

## From Profile to Portfolio: A Framework for Reflection in Language Teacher Education (FTE)

Project description

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### 1. CONTEXT

The Governing Board of the ECML considered that harmonising language teacher education in Europe is a priority theme that should be addressed by the ECML in the second medium-term programme. The proposals dealing with aspects of this issue that the ECML received were not taken up. However, the Board asked the Secretariat to include a small number of activities in its programme to allow reflection on the issue of such a common framework for teacher education, building on what is already provided by the *Common European Framework of Reference* and taking into account aspects of the European Language Portfolio.

Recently a ‘*European Profile for Language Teacher Education – A Frame of Reference*’ was published, resulting from a project initiated by the European Commission and implemented by a project group based at Southampton University and coordinated by Michael Grenfell.

At a meeting held at the ECML in December 2004, attended by ECML experts and Michael Grenfell, it was decided to carry out a project which would build on the work of the European Profile, the Common European Framework and the European Language Portfolio.

This project aims to develop the above three strands and combine relevant insights to compile a portfolio based on competences to be developed in the course of pre-service teacher education.

## 2. AIMS AND OBJECTIVES

### General aim

To develop a core portfolio of competences, knowledge, and values required by language teachers which can be used as a tool for reflection by students during their initial teacher education. Whilst the portfolio is intended primarily as a resource for initial teacher education, it will serve as a tool to assist curriculum development and course planning and also as an awareness-raising instrument in-service teacher education

### Specific objectives

1. To examine the *European Profile*, compiled by the EC Southampton-based project
2. To address and exemplify the content
3. To examine the *Common European Framework of Reference* for relevant input
4. To develop a portfolio for student teachers to help them reflect on knowledge, skills, and values
5. To evaluate and amend the above and apply this framework to different teacher education contexts

## 3. EXPECTED OUTCOMES

A publication/CD Rom which provides exemplary materials to serve as the basis for a Portfolio for pre-service language teacher education in individual national contexts.

## 4. ACTION PLAN

<b>2004</b>
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17-18 December

**Expert Meeting** to select topic and devise provisional action plan

<b>2005</b>
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January

Setting up of coordinating team (4-5 people)

7-9 April

Project planning **meeting** of coordinating team to plan structure and content of Portfolio

April - June

*Developmental work on Portfolio*

#### 4-5 June

**Meeting** of coordinating team to

- assess work done so far
- continue work on descriptors

#### June - October

*Complete first draft of descriptors*

#### October-December

*Write other sections of portfolio*

#### 27-29 October

Workshop planning **meeting** of coordinating team to

- assess additional work done on portfolio
- prepare pre-workshop tasks & documentation, plan workshop

### **2006**

#### May (provisional)

3-day ECML **workshop**

The aim of the workshop will be to analyse, assess and suggest amendments to the first draft of the Portfolio drawn up by the coordinating team. Information will be given on the rationale of the Portfolio and workshop participants will consider how the Portfolio might be used in their own teaching contexts.

#### **Participants' profile:**

Participants must be pre-service teacher educators.

#### October (provisional)

Editorial **meeting**

#### October-December

*Finalisation of publication*

### **2007**

#### **Publication**

## **5. LANGUAGES**

The working languages of the project are English and French. Participants will be required to be highly competent in speaking and writing in one of these languages.