Profession-related language competence profile for foreign language teachers at lower secondary level

Project management

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Information on the profession-related language competence profiles

1. What is a profession-related language competence profile?

The profession-related language competence profile describes the **communication-oriented linguistic skills** required by teachers of foreign languages at lower secondary level ("Sekundarstufe I") in order to practice their profession. It outlines the linguistic abilities needed to conduct foreign language lessons in accordance with the educational targets at Swiss primary and lower secondary schools. The profile was developed based on a systematic needs analysis (in accordance with Long 2005). The analysis drew on a variety of sources such as national and international reference documents, teaching materials, curricula, insights from teaching practice and teaching practice research, as well as on the experience and opinions of teachers and experts.

The profile covers linguistic competences that are required in particular for the teaching of languages, language learning strategies and intercultural skills. It is aimed at the practical, job-related use of language in foreign language teaching at lower secondary level. A separate profile has been created for foreign language teaching at primary school level. Both profiles are guided by contemporary didactic approaches (didactics of plurilingualism, content-and task-based teaching, and bilingual teaching of specific school subjects).

2. History

The profile was developed by the institute of language teaching methodology (Institut Fachdidaktik Sprachen) at the University of Teacher Education St. Gallen (Pädagogische Hochschule St. Gallen, **PHSG**) (project phase 2009-2013), the University of Teacher Education Lucerne (**PHZ Luzern**) (project phase 2009-2010), the University of Teacher Education of the Canton of Vaud (**HEP VD)** and the University of Applied Sciences and Arts of Southern Switzerland (**SUPSI Locarno)** (project phase 2011-2013), together and in close cooperation with the Swiss Conference of Cantonal Ministers of Education (**EDK**), the Swiss Conference of Rectors of Universities of Teacher Education (**COHEP**) and the Institute of Multilingualism at the University and the University of Teacher Education in Freiburg/Fribourg (**Institut für Mehrsprachigkeit, Universität/PH Freiburg**). Other national and international specialists were also involved. The project was financially supported by the Swiss Office of Culture (Art. 10, Sprachenverordnung) and by COHEP.

3. Objectives

The profession-related language competence profile represents a **guiding framework** for the pre-service and in-service education of lower secondary level teachers in the foreign languages that they teach or plan to teach.

The competence profile can be used as a basis for:
- defining linguistic targets for the foreign language education and further training of teachers
- designing job-related language courses
- self-assessment and other-assessment to establish the basic and advanced foreign language training needs of current and future teachers
- certification of language proficiency, e.g. in combination with international language diplomas

4. Who are the competence profiles aimed at?

The profiles are primarily intended for the following target groups:
- Organisations responsible for designing curricula
- Lecturers in pre-service and in-service education for foreign language teachers
- Teachers in pre-service and in-service education

5. Contents of the competence profile

The profiles contain descriptions of profession-related language competences in five professionally relevant **areas of language-related activity**:

1. Preparing lessons
2. Conducting lessons
3. Assessing, giving feedback and advising
4. Establishing external contacts
5. Learning and further training

In the "communicative skills" section, professionally relevant **communication-oriented linguistic tasks** of a teacher are specified for each area of activity in the form of "ability statements", and are illustrated by means of **examples**.

Area of activity 1: Preparing lessons

1.1 *In the target language, the teacher is able to ...*

> 👁 understand written documents in order to assess whether they are suitable for use in a lesson.

a Understand a short authentic text (e.g. advertising, instructions, film documentary, song lyrics, diary entry, newspaper article, blog, comic text, etc.) in order to be able to assess whether it is suitable for use in a specific lesson.

b Understand the cultural contents in given teaching material in order to be able to assess whether they are suitable for developing the learners' intercultural competence.

For reasons of brevity and clarity, only a small number of task examples are listed. Further examples for each area of activity are presented – in italics – in the annex section entitled "Task fields".

The tasks are arranged by category of communicative skill. The categories are indicated by means of symbols:

👁 Reading	👂 Listening	✍ Writing	🧍→ Spoken production	🧍↔🧍 Spoken interaction	💡 Learning strategies and language awareness

Each area of activity is intended to stand alone so that the profile can be applied to a specific need only. This is why certain linguistic activities are repeated from one area of activity to the next.

The focus of the profile is on linguistic activities in the target language. However, this does not mean that there is no place for the **local language of schooling** as well. From a plurilingual perspective of the learning process, the local language does, after all, form the basis from which a foreign language is acquired, sometimes together with other languages. Thus, certain linguistic activities are frequently conducted in the local language of schooling, especially in area of activity 3 (assessing, giving feedback and advising). Conscious and flexible use of the language of schooling in foreign language teaching is just as much part of a teacher's professional skill-set as a good command of linguistic activities in the target language (Hall & Cook 2012).

In line with current curricula, area of activity 5 comprises **competence in learning and communication strategies** and **language awareness**, which are also relevant for the linguistic and cultural learning process of a (prospective) teacher.

6. Comments

Special communication-oriented linguistic tasks are described for the **bilingual teaching of specific school subjects**. These tasks are indicated separately (***). Bilingual teaching of specific school subjects is currently included in the education of prospective teachers only to a limited extent, and is usually conducted only by teachers of above-average linguistic competence. There are, however, many intermediate forms of such content-oriented teaching (e.g. CLIL/EMILE); descriptions referring to these forms are not specifically indicated.

The designation **E** is used for communication-oriented linguistic tasks that are – according to didactics specialists and teacher educators – **more relevant for the education of teachers** than for the actual day-to-day teaching of a foreign language.

7. On the elaboration of the competence profile

The formulation of the profession-related language competence profile for foreign language teachers was based on a linguistic needs analysis in accordance with Long (2005), which stipulates that the communication-oriented language competences needed can be derived from a combination (triangulation) of various sources of information and methods.

Information sources of the needs analysis according to Long (2005)	Information sources taken into consideration
Reference documents helping to describe the professional tasks and the communication-oriented linguistic requirements of the profession	European Portfolio for Student Teachers of Languages (Newby et al. 2007), European Profile for Language Teacher Education: A Frame of Reference (Kelly et al. 2005), Descriptors for Plurilingual and Intercultural Competences (Candelier et al. 2007), Portfolio of Intercultural Competence (Byram et al. 2004), Developing and Assessing Intercultural Communicative Competence. A Guide for Language Teachers and Teacher Educators (Lazar et al. 2007), Common European Framework of Reference (Council of Europe 2001), Profile Deutsch (Glaboniat et al. 2005), Niveau B2 pour le français. Un Réferentiel (Beacco et al. 2004), European Language Portfolio, current Swiss teaching material from all linguistic regions (German, French, English as a foreign language)
Swiss official curricula	Curricula by Swiss linguistic region: Plan d'Etudes Romand, Lehrplan Passepartout, Lehrplan 21, draft of a curriculum for Ticino
Observations from teaching practice	Observations from teaching practice / classroom video recordings (Mettler et al. 2011; Froidevaux 2011; Löliger 2013; Vicente, in preparation)
Interviews with teachers (insiders) regarding their communicative needs	Interviews with teachers (Mettler et al. 2011), online interviews with teachers, hearings with teachers in different language regions
Expert opinions	Obtained from specialists in foreign language teaching methodology, specialists in evaluating linguistic competence and curricula, linguists, etc.

The profession-related language competence profile was thus elaborated first of all on the basis of a comprehensive analysis of relevant academic literature as well as job-specific and normative documents in a national and international context (cf. list in box above). The analysis provided indicators for the definition of linguistic activities in the day-to-day professional life of a foreign language teacher. The defined activities were then compared and aligned with observations from teaching practice (video recordings of classroom activities), and teachers were questioned – orally and in written form – on their linguistic requirements. Finally, the thus established profile was submitted to teachers, lecturers at universities of teacher education, as well as national and international experts in the form of a comprehensive questionnaire. The outcome was discussed in various hearings with teachers and educators in the different linguistic regions. Based on the feedback received, the profile was once again revised.

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Area of activity 1: Preparing lessons

1.1 *In the target language, the teacher is able to ...*

> 👁 understand written documents in order to assess whether they are suitable for use in a lesson.

a   Understand a short authentic text (e.g. advertising, instructions, film documentary, song lyrics, diary entry, newspaper article, blog, comic text, etc.) in order to be able to assess whether it is suitable for use in a specific lesson.

b   Understand the cultural contents in given teaching material in order to be able to assess whether they are suitable for developing the learners' intercultural competence.

1.2 *In the target language, the teacher is able to ...*

> 👁 understand didactic and methodological information and instructions in order to be able to use them for the preparation of lessons.

a   Understand manuals, aids and commentaries to the teaching material used so that they can be used for the preparation of lessons.

1.3
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In the target language, the teacher is able to ...

> 👁 understand specialised written documents in order to be able to assess whether they are suitable for use in bilingual teaching of the subject concerned.

a   Understand a specialised text from a textbook for subjects such as history, geography, biology, nature studies, social studies, etc.

1.4 *In the target language, the teacher is able to ...*

> 👂 understand audio-visual documents so as to be able to assess whether they are suitable for use in a lesson.

a   Understand a radio programme (e.g. interview, news, sports results, weather forecast) in order to be able to select extracts for a lesson.

b   Understand a TV programme (e.g. interview, discussion, report, news, documentary) in order to be able to select extracts for a lesson.

1.5
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In the target language, the teacher is able to ...

> 👂 understand specialised audio-visual documents so as to be able to assess whether they are suitable for use in bilingual teaching of the subject concerned.

a   Understand an extract from a specialised TV programme (e.g. documentary or report with regard to history, geography, biology, nature studies, human studies, social studies, etc.)

1.6 *In the target language, the teacher is able to ...*

> ✎ simplify the language of a document in order to be able to use it in a lesson.

a   Simplify a specialised text (e.g. instructions, report, experiment) in terms of its language so as to be able to use it in a lesson.

1.7 *In the target language, the teacher is able to ...*

> ✏ add to a document in order to be able to use it in a lesson.

a Supplement an article (e.g. letter by a newspaper reader, report, book review) with comments and explanations on words and context so that the article can be read independently by learners.

1.8 *In the target language, the teacher is able to ...*

> ✏ summarise a text in order to be able to use it in a lesson.

a Summarise information and arguments from a text on a work sheet.

b Summarise a chapter from a book for adolescents for use in a reading workshop.

1.9 *In the target language, the teacher is able to ...*

> ✏ present content in a clear and structured written manner and illustrate it by means of examples.

a Create a worksheet with exercises.

b Create a written document for presentation in connection with a certain topic (e.g. PowerPoint file, chart or blackboard presentation, overhead projector transparency, poster).

1.10 *In the target language, the teacher is able to ...*

> ✏ formulate written instructions enabling learners to work independently.

a Give precise instructions on the individual stages in a workshop.

b Give precise instructions enabling learners to look for familiar words in a target language text.

1.11 *In the target language, the teacher is able to ...*

> ✏ formulate written questions for use in a lesson.

a Formulate questions to assess whether learners have understood an authentic target language document.

b Prepare content-related questions on a specific topic.

1.12 *In the target language, the teacher is able to ...*

> ✏ put ideas and information into writing as part of the lesson preparation process.

a Write down key topics and key terms when determining the various stages of a lesson.

b Formulate learning targets and the expected learning outcome of a specific teaching unit.

1.13 *In the target language, the teacher is able to ...*

> ✏ provide written information for the class.

a Write a message to the class regarding a lesson (e.g. via information sheet, learning platform, e-mail).

b Leave a message to the class on the blackboard or a chart if the lesson cannot take place.

1.14
*** *In the target language, the teacher is able to ...*

> ✏ prepare material for use in bilingual teaching of a specific school subject.

a Add commentaries and word explanations to a text so that learners are able to read and understand it independently.

b Create a digital presentation for a school subject (e.g. history, geography, biology, nature studies, human studies, social studies, etc.).

Area of activity 2: Conducting lessons

2.1 *In the target language, the teacher is able to ...*

> provide the class with individual words and short sentences in writing during a lesson.

a Write down solutions to tasks for the class.

b Develop and supplement a presentation on a chart or blackboard.

2.2 *In the target language, the teacher is able to ...*

> moderate work online in writing.

a Answer e-mails written by learners in connection with a school task.

b Moderate a forum discussion on an internet learning platform.

2.3 *In the target language, the teacher is able to ...*

> introduce a teaching sequence.

a Provide an overview of the coming lessons, outline learning targets.

2.4 *In the target language, the teacher is able to ...*

> round off a teaching sequence.

a Take stock (e.g. emphasise targets that have been achieved).

b Guide learners in the target language from one teaching sequence to the next.

2.5 *In the target language, the teacher is able to ...*

> provide the class with oral information.

a Announce something orally to the class (e.g. time, place, homework, personal absence).

b Announce and explain a decision.

2.6 *In the target language, the teacher is able to ...*

> provide learners with descriptions during a lesson.

a Describe an object or an activity in order to introduce a new word (e.g. say what something looks like).

b Describe various cultural practices (e.g. customs and festivals).

2.7 *In the target language, the teacher is able to ...*

> present content to the class in a clear and structured way.

a Compare content in different languages with learners, emphasising similarities and differences.

b Present learners with suitable books and texts for reading that are aligned to their linguistic level and their interests.

2.8 *In the target language, the teacher is able to ...*

> explain facts and points of view to learners.

a Explain words (e.g. using generic terms; saying what something is used for, looks like, where or when it can be found).

b Explain cultural differences in behaviour (e.g. nonverbal communication, gestures and facial expressions).

2.9 *In the target language, the teacher is able to ...*

| 🔷→ | present arguments to the class, adapted to the class's level. |

a   Present learners with reasons for learning a foreign language in a multilingual society.

b   Show how learners' languages of origin represent a cultural enrichment, underlining key points with examples.

2.10 *In the target language, the teacher is able to ...*

| 🔷→ | introduce a new topic of learning to the learners. |

a   Introduce a topic at the beginning of a new teaching sequence in a clear and systematic way.

b   Introduce a new grammatical theme by explaining the context and giving simple examples.

2.11 *In the target language, the teacher is able to ...*

| 🔷→ | give clear oral working instructions during a lesson. |

a   Ask learners to work on a text (e.g. copy, read out loud, select words or answers, repeat).

b   Give learners precise instructions for listening comprehension and motivate them to listen carefully for specific information or specific expressions.

2.12 *In the target language, the teacher is able to ...*

| 🔷→ | give oral instructions regarding the organisation of a lesson or task. |

a   Instruct learners to get ready, use or put away specific school material (e.g. pencils, crayons, pens).

b   Give precise instructions on how learning material (language cards, games, tables, etc.) is to be used.

c   Tell learners to form pairs or mixed groups (by gender, ability, interest, etc.).

2.13 *In the target language, the teacher is able to ...*

| 🔷→ | introduce learners to certain learning aids. |

a   Show learners how to work with print and online dictionaries.

b   Introduce the class to a digital learning environment on the internet.

2.14 *In the target language, the teacher is able to ...*

| 🔷→ | make spontaneous oral comments about classroom situations. |

a   React spontaneously to unforeseen situations (a learner is late for class, a knock on the door, etc.).

b   React clearly and decisively in front of the class when a learner disturbs a lesson.

In the target language, the teacher is able to ...

2.15

| 🔷→ | tell a story to the class. |

a   Tell a joke or an anecdote with the appropriate facial expressions and gestures.

2.16 *In the target language, the teacher is able to ...*

| 🔷→ | give an oral summary of a text or film in front of the class. |

a   Give a brief summary of a film sequence before showing it.

2.17 *In the target language, the teacher is able to ...*

| 🔷→ | read out a text to the class with appropriate emphasis, rhythm and intonation. |

a   Read out a story paying due attention to intonation and accompanying gestures.

2.18
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> express himself/herself fluently, using appropriate subject-related terminology that is adapted to the learners' level.

In the target language, the teacher is able to ...

a   Explain subject-related content and point out key vocabulary.

b   Take into account the learners' linguistic competence when conveying specialised content (e.g. by paraphrasing technical terms).

2.19
***

> outline subject-related facts and connections in front of the class, adapted to the learners' academic and linguistic level.

In the target language, the teacher is able to ...

a   Explain political, economic and social circumstances and developments (e.g. the situation before the First World War).

2.20   *In the target language, the teacher is able to ...*

> greet and dismiss a class.

a   Greet the class and ask learners how they are doing.

b   Dismiss learners when it is time for break and find appropriate words to welcome them back after break.

2.21   *In the target language, the teacher is able to ...*

> moderate a classroom discussion and express personal opinions.

a   Make sure that different learners can have their say.

b   State and explain a personal opinion on a topical issue.

2.22   *In the target language, the teacher is able to ...*

> ensure that interaction with the class can be understood by all learners.

a   Vary speed and complexity of speech when making a presentation to learners of different levels.

b   Check whether learners have understood what has been said and circumscribe expressions that haven't been understood by certain learners.

2.23   *In the target language, the teacher is able to ...*

> react appropriately to questions and other contributions by learners.

a   Demonstrate correct pronunciation and intonation when asked by learners.

b   Take up and answer learner questions spontaneously, even if this means deviating from the lesson plan.

2.24   *In the target language, the teacher is able to ...*

> put questions to learners.

a   Ask the class whether everyone is present / who is absent.

b   Ask learners questions on the content of a text that has been read in order to develop the subject matter.

2.25   *In the target language, the teacher is able to ...*

> provide individualised support for learners by means of specific information and explanations.

a   Provide targeted support to learners who are using a digital learning environment in the classroom (e.g. guidance in the use of a computer or a data projector).

b   Help individual learners learning a foreign language to build on their available competence in another language (e.g. language of origin).

2.26   *The teacher is able to ...*

> act as a mediator between languages in foreign language teaching by consciously switching between the language of schooling and the target language, and selectively interpreting spoken sequences from one language into the other.

a   Summarise the contents of a long target language presentation in the language of schooling if necessary to ensure that learners have understood both in terms of language and content.

b   Take up learner contributions made in the language of schooling and react to them appropriately in the target language.

2.27   *In the target language, the teacher is able to ...*

> call on learners to behave appropriately so as to ensure a beneficial learning environment.

a   Remind learners to use the target language in a group work assignment.

b   Lay down limits when the classroom situation has become disrupted and remind learners of classroom or school rules.

2.28   *In the target language, the teacher is able to ...*

> express and address emotions appropriately.

a   Express personal feelings such as surprise, joy, disappointment, sadness, interest and wishes when interacting with learners.

2.29   *In the target language, the teacher is able to ...*
***

> give appropriate answers to content-related questions by learners .

a   Use plurilingual strategies when explaining a complex subject-related matter (e.g. on the formation of the Alps) to ensure comprehension both in terms of language and content.

b   Use appropriately selected specialised terminology when formulating an answer.

Area of activity 3: Assessing, giving feedback and advising

3.1   *In the target language, the teacher is able to ...*

> understand, analyse and assess written work by learners so as to be able to give differentiated feedback.

a   Analyse mistakes in a short text (e.g. brief report or short story) in order to point out typical sources of mistakes.

b   Assess a written text (e.g. book review or entry for a website) according to certain criteria (e.g. content, range, linguistic means, precision of expression).

3.2   *In the target language, the teacher is able to ...*

> understand, analyse and assess oral contributions by learners in order to be able to give differentiated feedback.

a   Pinpoint a learner's linguistic strengths and scope for improvement according to certain criteria (e.g. content, range, linguistic means, precision of expression, fluency and appropriateness of stylistic register) on the basis of a short monologue by the learner (e.g. short report with personal comments, text summary).

b   Assess the oral contribution of two learners who are holding a dialogue (e.g. about a mobility exchange or about music).

3.3   *In the target language, the teacher is able to ...*

> formulate tasks that enable him/her to assess a learner's linguistic abilities.

a   Formulate written questions to assess the comprehension of an audio or audiovisual document (e.g. song lyrics, film excerpt).

3.4   *In the target language, the teacher is able to ...*

> give written instructions for self-assessment or assessment by fellow learners.

a   Give written guidelines for learners on how to assess work by a fellow learner (e.g. presentation or poster).

3.5   *In the target language, the teacher is able to ...*

> give written feedback on work produced by learners.

a   Correct a written text by suggesting alternative formulations and other improvements.

b   Give brief, personal and constructive feedback (praise, etc.) in written form to a written text (e.g. description of an experience, letter).

3.6   *In the target language, the teacher is able to ...*

> give oral instructions for learners' self-assessment or assessment by fellow learners.

a   Encourage learners to assess their own progress and learning achievements.

b   Teach learners how to use specific tools for assessing their own speaking skills (observation grid, European Language Portfolio, etc.).

3.7   *In the target language, the teacher is able to ...*

> comment on the performance of a class.

a   Give overall feedback to the class at the end of a lesson (e.g. praise, encouragement, criticism, reprimand).

3.8   *In the target language, the teacher is able to ...*

> conduct a dialogue that serves to assess a learner's ability.

a   Conduct a dialogue with a learner in order to assess, by certain criteria (e.g. content, range of vocabulary and grammatical means, precision of expression, fluency), his or her ability to participate in a conversation in the target language.

3.9   *In the target language, the teacher is able to ...*

> give oral feedback on a learner's performance.

a   Give brief feedback on contributions by learners (e.g. praise, congratulations, criticism, indications on scope for improvement).

b   Give constructive feedback on short learner presentations as encouragement for further studies.

3.10   *In the target language, the teacher is able to ...*

> provide personalised information on the performance of individual learners.

a   Explain a learner's performance and progress clearly and succinctly to his or her parents who speak the target language.

3.11   *In the target language, the teacher is able to ...*

> provide individual support to learners with explanations and advice to help them build up the ability of assessing themselves.

a   Support learners in their self-assessment by means of the European Language Portfolio.

3.12   *In the target language, the teacher is able to ...*

> hold an advisory talk with learners with the aim of fostering their skills in a personalised manner.

a   Advise learners to set personal goals based on an assessment, and discuss these goals with them on an individualised basis.

b   Address specific learning difficulties a learner is facing and discuss possible measures.

Area of activity 4: Establishing external contacts

4.1 *In the target language, the teacher is able to …*

> 👁 read and understand correspondence from the target language region.

a Understand an official letter from an institution in the target language region in order to be able to summarise its contents to the class.

b Understand rules and house regulations in connection with a school trip to the target language region so as to be able to communicate them to the class.

4.2 *In the target language, the teacher is able to …*

> 👁 understand written information in connection with a school trip or event on order to put this information to use for the class.

a Read and understand written documentation (e.g. brochures, websites, museum guidebooks, information leaflets, etc.) on a place to be visited.

4.3 *In the target language, the teacher is able to …*

> 👂 understand oral information in connection with a school trip or event in order to put this information to use for the class.

a Understand a presentation (e.g. audioguide, guided tour) when preparing an excursion.

b Understand messages and announcements during a stay in a target language region (e.g. answering machine messages, announcements at an airport or railway station).

4.4 *In the target language, the teacher is able to …*

> ✍ write appropriate formal and informal letters and e-mails in connection with the preparation of a school trip or event.

a Take up written contact with an institution in the target language region when organising a project week, a real-life exchange or a virtual exchange.

b Write an e-mail to a teacher in the target language region who is responsible for a school exchange, e.g. to inform him/her of problems in a guest family.

4.5 *In the target language, the teacher is able to …*

> ✍ write appropriate notes and messages in connection with a school exchange or an excursion.

a Write a brief note to an accompanying person from the target language region, e.g. to inform him/her of misbehaviour by a learner.

4.6 *In the target language, the teacher is able to …*

> ✍ fill in a form appropriately in connection with a school exchange or an excursion.

a Fill in a police form correctly in connection with a case of theft.

4.7 *In the target language, the teacher is able to …*

> 🧍 speak appropriately in front of an audience at a school event.

a Introduce a speaker at a presentation or a guide before a guided tour and give a brief introduction to their topic.

b Thank persons responsible on behalf of the class (e.g. for their input, their hospitality, etc.).

In the target language, the teacher is able to …

4.8
> 🧍↔🧍 conduct a formal talk in a suitable form with persons from the target language region in connection with a trip or school event.

a Carry out a formal discussion with representatives of a local institution in connection with the organisation of a school camp in the target language region.

4.9   *In the target language, the teacher is able to …*

> ⬌ cooperate in a suitable form with persons from a target language region.

a   Converse with teachers of a partner class in the target language region via videophone (e.g. *Skype*) in order to plan certain online activities.

4.10   *The teacher is able to …*

> ⬌ act as a mediator between languages in connection with an excursion or a school exchange.

a   Summarise important information for learners during a guided tour either in the target language or the language of schooling, as appropriate.

b   Translate learner questions into the target language during a guided tour or render them more precisely in the target language.

Area of activity 5: Learning and further training

5.1 *In the target language, the teacher is able to ...*

> read and understand specialist literature on learning and teaching a foreign language.

a   Read and understand an article on an important aspect of learning/teaching a foreign language (e.g. language acquisition, plurilingualism).

5.2 *In the target language, the teacher is able to ...*

> read and understand cultural products of different genres to further develop his or her linguistic and cultural competences.

a   Read and understand contemporary literature (e.g. novels, short stories, comics, popular fiction).

E b   Read literary works (e.g. novels, short stories, comics, popular fiction) in order to be able to analyse them from the perspective of different cultural contexts.

5.3
***

In the target language, the teacher is able to ...

> read and understand specialist literature regarding a specific school subject.

a   Understand comments for teachers in a textbook for a specific school subject.

b   Read, understand and analyse an article on the school subject taught (e.g. history, geography, biology, nature studies, human studies, social studies, etc.) so as to be able to use it for teaching purposes.

5.4 *In the target language, the teacher is able to ...*

> understand a specialist talk on the learning and teaching of languages.

a   Understand the contents of a lecture on learning and teaching a foreign language well enough to make notes that are also of use to others.

b   Understand a radio programme on the learning and teaching of a foreign language.

5.5
***

In the target language, the teacher is able to ...

> understand a specialist talk on a specific school subject.

a   Understand the contents of a training course on the methodology of a specific school subject so as to be able to use them for teaching purposes.

b   Understand a radio programme on a topic pertaining to a specific school subject (e.g. history, geography, biology, nature studies, human studies, social studies, etc.).

5.6 *In the target language, the teacher is able to ...*

> understand a talk on literary or cultural topics aimed at fostering linguistic and (inter-)cultural competences.

a   Understand the contents of a course on a literary or (inter)cultural topic.

5.7 *In the target language, the teacher is able to ...*

> take notes as part of a learning process.

a   Take down the key points of a lecture for personal learning purposes.

b   Summarise important contributions on a flipchart during a workshop.

5.8
E

In the target language, the teacher is able to ...

> write a report on his or her personal learning activities.

E a   Describe one's own process of learning a language in a language biography using a style tailored to the envisaged readers' level.

E b   Report on one's own experiences during practical training or a stay in a foreign language region.

5.9 *In the target language, the teacher is able to ...*

E | write about aspects of learning and teaching a foreign language.

E a Present various points of view on a certain aspect of learning or teaching a foreign language and underline them with appropriate examples.

E b Write a feature on learning and teaching foreign languages on a digital learning platform.

5.10 *In the target language, the teacher is able to ...*

E
*** | present aspects of a school subject in writing.

E a Write a contribution on a digital learning platform during a subject-related didactics course related to a specific school subject.

5.11 *In the target language, the teacher is able to ...*

speak about his or her experience with language learning in a form tailored to the audience's level.

a Speak during a workshop about a specific experience made as a language teacher.

b Report on personal insights gained while learning or teaching a foreign language.

5.12 *In the target language, the teacher is able to ...*

E | summarise a text on language teaching orally in a form tailored to the audience's level.

E a Give an oral summary of an article on language teaching.

5.13 *In the target language, the teacher is able to ...*

E | present aspects of language learning and language teaching orally in a form tailored to the audience's level.

E a Explain the personal benefits of learning a foreign language during an introductory round at a course or a workshop.

5.14 *In the target language, the teacher is able to ...*

E
*** | explain aspects of a school subject orally in a suitable form.

E a Give a short presentation in a module on the bilingual teaching of school subject.

5.15 *In the target language, the teacher is able to ...*

contribute to a discussion on language learning and teaching in a suitable form.

a Make constructive contributions to a discussion on language teaching during a course (e.g. language course, methodology course, in-service education, etc.).

b Discuss cultural prejudices or suitable language learning strategies in connection with a mobility exchange.

5.16 *In the target language, the teacher is able to ...*

chat appropriately with other participants during a further education or training course.

a Exchange impressions and opinions informally at the end of a course day.

5.17 *In the target language, the teacher is able to ...*

make use of various production and reception strategies.

a Use production strategies for writing texts or spoken production in the target language (e.g. with regard to obtaining information, planning the text's structure, monitoring writing and speaking processes).

b Use discussion strategies (e.g. summarising a contribution by a previous speaker or asking for someone to reformulate their statement for the sake of better understanding).

5.18 *The teacher …*

> ☝ is not afraid of making mistakes when speaking in the target language.

a   Keep one's fear of making mistakes under control and be prepared to take risks when using the target language in a stressful situation.

b   Analyse one's own mistakes and use them as a source for further learning.

5.19 *The teacher is able to …*

> ☝ compare languages and use his or her knowledge of other languages to improve his or her skills in the target language.

a   Work out the meaning of a text in an unknown language based on one's knowledge of a related one.

b   Be able to perceive differences of emphasis between similar words in different languages.

5.20 *The teacher is aware …*

> ☝ of the fact that the language to be taught is part of his or her plurilingual repertoire.

a   Be aware of one's entire repertoire of languages and of the target language's place in this repertoire.

5.21 *The teacher is able to …*

> ☝ understand language learning as a lifelong process and to apply strategies to maintain and to enhance his or her linguistic and cultural competences independently.

a   Apply vocabulary learning strategies to develop one's own range of vocabulary on an ongoing basis for personal use and in view of one's teaching needs (teaching the target language, teaching a specific school subject in the target language, everyday language).

b   Evaluate one's target language competence based on the European Language Portfolio in view of a forthcoming teacher exchange and set appropriate targets.

Area of activity 1: Preparing lessons

Making use of linguistic and content-related sources in the target language

👁 Reading

1.1 a Understand a short authentic text (e.g. advertising, instructions, film documentary, song lyrics, diary entry, newspaper article, blog, comic text, etc.) in order to be able to assess whether it is suitable for use in a specific lesson.

      b Understand the cultural contents in given teaching material in order to be able to assess whether they are suitable for developing the learners' intercultural competence.

      c *Understand a magazine produced by learners in order to select a text (e.g. report, interview) on a topical theme for use in the classroom.*

      d *Understand a book for adolescents in order to assess whether it is suitable for the school library.*

1.2 a Understand manuals, aids and commentaries to the teaching material used so that they can be used for the preparation of lessons.

      b *Understand methodological instructions (e.g. lesson plan) in order to use them for the preparation of lessons.*

1.3 a Understand a specialised text from a textbook for subjects such as history, geography, biology, nature
***   studies, social studies, etc.

👂 Listening

1.4 a Understand a radio programme (e.g. interview, news, sports results, weather forecast) in order to be able to select extracts for a lesson.

      b Understand a TV programme (e.g. interview, discussion, report, news, documentary) in order to be able to select extracts for a lesson.

      c *Understand a film excerpt with dialogues in colloquial language or youth slang to assess whether it is suitable for teaching purposes.*

1.5 a Understand an extract from a specialised TV programme (e.g. documentary or report with regard to history,
***   geography, biology, nature studies, human studies, social studies, etc.)

      b *Understand an excerpt from a specialised radio programme / podcast (e.g. documentary or report in connection with history, geography, biology, nature studies, human studies, social studies, etc.).*

Creating / adapting learning and work material

✏ Writing

1.6 a Simplify a specialised text (e.g. instructions, report, experiment) in terms of its language so as to be able to use it in a lesson.

1.7 a Supplement an article (e.g. letter by a newspaper reader, report, book review) with comments and explanations on words and context so that the article can be read independently by learners.

1.8 a Summarise information and arguments from a text on a work sheet.

      b Summarise a chapter from a book for adolescents for use in a reading workshop.

1.9   a   Create a worksheet with exercises.

b   Create a written document for presentation in connection with a certain topic (e.g. PowerPoint file, chart or blackboard presentation, overhead projector transparency, poster).

c   *Create written instructions on how to work with various target language documents (e.g. adolescent literature, documents on youth life, songs) in order to foster intercultural competences.*

d   *Provide written explanations for a workspace on a learning platform.*

e   *Write a short introduction to a video sequence in an internet forum for an online workshop.*

1.14   a   Add commentaries and word explanations to a text so that learners are able to read and understand it
***   independently.

b   Create a digital presentation for a school subject (e.g. history, geography, biology, nature studies, human studies, social studies, etc.).

c   *Summarise elements from various subject-related teaching materials for the creation on a work sheet.*

d   *Simplify a subject-related text (e.g. on colonialism) taken out of teaching material from the target language region.*

Formulating instructions and questions

✍ Writing

1.10   a   Give precise instructions on the individual stages in a workshop.

b   Give precise instructions enabling learners to look for familiar words in a target language text.

c   *Give precise instructions for independent work on an audiovisual document (e.g. report, audio book, film scene) during a lesson.*

d   *Give instructions regarding the targeted development of learners' plurilingual competences:*
Give precise instructions enabling learners …
  • *to formulate hypotheses on the functioning of various languages*
  • *to put existing language competences to use when learning a new language.*

e   *Give instructions regarding the targeted development of learners' intercultural competences:*
Give precise instructions enabling learners …
  • *to recognise culture-related prejudices*
  • *to compare various cultural practices (e.g. school rituals, spare time activities and spare time habits).*

f   *Give instructions enabling learners to expand their language awareness:*
Give precise instructions enabling learners …
  • *to recognise the grammatical function of a certain tense*
  • *to apply spelling rules and take into account exceptions when writing in the target language.*

g   *Give instructions enabling learners to apply strategies to enhance learning autonomy:*
Instruct and motivate learners …
  • *to deduce the meaning of a word from its context*
  • *to take language-specific spelling features into account when writing in the target language*
  • *to pay attention to specific sound combinations that are typical for the target language.*

h   *Give instructions with regard to language mediation:*
Give precise instructions enabling learners …
  • *to interpret information appropriately from one language to another using simple sentences and expressions (e.g. from internet forums or print media)*
  • *to give a short presentation in the target language based on available school or target language documentation.*

i   *Give instructions enabling learners to expand their ability to work with language:*
Give precise instructions enabling learners to revise a text.

1.11   a   Formulate questions to assess whether learners have understood an authentic target language document.

b   Prepare content-related questions on a specific topic.

Formulating notes and messages

✍ Writing

1.12 a Write down key topics and key terms when determining the various stages of a lesson.

        b Formulate learning targets and the expected learning outcome of a specific teaching unit.

        c *Plan language activities and exercises with an intercultural focus and write down key points in the form of notes.*

1.13 a Write a message to the class regarding a lesson (e.g. via information sheet, learning platform, e-mail).

        b Leave a message to the class on the blackboard or a chart if the lesson cannot take place.

Area of activity 2: Conducting lessons

Steering the teaching / learning process

✒ Writing

2.2 a Answer e-mails written by learners in connection with a school task.

     b Moderate a forum discussion on an internet learning platform.

     c *Link up and summarise contributions on a forum.*

     d *React appropriately, both in terms of form and content, to improper and out-of-place contributions.*

♟→ Spoken production

2.3 a Provide an overview of the coming lessons, outline learning targets.

     b *State expected as well as undesirable learning methods, products and results.*

2.4 a Take stock (e.g. emphasise targets that have been achieved).

     b Guide learners in the target language from one teaching sequence to the next.

     c *Summarise contents dealt with at the end of a lesson.*

     d *Bring a teaching sequence to a temporary close (e.g. for a break) and resume appropriately afterwards.*

2.12 a Instruct learners to get ready, use or put away specific school material (e.g. pencils, crayons, pens).

     b Give precise instructions on how learning material (language cards, games, tables, etc.) is to be used.

     c Tell learners to form pairs or mixed groups (by gender, ability, interest, etc.).

     d *Give the necessary instructions for a class workshop.*

     e *Tell learners to arrange the classroom furniture in a particular way (arrange tables in U shape, separate chairs and tables, etc.).*

     f *Ask learners to take up certain places (e.g. sit in a circle, swap places, etc.).*

2.14 a React spontaneously to unforeseen situations (a learner is late for class, a knock on the door, etc.).

     b React clearly and decisively in front of the class when a learner disturbs a lesson.

♟↔♟ Spoken interaction

2.20 a Greet the class and ask learners how they are doing.

     b Dismiss learners when it is time for break and find appropriate words to welcome them back after break.

     c *Say good-bye to a class.*

2.21 a Make sure that different learners can have their say.

     d *Ask a learner / the class for their opinion.*

     e *Ask learners for their approval or check whether they agree with something.*

     f *Adjust or differentiate instructions for an assignment based on learners' reactions.*

     g *Develop questions in collaboration with learners.*

2.22 a Vary speed and complexity of speech when making a presentation to learners of different levels.

     b Check whether learners have understood what has been said and circumscribe expressions that haven't been understood by certain learners.

     c *Adjust one's linguistic level / choice of words based on reactions from learners.*

2.23 c *Reply to questions regarding the procedure or sequence of lessons.*

     g *Take up critical remarks during a lesson.*

2.24 a Ask the class whether everyone is present / who is absent.

     c *Ask learners for the reason of their absence in the previous lesson.*

2.27 a Remind learners to use the target language in a group work assignment.

b Lay down limits when the classroom situation has become disrupted and remind learners of classroom or school rules.

c *Prompt, encourage and motivate learners to participate during a lesson.*

d *Ask learners for silence and for their attention.*

e *Define desirable and undesirable behaviour and state what is prohibited.*

f *Reprimand the class or individual learners.*

2.28 a Express personal feelings such as surprise, joy, disappointment, sadness, interest and wishes when interacting with learners.

b *Use the target language for jokes and allusions when interacting with learners.*

c *Express dissatisfaction with the performance of the class or of individual learners.*

d *Express annoyance with the behaviour of the class or of individual learners.*

Providing guidance during lessons

✎ Writing

2.1 a Write down solutions to tasks for the class.

b Develop and supplement a presentation on a chart or blackboard.

c *Develop a mind-map.*

d *Put down the results of a brainstorming in writing.*

👤→ Spoken production

2.5 a Announce something orally to the class (e.g. time, place, homework, personal absence).

b Announce and give reasons for a decision.

2.10 a Introduce a topic at the beginning of a new teaching sequence in a clear and systematic way.

2.15 a Tell a joke or an anecdote with the appropriate facial expressions and gestures.

b *Talk about a famous person, the history of a city or a historic episode in the form of a story.*

2.16 a Give a brief summary of a film sequence before showing it.

b *Give a summary of the contents of a book for adolescents.*

👤↔👤 Spoken interaction

2.21 b State and explain a personal opinion on a topical issue.

c *Introduce the topic of a discussion and launch the discussion.*

2.23 b Take up and answer learner questions spontaneously, even if this means deviating from the lesson plan.

2.26 a Summarise the contents of a long target language presentation in the language of schooling if necessary to ensure that learners have understood both in terms of language and content.

b Take up learner contributions made in the language of schooling and react to them appropriately in the target language.

c *Switch spontaneously between languages if necessary and based on learner reactions.*

d *Make targeted use of the language of schooling in exchanges with learners if this seems appropriate, for example in cases of comprehension difficulties.*

e *Make appropriate use of the language of schooling to enhance comprehension when telling a story or giving explanations in the target language.*

Raising language awareness

Spoken production

2.6 a Describe an object or an action in order to introduce a new word (e.g. saying what the designated object looks like).

c *Tell learners about one's own experiences in the course of learning a language, including the associated feelings and reactions.*

d *Describe the pragmatic functions of a language (e.g. as a means of expressing an opinion or giving an order).*

2.7 a *Present aspects of plurilingualism to the class clearly and in detail:*
   - Make comparisons and emphasise similarities and difference.
   - *Explain the advantages of plurilingualism.*

2.8 a Explain words (e.g. using generic terms; saying what something is used for, looks like, where or when it can be found).

c *Outline an opinion and present arguments for and against it.*

d *Give examples or present something in the form of a story in order to enhance understanding.*

2.9 a Present learners with reasons for learning a foreign language in a multilingual society.

b Show how learners' languages of origin represent a cultural enrichment, underlining key points with examples.

2.10 b Introduce a new grammatical theme by explaining the context and giving simple examples.

2.11 c *Give learners precise instructions on how they can develop their plurilingual competences in a targeted manner:*

   Give precise instructions enabling learners …
   - *to transfer phenomena from a familiar to a less familiar language*
   - *to recognise loan words on the basis of various linguistic indicators.*

e *Give learners precise instructions to help them develop their language awareness in a targeted manner:*

   Give precise instructions enabling learners …
   - *to become aware of discrepancies between spelling and pronunciation*
   - *to identify certain sound patterns in an audio text*
   - *to become aware of the fact that languages are permanently subject to change.*

Spoken interaction

2.21 h *Moderate a classroom discussion or a teaching sequence on the development of learners' plurilingual competences in a targeted manner:*
   - *Compare different languages together with learners and highlight similarities and differences (calling attention to word origins, loan words, international terms, different alphabets and writing systems, etc.).*
   - *Compare rules of word formation in different languages together with learners and enable them to use this knowledge when learning new words (e.g. reload / refaire; prepaid / préfabriqué).*
   - *Compare the status and roles of different languages in a discussion with learners (e.g. national languages, official languages, languages of origin, international languages).*

j *Moderate a classroom discussion or a teaching sequence on the development of learners' language awareness in a targeted manner:*
   - *Compare grammatical structures in different languages in a discussion with learners (e.g. word order in a simple affirmative sentence, a negative sentence and a question).*
   - *Take up learner statements in a discussion on personal use of vocabulary, thereby contributing to the flow of discussion.*
   - *Summarise the points made so far in a discussion on various types of texts, thereby helping to keep the discussion focused.*
   - *Moderate a teaching sequence on the features of spoken language and encourage learners to state their opinions.*
   - *Categorise languages known to learners in a classroom discussion by allocating them to their language family.*

2.23 e *Respond to learner questions on methods of learning vocabulary.*

2.25   b   *Support learners in their acquisition of a plurilingual repertoire on an individual basis by means of targeted information and explanations:*

- Help individual learners learning a foreign language to build on their available competence in another language (e.g. language of origin).
- *Encourage learners to compare the target language with other languages they speak or are learning (language awareness).*
- *Encourage learners to make targeted use of their plurilingual competences whenever they have an opportunity to do so – even outside the school context.*
- *Support learners in the assessment and evaluation of their plurilingual competences.*

     d   *Help learners to raise their language awareness on an individual basis by means of targeted information and explanations:*

- *Support learners in reflecting on language.*
- *Encourage learners through dialogue to become aware of communicative repertoires in interaction, e.g. by introducing them to typical features of spoken and written interaction*
- *Support learners on an individual basis in using different language registers appropriate to the given situation.*
- *Help learners through dialogue to identify different types of discourse (e.g. to distinguish argumentative texts from narrative texts).*

Fostering linguistic activity (listening, speaking, reading, writing)

Spoken production

2.7   b   *Present aspects related to linguistic competence clearly and in detail:*

- Present learners with suitable books and texts for reading that are aligned to their linguistic level and their interests.
- *Pick out and combine thematic points in the books at hand, and deal with certain aspects in greater detail.*
- *Build on or connect with familiar aspects when introducing new structures or content.*

2.11   a   Ask learners to work on a text (e.g. copy, read out loud, select words or answers, repeat).

     f   *Give precise instructions enabling learners to enhance their competences in language mediation:*
       Give precise instructions enabling learners …

- *to pick out information from a short and simple written text in the target language (e.g. signpost, ad, postcard) and reproduce it in brief in the language of schooling, or vice versa*
- *to interpret key information gained from a conversation or an audio text on an everyday topic (e.g. interview, loudspeaker announcement, meeting with a partner class) from the target to the language of schooling or vice versa.*

     g   *Give learners precise instructions enabling them to develop their linguistic skills in a targeted manner:*
       Give precise instructions enabling learners …

- *to write a text based on a picture*
- *to pay attention to music and background sounds in an audio text recording*
- *to focus on intonation when speaking.*

2.17   a   Read out a story paying due attention to intonation and accompanying gestures.

     b   *Read out rhymes.*

     c   *Vary intonation and emphasis to let subtle differences in meaning become perceptible.*

     d   *Sing a song in front of the class.*

     e   *Recite a poem with due attention to rhythm and intonation.*

     f   *Recite a text using clear and natural pronunciation and intonation.*

Spoken interaction

2.23   a   Respond appropriately to questions on pronunciation and intonation in the target language.

         d   *Answer questions on grammar.*

         f   *Take up questions on the use of learning strategies that arise during the reading of a text.*

2.24   b   Ask learners questions on the content of a text that has been read in order to develop the subject matter.

2.25   f   *Give targeted information during a teaching sequence on developing linguistic skills, enabling learners to enhance their oral or written language competences.*

Raising awareness of interculturality

Spoken production

2.6   b   Describe various cultural practices (e.g. customs and festivals).

2.7   c   *Present aspects of interculturality in a clear and detailed manner:*
- *Introduce geographic aspects and key cultural products of the cultural area in focus (e.g. cities, cuisine, painting, films).*
- *Present and compare similar phenomena in different cultural contexts (e.g. national day of celebration).*
- *Discuss a given topic with learners from the perspective of different cultural contexts (e.g. prejudices, clichés).*
- *Draw attention to specific cultural features, illustrate them with examples and put them into relationship with the learners' own life and experience (e.g. discussion of norms and values reflected in youth magazines, films, books and TV programmes).*
- *Present social practices as a consequence of cultural differences (e.g. in the case of culture-based misunderstandings).*

2.8   b   Explain cultural differences in behaviour (e.g. nonverbal communication, gestures and facial expressions).

2.9   c   *Speak out in favour of cultural diversity and provide appropriate examples to underline this position.*

         d   *Point out the necessity of reacting to cultural differences without categorising them as good or bad.*

2.11   d   *Give learners precise instructions enabling them to develop their intercultural competences in a targeted manner: Give precise instructions enabling learners …*
- *to recognise communicative variants based on cultural differences (e.g. manners of greeting or expressing likes and dislikes)*
- *to compare their own forms of non-verbal communication with those from other cultural backgrounds (e.g. gestures, facial expressions, status of language)*
- *to become aware of similarities and differences in specific cultural contexts (e.g. customs, songs, verses, rituals of everyday school life)*
- *to compare events taking place in different cultural contexts*
- *to actively consider what it means to be "different" and to understand different value systems (e.g. by taking into account factors such as historical background or immigration).*

Spoken interaction

2.21   i   *Moderate a class discussion or a teaching sequence aimed at developing learners' intercultural competences:*
- *Lead a class discussion on stereotypes.*
- *Moderate a discussion on culture-based misunderstandings.*
- *Explore what unites and what divides people from different cultural backgrounds together with the learners.*
- *State one's own opinion in a respectful way and listen to others without prejudice.*
- *Mediate in cases of culture-based difficulties between learners.*
- *Organise role-play on socio-cultural differences in communication (e.g. different forms of polite phrases).*
- *Mediate in the case of difficulties and support other group members in a tactful way.*
- *Highlight common cultural clichés in a classroom discussion in order to help learners to expand their intercultural awareness.*

2.25 c *Support learners individually in the development of their intercultural competences by providing one-on-one explanations and advice:*
- *Provide guidance for learners through dialogue, encouraging them to use their own intercultural experience for the learning process.*
- *Help learners with the exploration of specific cultural contexts in an online exchange with a class from a different cultural background.*
- *Encourage learners through dialogue to reflect their own language biography in order to become aware of their pluricultural and plurilingual identity.*

Fostering learning autonomy

▲→ Spoken production

2.7 d *Present aspects of learning autonomy in a clear and detailed way:*
- *Name and describe strategies and provide concrete examples.*

2.11 b *Give learners precise instructions enabling them to develop learning autonomy:*

Give learners precise instructions and encourage them to independently ...
- pick out general or specific information from an audio text or to identify familiar expressions
- *activate knowledge they already have on a specific topic*
- *express expectations with regard to a written or an audio text*
- *ask for help in a communication situation (e.g. asking an interlocutor to speak more slowly or requesting them to provide corrections or explanations)*
- *plan and carry out learning activities*
- *think about how they can use their knowledge of other languages for the learning process.*

2.13 a Show learners how to work with print and online dictionaries.

b Introduce the class to a digital learning environment on the internet.

c *Show learners how to work with simple analogue or digital reference tools (e.g. grammar or vocabulary reference material, etc.).*

d *Instruct learners on how to search for information on the internet.*

▲↔▲ Spoken interaction

2.25 a Provide targeted support to learners who are using a digital learning environment in the classroom (e.g. guidance in the use of a computer or a data projector).

e *Support learners individually in the development of learning autonomy by providing one-on-one explanations and advice:*
- *Support learners in the development of language-learning strategies (e.g. learning words, grammar, etc.).*
- *Support learners in the planning and structuring of linguistic activities (e.g. presentations, story-telling, writing texts).*
- *Provide linguistic support to learners during an oral exchange of thoughts (scaffolding).*
- *Support learners in independently organising their preparations for a test.*
- *Help learners recognise the progress they have made in listening, speaking, reading and writing.*
- *Help learners make use of linguistic knowledge they already have.*
- *Help learners develop critical reading ability by means of reflections on texts.*
- *Support learners in the use of reading strategies from their first language for the target language and vice versa.*
- *Support learners in deducing the meaning of an unknown word from the context.*
- *Help learners handle typical aspects of the target language in its spoken form (e.g. speed of speech, redundancies, etc.).*
- *Help learners become more aware of their strengths and weaknesses in the target language (by means of learning journals, portfolios, etc.).*
- *Support learners on an individual basis by selecting for them tasks and activities that are suitable for the development of their linguistic competences.*
- *Guide learners through the individual phases of portfolio work and encourage them to reflect on their work.*

Teaching specific school subjects in the target language

Oral production

2.18
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a Explain subject-related content and point out key vocabulary.

b Take into account the learners' linguistic competence when conveying specialised content
(e.g. by paraphrasing technical terms).

2.19
***

a Explain political, economic and social circumstances and developments (e.g. the situation before the First
World War).

b *Describe and explain a scientific model (e.g. weather chart, model of the atom).*

Spoken interaction

2.29
***

a Use plurilingual strategies when explaining a complex subject-related matter (e.g. on the formation of the
Alps) to ensure comprehension both in terms of language and content.

b Use appropriately selected specialised terminology when formulating an answer.

c *React to a subject-related question with a question back to the learners, thereby helping them find an answer to
their own question.*

Area of activity 3: Assessing, giving feedback and advising

Assessing linguistic and cultural competences

👁 Reading

3.1 a Analyse mistakes in a short text (e.g. brief report or short story) in order to point out typical sources of mistakes.

b Assess a written text (e.g. book review or entry for a website) according to certain criteria (e.g. content, range, linguistic means, precision of expression).

👂 Listening

3.2 a Pinpoint a learner's linguistic strengths and scope for improvement according to certain criteria (e.g. content, range, linguistic means, precision of expression, fluency and appropriateness of stylistic register) on the basis of a short monologue by the learner (e.g. short report with personal comments, text summary).

b Assess the oral contribution of two learners who are holding a dialogue (e.g. about a mobility exchange or about music).

✏ Writing

3.3 a Formulate written questions to assess the comprehension of an audio or audiovisual document (e.g. song lyrics, film excerpt).

b *Formulate a task to check learners' level of knowledge regarding specific cultural phenomena (e.g. cuisine, architecture, history or geography of the country in question).*

c *Design a written test combining various questions and tasks.*

d *Formulate questions (e.g. relating to specific content) to assess whether learners have understood a written text (e.g. book excerpt, report).*

🧍↔🧍 Spoken interaction

3.8 a Conduct a dialogue with a learner in order to assess, by certain criteria (e.g. content, range of vocabulary and grammatical means, precision of expression, fluency), his or her ability to participate in a conversation in the target language.

b *Conduct a talk on appropriate behaviour in a specific cultural context (e.g. greeting, non-verbal communication, gestures, facial expressions) for assessment purposes.*

c *Assess learners' ability to compare certain subject matter in different cultural contexts (e.g. music cultures, clothing styles).*

Giving feedback and advising

✏ Writing

3.5 a Correct a written text by suggesting alternative formulations and other improvements.

b Give brief, personal and constructive feedback (praise, etc.) in written form to a written text (e.g. description of an experience, letter).

🧍→ Spoken production

3.7 a Give overall feedback to the class at the end of a lesson (e.g. praise, encouragement, criticism, reprimand).

b *Give detailed information and comments on a class's performance in a written test.*

c *Comment on the course and results of a lesson when it is finished, focusing on consciously selected positive and negative aspects.*

♟↔♟ Spoken interaction

3.9   a   Give brief feedback on contributions by learners (e.g. praise, congratulations, criticism, indications on scope for improvement).

      b   Give constructive feedback on short learner presentations as encouragement for further studies.

      c   *React to mistakes in classroom conversation only selectively, so that the corrections are registered as part of the learning process and don't disrupt the conversation or lead to a loss of confidence.*

      d   *Present mistakes made in the learner language (interlanguage) as a positive part of competence development when correcting them.*

      e   *Use metalanguage to give feedback to learner contributions.*

3.12   a   Advise learners to set personal goals based on an assessment, and discuss these goals with them on an individualised basis.

      b   Address specific learning difficulties a learner is facing and discuss possible measures.

Giving instructions on self-assessment and peer assessment

✐ Writing

3.4   a   Give written guidelines for learners on how to assess work by a fellow learner (e.g. presentation or poster).

      b   *Ask learners to give each other feedback on a writing assignment (virtual writing workshop).*

      c   *Give learners written instructions on how to self-assess their reading skills based on a list of criteria.*

♟→ Spoken production

3.6   a   Encourage learners to assess their own progress and learning achievements.

      b   Teach learners how to use specific tools for assessing their own speaking skills (observation grid, European Language Portfolio, etc.).

      c   *Instruct learners to give each other constructive, content-related feedback on texts written (virtual writing workshop).*

♟↔♟ Spoken interaction

3.11   a   Support learners in their self-assessment by means of the European Language Portfolio.

Providing information

♟↔♟ Spoken interaction

3.10   a   Explain a learner's performance and progress clearly and succinctly to his or her parents who speak the target language.

      b   *Inform a third party from the target language region (e.g. a teacher or an apprentice master) on the linguistic competences of the learner concerned.*

Area of activity 4: Establishing external contacts

Planning and accompanying authentic communication situations

👁 Reading

4.1 a   Understand an official letter from an institution in the target language region in order to be able to summarise its contents to the class.

4.2 a   Read and understand written documentation (e.g. brochures, websites, museum guidebooks, information leaflets, etc.) on a place to be visited.

👂 Listening

4.3 c   *Understand video recordings of a partner class in connection with a virtual exchange.*

✒ Writing

4.4 a   Take up written contact with an institution in the target language region when organising a project week, a real-life exchange or a virtual exchange.

      c   *Conduct negotiations by e-mail with the principal of a partner school, e.g. regarding the conditions of a virtual exchange.*

🗼 Spoken production

4.7 a   Introduce a speaker at a presentation or a guide before a guided tour and give a brief introduction to their topic.

      c   *Thank a guest from the target region on behalf of the class for his or her presentation and the ensuing discussion.*

👥 Spoken interaction

4.9 a   Converse with teachers of a partner class in the target language region via videophone (e.g. *Skype*) in order to plan certain online activities.

Organising and carrying out events in the target language region

👁 Reading

4.1 b   Understand rules and house regulations in connection with a school trip to the target language region so as to be able to communicate them to the class.

👂 Listening

4.3 a   Understand a presentation (e.g. audioguide, guided tour) when preparing an excursion.

      b   Understand messages and announcements during a stay in a target language region (e.g. answering machine messages, announcements at an airport or railway station).

✒ Writing

4.4 b   Write an e-mail to a teacher in the target language region who is responsible for a school exchange, e.g. to inform him/her of problems in a guest family.

4.5 a   Write a brief note to an accompanying person from the target language region, e.g. to inform him/her of misbehaviour by a learner.

4.6 a   Fill in a police form correctly in connection with a case of theft.

      b   *Fill in an accident report form, describing how the accident occurred.*

      c   *Fill in an application form for a guided tour, detailing specific requirements.*

Spoken production

4.7   b   Thank persons responsible on behalf of the class (e.g. for their input, their hospitality, etc.).

        d   *Introduce oneself and/or the class to the persons responsible in the target language region.*

Spoken interaction

4.8   a   Carry out a formal discussion with representatives of a local institution in connection with the organisation of a school camp in the target language region.

        b   *Negotiate favourable terms with the authorities responsible in connection with a class stay in the target language region.*

4.9   b   *Negotiate rules with teachers of the partner class in connection with a joint excursion that are to apply for both classes.*

4.10   a   Summarise important information for learners during a guided tour either in the target language or the language of schooling, as appropriate.

        b   Translate learner questions into the target language during a guided tour or render them more precisely in the target language.

Area of activity 5: Learning and further training

Using sources for personal learning

👁 Reading

5.1   a   Read and understand an article on an important aspect of learning/teaching a foreign language (e.g. language acquisition, plurilingualism).

       c   *Find and understand relevant articles, journals and research results relating to various aspects of teaching and learning a foreign language.*

5.2   a   Read and understand contemporary literature (e.g. novels, short stories, comics, popular fiction).

   E   b   Read literary works (e.g. novels, short stories, comics, popular fiction) in order to be able to analyse them from the perspective of different cultural contexts.

5.3   a   Understand comments for teachers in a textbook for a specific school subject.

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       b   Read, understand and analyse an article on the school subject taught (e.g. history, geography, biology, nature studies, human studies, social studies, etc.) so as to be able to use it for teaching purposes.

       c   *Recognise specific cultural notions in subject-related texts (e.g. from different history textbooks).*

👂 Listening

5.4   a   Understand the contents of a lecture on learning and teaching a foreign language well enough to make notes that are also of use to others.

       b   Understand a radio programme on the learning and teaching of a foreign language.

5.5   b   Understand a radio programme on a topic pertaining to a specific school subject (e.g. history, geography, biology, nature studies, human studies, social studies, etc.).

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       c   *Understand a lecture on a topic relevant to a school subject at the current level taught well enough to be able to make notes that can later be of use to others as well.*

       d   *Understand a video sequence on a school subject related topic.*

5.6   b   *Understand the content of a cultural event so as to develop one's own (inter-)cultural competences.*

✏ Writing

5.7   a   Take down the key points of a lecture for personal learning purposes.

       c   *Write down key terms as an aide-memoire for a lecture.*

Participating actively in courses and at events

👁 Reading

5.1   b   *Read, understand and analyse extracts from various reference documents (e.g. the CEFR) in order to be able to use them for teaching purposes.*

👂 Listening

5.4   c   *Understand the contents of a course (e.g. course in didactics) so as to be able to use them for teaching purposes.*

       d   *Attend and understand an internet video seminar on the learning and teaching of foreign languages.*

5.5   a   Understand the contents of a training course on the methodology of a specific school subject so as to be able to use them for teaching purposes.

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5.6   a   Understand the contents of a course on a literary or (inter)cultural topic.

✏ Writing

5.7	b	Summarise important contributions on a flipchart during a workshop.
5.8	E a	Describe one's own process of learning a language in a language biography using a style tailored to the envisaged readers' level.
	E b	Report on one's own experiences during practical training or a stay in a foreign language region.
	E c	*Keep a learning diary.*
5.9	E a	Present various points of view on a certain aspect of learning or teaching a foreign language and underline them with appropriate examples.
	E b	Write a feature on learning and teaching foreign languages on a digital learning platform.
	E c	*Collect information on a classroom topic from various sources and present the results in written and coherent form.*
5.10 ✳✳✳	E a	Write a contribution on a digital learning platform during a subject-related didactics course related to a specific school subject.
	E b	*Identify and describe specific cultural notions in texts (e.g. in different history textbooks).*

🗣→ Spoken production

5.11	a	Speak during a workshop about a specific experience made as a language teacher.
	b	Report on personal insights gained while learning or teaching a foreign language.
	E c	*Speak about a stay in a foreign language region as part of a teaching module.*
5.12	E a	Give an oral summary of an article on language teaching.
	E b	*Give an oral summary of a chapter from a literary text.*
5.13	E a	Explain the personal benefits of learning a foreign language during an introductory round at a course or a workshop.
	E b	*Hold a well-structured speech on a certain aspect of language teaching.*
5.14 ✳✳✳	E a	Give a short presentation in a module on the bilingual teaching of school subject.

🗣↔🗣 Spoken interaction

5.15	a	Make constructive contributions to a discussion on language teaching during a course (e.g. language course, methodology course, in-service education, etc.).
	b	Discuss cultural prejudices or suitable language learning strategies in connection with a mobility exchange.
	c	*Discuss various aspects of the lesson and give constructive feedback after visiting another teacher's lesson.*
	d	*Express thoughts and opinions clearly and precisely in a talk about issues relating to the didactics and methodology.*
	e	*Present and discuss one's own preferred vocabulary learning strategies in a conversation with colleagues or lecturers.*
5.16	a	Exchange impressions and opinions informally at the end of a course day.
	b	*Discuss cultural misunderstandings and give an account of personal experiences in this field during a mobility programme.*

Becoming aware of and steering one's own language learning process

Strategies

5.17   a   Use production strategies for writing texts or spoken production in the target language (e.g. with regard to obtaining information, planning the text's structure, monitoring writing and speaking processes).

   b   Use discussion strategies (e.g. summarising a contribution by a previous speaker or asking for someone to reformulate their statement for the sake of better understanding).

   c   *Use appropriate reception strategies for reading and listening to texts in the target language (e.g. by activating prior knowledge, using information available, anticipating the contents and structure of a text, bringing contents into connection with one's own concepts).*

5.18   a   Keep one's fear of making mistakes under control and be prepared to take risks when using the target language in a stressful situation.

   b   Analyse one's own mistakes and use them as a source for further learning.

5.19   a   Work out the meaning of a text in an unknown language based on one's knowledge of a related one.

   b   Be able to perceive differences of emphasis between similar words in different languages.

   c   *Identify reading strategies in one's first language and transfer them to the target language.*

   d   *Analyse similarities and differences in the construction of words, sentences and texts in different languages.*

5.20   a   Be aware of one's entire repertoire of languages and of the target language's place in this repertoire.

5.21   a   Apply vocabulary learning strategies to develop one's own range of vocabulary on an ongoing basis for personal use and in view of one's teaching needs (teaching the target language, teaching a specific school subject in the target language, everyday language).

   b   Evaluate one's target language competence based on the European Language Portfolio in view of a forthcoming teacher exchange and set appropriate targets.

   c   *Use teaching material appropriately for one's own language learning (e.g. spell-checking programmes in the target language, print and online dictionaries).*

   d   *Assess one's own linguistic level in the target language (strengths and weaknesses) based on the profession-related language competence profile in view of teaching in the target language.*