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Insights into the European Portfolio for Student Teachers of Languages

This book is intended principally for two groups of readers: teacher educators involved in the training of teachers of foreign languages and student teachers. However, it will be of interest to anyone involved in language education. The book is divided into three parts:

Part I: The theoretical basis of the *EPOSTL*

This section focuses on theoretical insights relevant to the use of the *EPOSTL*. In chapter one, David Newby discusses some of the issues which arose in the design of the *EPOSTL* and in its implementation. The most important function of the *EPOSTL* is as a tool for reflecting on the competences which teachers strive to attain. In the second chapter Anne-Brit Fenner therefore considers the role of reflection in education, looks at different theoretical approaches to reflection and indicates the role that it plays when the *EPOSTL* is used. A further aim of the *EPOSTL* is to support an autonomous mode of learning, both on the part of student teachers and their learners. In chapter three, Hanna Komorowska discusses the concept of learner autonomy and its place in education. In the last chapter of this section, Michael Byram presents a model of culture and analyses to what extent this model is represented in the descriptors of the *EPOSTL*.

Part II: The *EPOSTL* and other European instruments

As stated above, the *EPOSTL* builds on insights from three other European publications, each of which is the focus of a chapter in this part. In chapter five, David Newby examines the relationship between the *EPOSTL* and the *Common European Framework of Reference*, focusing on the correspondences between their respective competence descriptors. In chapter six, Hanna Komorowska explains the rationale of the *European Language Portfolio* and examines similarities and differences between the *ELP* and the *EPOSTL*. In chapter seven, Mike Grenfell, one of the co-authors of the *European Profile for Language Teacher Education*, presents its aims and content and indicates how the two documents may be used in a complementary fashion in the curriculum design of teacher education.

Part III: Implementing the *EPOSTL*

In the final part, three case studies are presented, illustrating how the *EPOSTL* can be used in practice. In chapter eight, in the first of these studies, Barbara Mehlmauer-Larcher describes how the *EPOSTL* is used in the training of future English teachers at the University of Vienna and also discusses theoretical aspects of her approach. The context she describes represents the 'mainstream' use of the *EPOSTL*; in the last two chapters, case studies are presented which show additional uses to which the *EPOSTL* can be put. Barry Jones describes a "bi-lateral" teacher education programme between the University of Cambridge and the Institut Universitaire de Formation des Maîtres at Antony in France, in which the *EPOSTL* played a key role. He further discusses reactions of the English and French students to using the *EPOSTL*. In the last chapter, Rita Kupetz and Hannah Ruhm give an account of how the *EPOSTL* was used in a short training course for German exchange assistants who were about to begin a period of teaching in the United Kingdom.

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