1 B)

They can ask teachers of the language of schooling to suggest tasks that enable learners to handle gradually more challenging subject-related reading and writing tasks. (6.1 B, 6.1 C)

#### Illustrative example:

*A primary school teacher of the language of schooling initiates a project where teachers of different subjects discuss a number of language-related topics, such as how to introduce new terminology, or criteria to evaluate written coursework. (6.1 B, 6.1 C)*



#### Language of schooling teachers

They can liaise with subject teachers to familiarise themselves with the literacy and oracy demands of the respective subjects, in particular the specialised uses of language which may be required. (6.1 B, 6.1 C)

They can reach out to other language teachers to coordinate aspects of teaching and learning across subjects, such as common terminology, grading, error culture, etc. (6.1 A, 6.1 B)

#### Illustrative example:

*A primary school teacher consults a head teacher or inspector to discuss funding for the extra language support of learners who have recently arrived from a conflict region. (6.1 A)*



#### Foreign language teachers

They can plan contacts with colleagues at other institutions to organise learning mobility experiences for their learners. (6.1 A)

They can liaise with colleagues teaching other languages and other subjects to discuss aspects of plurilingual and intercultural education that are relevant for language-sensitive teaching and learning. (6.1 A, 6.1 B)

#### Illustrative example:

*A secondary school foreign language teacher contacts colleagues working at a partner institution in a different country for an e-twinning project on online ads, for their learners to experience language-sensitive learning from the perspective of peers taught in another language of schooling and another national context. (6.1 A)*



#### Teachers of home languages

They can collaborate with other stakeholders to seek and exploit opportunities to raise and affirm the status of home language teaching in their context of education. (6.1 A)

They can plan common activities with their learners' regular teachers, such as a language fair where home language learners demonstrate or 'teach' their peers about their home languages and cultures. (6.1 A, 6.1 C)

#### Illustrative example:

*A home language teacher contacts the head teacher(s) at their learners' regular school(s) to plan information / cultural events about home language courses for (future) learners and/or their parents. (6.1 B, 6.1 C)*

## 6.2 Collaborating with parents (where applicable) for language-sensitive education

**6.2 A** Collaborating with parents to inform them about and listen to their reactions to the aims and methods used for the language-sensitive education of their children

**6.2 B** Encouraging parents to take an active role, as appropriate and feasible, in supporting their children's language acquisition and language-related learning



### Subject teachers

They can offer information and counselling to parents about their children's progress in their subject and, if necessary, highlight where their children struggle with the language demands of the subject. (6.2 A)

#### Illustrative example:

*A primary school teacher informs parents about their recommendation to involve a special needs expert to support their child who is struggling with language-related demands of science classes. (6.2 A)*



### Language of schooling teachers

They can advise parents on how they can support their children with their learning of the language of schooling. (6.2 B)

#### Illustrative example:

*A secondary school teacher of the language of schooling advises parents on appropriate resources (e.g. adolescent literature, language learning websites and apps) that their children can use for their autonomous learning of the language of schooling, but also for other languages as appropriate. (6.2 B)*



### Foreign language teachers

They can inform parents about the general aims of their foreign language classes, as well as the teaching methods used, and respond to parents' questions and comments. (6.2 A)

#### Illustrative example:

*A primary school foreign language teacher listens to parents who are worried that their children's foreign language errors are not corrected, and explains, in appropriate terms, which errors are typical and unproblematic at a beginner level (such as A1 according to the CEFR), and how she believes her way of handling errors can support the children's language learning across subjects. (6.2 A)*



### Teachers of home languages

They can involve parents in activities and events related to the home language and culture and seek their support with development of home language skills in the home environment. (6.2 B)

#### Illustrative example:

*A home language teacher of Russian invites the learners' parents to suggest children's songs and rhymes for the learners to engage with in class, and later rehearse and perform at an end of year event for the learners and their families. (6.2 B)*

## DIMENSION 7 – COMPETENCES FOR INITIAL TEACHER EDUCATION AND CAREER-LONG DEVELOPMENT

This dimension contains professional competences for language-sensitive education which are related to all stages of a teacher's professional career, from initial education to career-long development, as well as to the six dimensions described above. It also points to the topic of mental wellbeing. While teachers' mental wellbeing is not a phenomenon that is unique to language-sensitive education, language and communication play an important role in the strategies that teachers can employ to maintain their mental wellbeing and health.

**7 A** Further developing the professional competences for language-sensitive education outlined in the various dimensions above by actively participating in organised professional learning opportunities, from initial education to continuing professional development (CPD)

**7 B** Seeking out and choosing from a range of informal or self-selected professional learning opportunities related to or involving language-sensitive education, including self-assessment, self study, teaching a different level or age group, contributing and/or piloting new materials, etc.

**7 C** Considering the interrelation between language-sensitive education and mental wellbeing, and exploiting appropriate strategies when necessary



### Subject teachers

They can keep up to date with recent insights on the language-sensitive teaching of their subject through reading and discussion with colleagues. (7 B)

They can explore opportunities for professional learning through activities such as mentoring student teachers, counselling colleagues, offering training workshops, or getting involved in the development of materials for language-sensitive education. (7 A)

#### Illustrative example:

*A future secondary school chemistry teacher in her first practicum has received feedback from her mentor that her explanations are linguistically very complex and hence hard to understand for her learners. She does some reading on language-sensitive teaching, and then transcribes and analyses some of her self-recorded instructions, to track her progress towards teaching chemistry in a more language-sensitive way. (7 A, 7 B)*



### Language of schooling teachers

They can conduct an action research project on a topic related to the language-sensitive teaching of the language of schooling as a subject. (7 A)

They can talk to superiors and colleagues about their challenging experiences as a teacher, in order to ask for or share advice on strategies, both language-related and other, to cope with stress. (7 C)

#### Illustrative example:

*A primary school language of schooling teacher experiments with artificial intelligence (AI) tools used by his learners to draft and revise short essays. He discovers interesting ways in which AI can support language-related learning, as well as problems which could arise if used with a less reflective and critical approach and decides to share his insights at a teacher conference. (7 A)*



### Foreign language teachers

They can compare and choose from a range of formal and informal opportunities to maintain their target language competences. (7 A, 7 B)

They can keep a diary where they reflect on their theoretical knowledge and practical experience of the language-sensitive teaching and learning of foreign languages. (7 B)

#### Illustrative example:

*A foreign language teacher notices how a colleague is struggling with the effects of a poorly organised and barely funded curricular reform that has made language-sensitive teaching almost impossible. She senses that the colleague may be at risk of developing work-related depression and encourages him to seek professional counselling. She also decides to ask the management team to review the way in which the reform is being implemented. (7 C)*



### Teachers of home languages

They can refer to specialist websites and podcasts to keep themselves informed on aspects of language-sensitive education. (7 B)

They can contribute, through their teaching, to empowering their learners to develop a positive plurilingual and pluricultural self-concept, while counteracting negative sentiments such as alienation, which could otherwise put their mental wellbeing at risk. (7 C)

#### Illustrative example:

*A home language teacher of Japanese, whose initial education was mainly concerned with standard Japanese and classical literature, reads up on aspects of recent Japanese pop culture, such as mangas (comics) and animes (animated series or films) that have proven popular and motivating for learners of Japanese as a home language, as well as their fellow learners without a Japanese heritage background. (7 B)*



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**ENG**

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