

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

Project description

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Co-ordinator: **David Newby**, Karl Franzens University, Graz, Austria

Project team: **Anne-Brit Fenner**, University of Bergen, Norway
Barry Jones, University of Cambridge, UK
Hanna Komorowska, University of Warsaw, Poland
Kristine Soghikyan, Brusov Linguistic University, Yerevan, Armenia
Rebecca Allan, Southampton University

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. This will be referred to as the ‘Student Teacher Portfolio’. 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

- To examine the *European Profile*, compiled by the EC Southampton-based project;
- To address and exemplify the content;
- To examine the *Common European Framework of Reference* for relevant input;
- To develop a portfolio for student teachers to help them reflect on knowledge, skills, and values;
- 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 Student Teacher Portfolio for pre-service language teacher education in individual national contexts.

4. ACTION PLAN

2004

17 – 18 December

Expert Meeting to select topic and devise provisional action plan

2005

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

27-29 October

Meeting of coordinating team to

- complete work on descriptors
- plan further sections of portfolio

October – Jan 2006

- Write other sections of portfolio
- Prepare pre-workshop documentation, planning of workshop

2006

25-26 April

Workshop planning **meeting** of coordinating team to

- Assess additional work done on portfolio
- Finalise preparations of workshop

27-29 April

ECML Workshop

The aim of the workshop will be to analyse, assess and suggest amendments to the first draft of the Student Teacher 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. Post-workshop trialling of Portfolio will be planned.

Participants' profile:

Participants must be pre-service teacher educators.

13-15 October

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.