EUROLTA - EUROVOLT

Teacher Training

Framework

Certification for Online Teaching

in

Vocational Language Teaching to Adults

via

Virtual Learning Environments

ACKNOWLEDGEMENTS

0   INTRODUCTION

THE ICC EUROPEAN LANGUAGE NETWORK

The ICC, registered as the International Certificate Conference e.V., is a non profit organisation whose aim is to promote and improve the learning and teaching of languages in adult education through joint developments and the good practice of its members. It promotes and facilitates the training of teachers as a means of improving the quality of language teaching in the member organisations and in order to pool expertise in the further development of the EUROLTA system.[1]

At present (in 2007) 46 major adult education organisations from 18 European countries are members of the ICC.

THE EUROLTA – EUROVOLT TEACHER TRAINING FRAMEWORK

"Computers will never replace teachers; but teachers who use computers will replace teachers who do not." (Philip Chesters)

The key element in the delivery of quality language teaching is the qualification of language teachers.

The ICC and its member organisations, as well as the **EUROVOLT** via VLE[2] project partners, have recognised the importance of familiarizing language teachers and trainers with the use of ICT and the need to develop online teaching skills in order to help language teachers and trainers to take full advantage of the possibilities offered by virtual learning environments (VLEs). How effective computer mediated language learning is, will depend on the skills of the tutors and the attitude of their students to adapt to this way of learning.(3) However, the use of the new media in vocationally oriented language learning (VOLL) can enhance learning significantly in this area.

EUROVOLT training is aimed at teachers with experience in teaching foreign languages who wish to develop their competence in order to teach online/blended courses in a VOLL context. The **EUROLTA-EUROVOLT Online Teacher Certification** is based on the ICC - EUROLTA[4] Teacher Training Framework which defines quality standards for training institutions and establishes a system of quality assurance and development, as well as standards and procedures for the certification of language teachers.[5] The **EUROLTA-EUROVOLT Online Teacher Training Framework** also sets minimum standards for Quality Online Teacher Training for language teachers in adult education by defining aims, objectives, and procedures. The ICC is responsible for maintaining these standards through the accreditation of tested teacher training institutions and courses as well as the training of auditors and assessors.

The EUROLTA-EUROVOLT Framework allows for various forms of delivery of the training programme according to different regional traditions, contexts and conditions. The organisational form, the duration of the training and the support systems offered to trainees are defined by the organisations and/or trainers running such courses. The EUROLTA-EUROVOLT Teacher Training Framework focuses on online methodology to deliver courses online in a work related language learning context. Core components included in the Framework are the planning, observation and evaluation of online courses or modules, conforming to the principles expressed in the Framework document[6], i.e. they will 1. subscribe to the overall aims stated in chapter 1 below, 2. adhere to the methodological principles stated in chapter 2, and 3. refer to the content areas and the objectives specified in chapters 3 and 4.

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[1] The EUROLTA Teacher Training Framework © International Certificate Conference, Frankfurt/Main, published with the financial support of the SOCRATES programme of the European Union 1998, revised in 2002 and in August 2004

[2] EUROVOLT via VLE stands for **Euro**pean **V**ocational **O**nline **L**anguage **T**eaching and Vocational Online Language Learning via a **V**irtual **L**earning **E**nvironment, http://eurovolt.net

[3] See project description: http://www.eurovolt.net/projectdescription/

[4] EUROLTA stands for: **Euro**pean Certificate in **L**anguage **T**eaching to **A**dults

[5] See footnote 1

[6] See footnote 1

EUROLTA–EUROVOLT Teacher Training Framework an Overview

The EUROLTA-EUROVOLT Teacher Training Framework is a system of guidelines regarding overall aims, methodology, contents and objectives for this new teacher training programme as well as criteria for assessment and certification of trainees. It also defines quality standards for training institutions with a system of quality assurance and development. It was developed during the EUROVOLT via VLE Project 2005 – 2007 with co-funding from the Leonardo-da-Vinci Programme. The ICC was responsible for this part of the project and was supported by the project partners who developed the teacher training component of EUROVOLT. Full details can be found at http://eurovolt.net. Teachers wishing to enrol for a EUROLTA-EUROVOLT Online Trainer Course should have satisfactorily completed a EUROLTA Certificate Level course. Alternatively, they may demonstrate that they have achieved the objectives of EUROLTA Certificate Level training by other means.

The Components of the Framework

1 OVERALL AIMS OF THE EUROVOLT ONLINE TEACHER TRAINING PROGRAMME

Based on general ethical principles and shared beliefs regarding the approach to language learning and teaching online, chapter 1 states the overall aims of teacher training via a virtual learning environment.

2 METHODOLOGICAL PRINCIPLES

The methodology and approach to be adopted in training courses should reflect the overall principles and aims stated in chapter 2

3 CONTENT AREAS FOR TEACHER TRAINING

The topics and issues to be dealt with in the online training of language teachers are grouped into content areas.

4 SCOPE AND OBJECTIVES OF TRAINING

For each of the content areas, the scope of training, the domains of application and the specific objectives are defined for the EUROLTA-EUROVOLT Certification.

5 ASSESSMENT AND CERTIFICATION OF TRAINEES

Assessment and certification of trainees will be based on the **ePortfolio (alongside EUROPASS)** and the Certification Dossiers which include evidence of key tasks carried out by the trainees and which should reflect the objectives specified for the respective levels of training.

6 QUALITY ASSURANCE AND DEVELOPMENT

A system of quality assurance and development is defined which includes descriptions of standards and procedures for both the accreditation of training courses as well as for the assessment of the trainees' Dossiers. In addition, the European network of training institutions, trainers, auditors and assessors is also described. Chapter 7 defines the system for accreditation of teacher training courses; chapter 8 describes the structures of the EUROVOLT Teacher Training Network and outlines the functions of the various bodies.

7 AUDITING TOOLS

The EUROLTA-EUROVOLT Teacher Training Framework is supplemented by standard instruments to be used by training institutions and auditors in the accreditation process.

8 GLOSSARY

The Framework is supplemented by a Glossary of the key terminology used in the EUROLTA-EUROVOLT Teacher Training Framework.

1 OVERALL AIMS OF EUROLTA-EUROVOLT ONLINE TEACHER TRAINING

The overall aim of the online teacher training programme is to increase competence in the new literacies for language teachers and trainers and to support trainees to become aware of the specific issues and processes involved in learning and teaching a foreign language online in a work related context. Trainees should gain confidence to use virtual learning environments with ease and develop skills in managing online learning processes in order to facilitate learning, encourage collaboration as well as independent learning. In particular, trainees should

- develop awareness of socio-cultural and intercultural issues involved in language learning online and integrate this knowledge in their teaching,

- recognise and reflect their own learning styles and recognise the characteristics of learners with their individual learning styles, motivation and aims and take these into consideration in their online course design and delivery,

- understand the different skills required in managing processes in a face-to-face classroom or in a virtual learning environment,

- acquire a repertoire of online teaching skills and techniques and develop the ability to make judgements as to when and how to use them,

- develop the ability to make judicious choices with regard to teaching/learning materials and to adapt or supplement them to cater for the specific needs of groups and individual learners,

- develop observation and analytical skills in order to evaluate the teaching and learning process in the classroom, be it virtual or face-to-face and to become aware of their own strengths and weaknesses in different areas of knowledge, skill and expertise,

- learn to plan ahead in the short-term as well as in the long-term,

- learn to understand the context of their teaching and acquire a clear view of what their responsibilities towards the learners are as defined by the institution they are teaching in or the partners to their contract,

- develop an understanding of online collaboration and develop learning tasks apt to encourage collaboration,

- develop a cooperative attitude both in relation to their learners and their colleagues,

- make use of the support and resources available to the teacher (online resources, reference materials, colleagues, expert discussion groups, etc.) as well as the avenues and resources available for further self-development beyond the EUROVOLT training programme.

The training programme should contribute to these overall aims.

2 METHODOLOGICAL PRINCIPLES

2.1 METHODOLOGY AND APPROACH OF THE EUROVOLT ONLINE TEACHER TRAINING[7]

The methodology and approach to be adopted in the training should reflect the overall aims stated in chapter 1. In particular the training should adopt a blended learning approach that combines collaboration online (among course trainees as well as between trainees and tutors) and individual, self directed learning as well as face-to-face learning. Through awareness raising tasks, experimentation, reflection, adaptation and transfer of training contents to their teaching situations, the trainees should develop their online teaching competence as well as appropriate strategies to continue their development after the training period is over.

The training programme should reflect the general ethos of ICC training courses which implies a learning by doing and reflecting approach. In order to facilitate effective collaborative learning, the training programme should be designed in a way to involve trainees in the facilitating process. It should be characterised by a cooperative learning style and should provide trainees with references to extend their theoretical knowledge about vocational online language learning, course design and course delivery. The training programme should provide opportunities for encouraging trainees to reflect their progress including feedback on their learning experience, problems encountered and issues that may arise during the training. The training programme should integrate practical activities and the observation of teaching/ learning and subsequent analysis. It should also provide trainees with the appropriate techniques for giving and receiving feedback as well as opportunities for self-assessment, peer - and tutor - assessment and further more offer opportunities for trainees to evaluate the training programme.

2. 2 TRANSPARENCY OF OBJECTIVES

Contents, objectives and assessment criteria for certification should be clear to the trainees throughout the training period. This will allow them to participate actively in the shaping of their personal training programme. Trainee's **ePortfolios alongside EUROPASS** – supported by the training course and institution on the basis of standard European templates adapted to the specific form of the training programme – play a key role in this respect.

2.3 FORMS OF TRAINING

The organisational form of EUROVOLT training programmes is determined by the training institution. They will define the form of delivery for the training that is suited to their specific environment and the needs of the trainees. Various forms could be envisaged: a blended approach with a combination of different delivery methods essential to learning and performance. There may be a mix of traditional face-to-face training combined with web-based training, modularized training programmes, synchronous or asynchronous modes. These combinations may include instructional and discovery-oriented learning, self-paced, independent - and collaborative learning.

The overall aim of an online teacher training programme is to help trainees to become aware of the specific issues and processes involved in learning and teaching a foreign language online, which can either be related to a vocational or to any other professional language teaching context. Trainees should gain confidence and skills in managing online learning processes in order to facilitate learning, encourage collaboration as well as independent learning.

According to the **EUROLTA-EUROVOLT Diploma** level of training, the organisational form will be more flexible, as the trainees are expected to plan their own course of training on the basis of their needs, previous knowledge and experience.

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[7] Adapted from the EUROLTA Teacher Training Framework (revised August 2004). See also website EUROVOLT course description http://www.eurovolt.net

2.4 LEVEL OF TRAINING

2.4.1 EUROVOLT DIPLOMA LEVEL

The 'core package' training institutions have to offer for EUROVOLT DIPLOMA level training includes

- A minimum of 75 % of the EUROVOLT modules and units: Trainees will participate in a tutorial at the beginning of their training to help them identify their needs and the most appropriate way of studying, one EUROVOLT unit for each task they have to complete for their Dossier, and one tutorial at the end of the training to support them with the assessment of their progress and decide if the Certification Dossier is ready for submission.

  During the tutorials the trainees receive support for setting themselves both short term and longer term objectives for their training, explore problems which have occurred and examine the progress they are making in building up their Dossier. Tutorials may be in groups or individual consultation.

- **Information about suitable courses**: The home institution will provide the trainees with information about courses which are relevant to them, offered by the institution itself or by other institutions.
- **Access to classes**: The trainees are required to be teaching throughout the training period and will be expected to observe other teachers, arrange for peer observations etc. at the place they teach or online. Should this not be possible, the training institution has to offer them access to other classes, face-to-face and/or online for teaching, observing and research purposes.
- **Library and Internet facilities**: The training institution should offer the trainees access to resources. These will include a wide selection of language teaching materials and Internet resources and tools. It is recommended that institutions also offer their trainees access to the Internet.

2.4.2 TRAINING FOR EUROVOLT

For institutions offering EUROVOLT training modules, they should provide trainees with opportunities to work on authentic case studies and to carry out an in-depth needs analysis in a relevant context. The training institution should provide tutorial support by trainers experienced in vocationally oriented language teaching both within an institutional and a workplace context.

The Intensive Course

The EUROVOLT Dossier requires evidence that trainees have carried out at least one task outside their normal working environment. This could be through conferences or distance exchanges, via a virtual environment or through participating in an intensive training course for teachers, preferably in the country of the target language. Intensive courses can focus on a variety of content areas and topics. They will, however, include some research or field work and provide trainees with opportunities to collaborate with teachers from different backgrounds in project work.

2.5 CORE COMPONENTS OF TRAINING PROGRAMMES

Regardless of the organisational form and duration of training programmes, certain core components are identified. Apart from contributing to the definition of the scope of the training at various levels, these core components reflect the methodology envisaged. The key tasks defined for the trainees' EUROVOLT Dossiers also make reference to the core components defined for the respective levels of training.

CORE COMPONENTS OF EUROVOLT DIPLOMA LEVEL TRAINING

For EUROVOLT Diploma level training core components comprise tasks that focus on the planning,

observation and evaluation of online or blended courses or series of lessons in a vocationally oriented language learning context (VOLL). The tasks also include needs analysis and the assessment of learners' language competence and progress. The trainees are expected to evaluate methods, course-plans and materials, and adapt or supplement them to cater for a specific occupational field or specific occupational training needs. The EUOVOLT Diploma level core components reflect those components at EUROLTA Diploma level as described in the EUROLTA Teacher Training Framework [8]

Core components of the EUROVOLT Diploma level training are

- analysis of texts and language acts within an occupational context with regard to their formal characteristics (lexical, syntactic, text and discourse features) as well as their socio-linguistic, cultural and intercultural characteristics

- drawing up course plans for a VOLL context to be delivered online or in a blended mode

- detailed preparation and evaluation of a series of online units

- adapting tasks to cater for the specific language needs of different occupational / professional groups or individuals

- trying out and evaluating a series of tasks suitable to guide and encourage learners towards more autonomous learning

- assessing learners' language competence, also with respect to the specific foreign language needs of their occupation

- focused self-observation over a series of teaching units

- peer observations

- selecting suitable teaching materials for an online or blended course and adapting or supplementing them to cater for the needs of language learning in a occupational context

- analysis of teaching materials, aiming at identifying underlying assumptions (views on language, online language learning, roles of teachers and learners, etc.)

- documenting a course: needs analysis, defining aims and course programme, selecting/adapting materials, re-defining/negotiating aims with learners, employers or institutional customers, course evaluation.

PRACTICAL COMPONENT

The methodological principles stated above imply that trainees can apply, experiment and evaluate their knowledge and skills in an online teaching environment. For EUROVOLT Diploma level training it is expected that the trainees have considerable teaching experience at different levels and in a variety of contexts. They should have classes of their own during the training period, and at least one of the courses they teach should require them to design the course plan independently or adapt an existing general course plan to the needs of a specific group of learners. At least one course should be designed and run as blended learning course if not entirely online.

It is important that teaching practice is reflected upon and evaluated. Opportunities for reflection and developing appropriate analytical instruments should be part of all training programmes.

LANGUAGE-SPECIFIC COMPONENT

For EUROVOLT, the training should integrate a more substantial language-specific component. It is therefore recommended that the training institution ensures that the trainees have access to language-

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[8] Adapted from The EUROLTA Teacher Training Framework (revised 2004)

specific expertise and opportunity for regular exchange with peers or experienced teachers of the same target language.

PROJECT WORK

For the training programmes it is strongly recommended that (small-scale) project work should be integrated into course activities. The projects should centre on learners' observation and evaluation rather than theory-based research. In order to facilitate collaboration online in a virtual learning environment, the trainees should be encouraged to work on projects in pairs or groups to develop a collaborative attitude towards learning and development.

At EUROVOLT Diploma level, project work to be done individually or in groups will be a substantial component of the training, as this allows the trainees to carry out the tasks that will be the basis for their Dossiers.

READING

For EUROVOLT Diploma level training programmes a reading list is compulsory. It should include easily accessible works on language learning and teaching methodology in virtual environments as well as reference books and links to resources in the Internet on the target language.

Trainees are also expected to be familiar with the most important language teaching journals published in the languages they teach.

3   CONTENT AREAS FOR THE EUROVOLT TEACHER TRAINING

The topics and issues to be explored in the EUROVOLT teacher training programme are grouped into three main content areas:

- Teaching Online
- Learning Online
- Planning and Evaluation

These areas of contents ensure that training programme includes all aspects considered essential for the development of online teaching competence. The overall aim for teacher trainers should be to support trainees to prepare for the tasks specified, exploring some of the issues listed in an exemplary way and emphasising the relations between the various content areas, enabling the teacher trainees to develop a critical attitude both toward their own teaching and towards 'received knowledge' and methods proposed. [9]

3.1   TEACHING LANGUAGES ONLINE

This area covers issues linked to teaching online in a virtual learning environment. While introducing the teacher trainees to a repertoire of teaching tools, i.e. virtual learning/teaching environments and their distinct tools, techniques, strategies, materials, online media, etc. the emphasis should be on developing their analytical skills, enabling them to make judicious choices as to when and how to use these tools. Observing and analysing online and blended classroom dynamics and the roles of teachers and learners online or in a blended context should constitute a further focus of attention. Teaching methodologies should not be presented on a 'technical' level, but be examined with regard to their underlying pedagogic assumptions, e.g. about language acquisition via a virtual learning environment.

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[9] The EUROLTA Teacher Training Framework (revised 2004),

EUROVOLT Diploma level training includes distinct components of eLearning and prepares teachers for the role of moderating, accompanying and monitoring distance learning as well as eLearning components in language courses.

3.2 LEARNING LANGUAGES ONLINE

This area relates to educational psychology and theories of language acquisition. Trainees should not only be made familiar with theories but be encouraged to compare and evaluate them critically in view of their own classroom experiences. Specific attention should be paid to theories and views of vocational language learning linking to the aim of developing learner autonomy, independent and collaborative learning. This area also covers issues linked to cultural aspects of language use and language learning. Trainees should not only explore socio-cultural features related to the language(s) they teach, but also become aware of intercultural and multicultural issues involved in language teaching and learning.

3.3 PLANNING & EVALUATION

This area relates to questions of short- and long-term planning, evaluation of teaching events and courses as well as assessment of individual learners' progress. While aiming at developing the trainees' own competencies, skills and confidence in the area of structuring, planning, analysing and evaluating teaching and learning, it needs to be pointed out that in a learner – centred environment these responsibilities are ideally shared between teacher and learners.
Trainees will be given the opportunity to experiment with a variety of assessment tools (Itembanker, HotPotatoes, ePortfolio, DIALANG etc.) and design a plan of methods of testing for their own online or blended courses. In order to experience models of best practice trainees will be testing and analysing materials and approaches on how to become an independent learner by using Portfolios, e-Tandem as well as self-directed learning materials.
Trainees will be supported in producing an effective (blended) online course design (individual units, thematic projects or a full online course in a virtual learning environment).

3.4 SELF-ASSESSMENT

In order to help teachers to develop beyond the scope and duration of the training programmes, the training should aim at enabling the trainees to reflect on their own teaching and identify potential areas of further professional development. Working together with colleagues/peers and sharing ideas plays a key role here. Apart from including specific occasions dedicated to observation, reflection and self-assessment, these aims should be apparent throughout the training period and embodied in the methodology adopted. The Portfolio Approach alongside EUROPASS support these ideas.

4 SCOPE AND OBJECTIVES OF TRAINING[10]

4.1 LEVEL OF TRAINING AND CERTIFICATION

For each of the content areas outlined in chapter 3, the scope of training, the domains of application and the specific objectives are defined with regard to

- Diploma level training for vocationally oriented language teaching leading to the *European Diploma in Vocationally Oriented Language Teaching to Adults Online, the* **EUROLTA-EUROVOLT Diploma**

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[10] The Scope of training is adapted from the EUROLTA Teacher Training Framework to the EUROVOLT Training Programme.

The scope of the training and the level of professional competence expected from the teacher trainees is specified by a list of tasks that they should be able to fulfil by the end of the training programme.

The competencies and skills listed as objectives reflect an underlying assumption about the roles and functions the teacher trainees will adopt in the field of language teaching to adults.

EUROVOLT Diploma Level

Trainees will be language teachers entrusted with an extended range of tasks, including e.g. the adaptation of general course frameworks and materials for specific target groups (institutional clients, language training for specific purposes, etc.). The focus of their activities is the language course seen in the context of long-term development of the learners' foreign language competence. Trainees will be expected to be able to work in a variety of vocationally oriented and professional contexts without the support of an institution. They will have to adapt their teaching to individual learners and to the situational demands arising e.g. within the area of courses for institutional clients in the world of work.

The Diploma Level Training programme will give teachers with considerable experience of language teaching with groups at different levels and in different contexts the opportunity to extend their competence by gaining further insights into language and the process of language learning, as well as by adding to their repertoire of teaching ideas and strategies in online/ or blended course delivery. The training should also prepare teachers for more complex tasks such as developing and planning courses, selecting appropriate materials and designing programmes to cater for the specific needs of groups and individual learners.

The EUROVOLT Diploma Level training programme is not intended to replace a full academic course of study (e.g. a graduate or postgraduate diploma in foreign language teaching). Nor does it aim to train teachers in school administration and management. However, one of the objectives is to develop the teachers' understanding of the institutional and organisational aspects of online language teaching as well as their understanding of the broader educational context of their activity.

Above all, at the end of a course of study leading to Diploma Level, trainees will have enhanced their ability to critically reflect upon their own teaching, enabling them to make informed choices and take decisions in the classroom, be it online or in a blended context and beyond.

The EUROVOLT Diploma Level training is likely to involve a commitment of a minimum of 100 hours, additionally 30-50 hours of trainees' own language course development, and the trainees will, to a large extent, be responsible for shaping the training to meet their own needs. Training institutions will provide support and guidance.

Teachers wishing to enrol for **EUROVOLT Diploma Level courses** should have satisfactorily completed a EUROLTA Certificate Level course OR demonstrate that they have achieved the objectives of EUROLTA Certificate Level training by other means. They should also have experience in teaching languages to adults at different levels and in a variety of educational contexts. Furthermore, they have to submit a formal application including an outline of a language course (or series of units) to be developed during the training course and self-assessment (cf. EUROVOLT application and self-assessment procedures at http://www.eurovolt.net/volt/application and http://www.eurovolt.net/volt/application/selfassessment/).

As the level of language competence required for successful participation in a Diploma Level course is considerably higher than for EUROLTA Certificate Level courses, institutions offering the **EUROVOLT Diploma Level training programme** will ensure that applicants have an adequate mastery of the target language they teach. In case trainees have various L1 (mother tongues) the course is conducted in English (as the working language) which requires Level B2 languages skills and/or above according to the Common European Framework of Reference for languages.

The training institution should also ensure that the trainees have the time available to undertake a course of this nature, that they have access to classes (online and/or blended) for observation purposes and access to the resources necessary for successful completion of the Diploma Level

Dossier. Given the nature of the training, the institution should also make sure that trainees entering the EUROVOLT Diploma Level training have the necessary study skills to complete the programme.

It is the training institution's responsibility to ensure that applicants for EUROVOLT Diploma Level training have a sufficient theoretical and practical teaching background to follow and successfully complete the training.

The EUROVOLT training is aimed at teachers with experience in teaching foreign languages who wish to develop their competence in order to teach online/blended courses in a VOLL context. For trainees wishing to follow the EUROVOLT training, it is highly recommended that, in addition to the entry requirements stated above, they also have experience in fields other than teaching and/or are willing to learn about any workplace unfamiliar to them.

Acceptance on a training programme is the discretion of the training institution, the course co-ordinator and course tutor.

4.2   Language Teaching Online

Contents

The training contents in this area include:

- methodology and approaches to teaching in virtual learning environments
- teaching/learning materials and use of media
- designing and evaluating language learning tasks suitable for online teaching/learning
- dynamics in a virtual classroom and roles of teachers and learners
- 'classroom management' in virtual environments.

Aims

The aims of training programmes with respect to this area are:

EUROVOLT Diploma level:

Teachers are familiar with an extended repertoire of teaching strategies and techniques and are able to transfer them to and make judgements as to when and how to use them in an online learning environment. They are able to make judicious choices with regard to teaching/learning materials and resources and to adapt or supplement them to cater for the specific needs of groups and individual adult learners in an online learning environment. They are also able to modify materials used in a face-to-face environment and adapt them for specific course needs.

The teachers have developed some instruments to evaluate theories of language teaching and the methods and approaches currently used in virtual learning environments. They can relate them to theories of language teaching and language learning, and are sensitive to the strengths and weaknesses of these approaches with reference to the groups they teach. VOLL teachers delivering courses online are able to integrate authentic workplace materials into their teaching and adapt tasks to fit the professional environment of the learners and the language demands made on them by their workplace.

Language Teaching Online Objectives

In the following, the scope of training, the domains of application and the specific objectives with regard to the content area of Language Teaching Online are defined for each level of training.

EUROVOLT Diploma Level

Scope of training, domains of application:	Objectives: The trainees should be able to
• a basic knowledge of theories of language teaching online, comparing a variety of approaches and methods between face-to-face and virtual training methods	− recognise and evaluate underlying methodological assumptions in online teaching/learning materials − select or adapt face-to-face teaching/learning materials for online delivery and choose the appropriate methods for online delivery to suit the aims and objectives of specific groups of learners i.e. make materials online compatible.
• selecting appropriate teaching/learning methods for specific learning/teaching aims	− use a variety of exercises, activities and collaborative tasks, including complex learning tasks such as project work to work in groups, pairs and/or individually.
• evaluating, selecting and adapting teaching/learning materials; supplementing them for specific needs	− use a variety of techniques and tools to develop specific language skills as well as tasks that aim at the integration of language skills with regard to CEFR
• evaluating language learning tasks and exercise types	− evaluate learning tasks and activities, also from the perspective of their usefulness for developing more autonomous learning or from the perspective of developing specific learning skills
• designing suitable learning tasks for specific learning aims	− design learning tasks to supplement learning materials or find appropriate online resources in order to develop particular language skills or cater for the needs of specific groups of learners
• use and choice of media	
• the roles of teacher and learners in a learner-centred approach	− use a variety of media (Internet, virtual environments, online tools such as Skype, SurveyMonkey etc.) competently
• 'classroom' management and classroom dynamics; teacher's language	− contribute constructively to group dynamics in the learning environment and the development of group processes
• dealing with heterogeneous groups, differentiated learning and teaching	− involve learners of different ability levels in the work of the learning group(s) and enable them to achieve progress
	− help individuals through private tutorials in gaining confidence with the technology apart from the language they are learning and give positive feedback to their achievements.
	− use a variety of working modes of working approaches appropriately, including group work, chats, pair work, autonomous learning, and the application of an ePortfolio alongside EUROPASS.

4.3   Language Learning Online

Contents

The training contents in this area include:

- the learning environment

- general educational psychology and psychology of eLearning

- theories of language learning and acquisition

- theories of learning styles and strategies in an online learning environment

- learner language, error correction and feedback

Aims

The aims of training programmes with respect to this area are:

EUROVOLT Diploma Level: Teachers are familiar with the key issues of general educational psychology, the psychology of learning and various theories of language acquisition, and they are able to make use of that knowledge in their online course delivery. They can recognise different learning styles and are able to help individual learners develop appropriate learning strategies online, especially with regard to time management and materials that cater for a variety of learning styles. They are able to structure and support learning processes, integrating opportunities for reflection on and development of learning strategies into their teaching with the aim of developing both the learners' language competence as well as their general learning competence, guiding them towards overall autonomy. In relation to VOLT, VOLL teachers can link the learning contents and the learning process to their learners' working environment and specific language needs. They are able to help the learners develop learning strategies as well as compensation strategies for the areas of language use particularly important in their working environment.

Language Learning Online - Objectives

In the following, the scope of training, the domains of application and the specific objectives with regard to the content area of Language Learning Processes are defined for each level of training.

EUROVOLT Diploma Level

Scope of training, domains of application:

Objectives:

The trainees should be able to

- the general educational context of learning/teaching (e.g. the pedagogical traditions of the environment in which the learning/teaching is taking place)

- the occupational context of learning/teaching (e.g. learners' and employers' attitudes towards language learning)

- key issues from general educational psychology and the psychology of learning, including theories of learning styles and strategies

- various theories of language learning and acquisition

- the attitudes and motivations of adult learners, with particular reference to language learning for occupational purposes

- the role of the mother tongue in foreign language learning

- developmental features of learner language; correction and feedback

– take into account the educational experiences that the learners bring into the classroom and make reference to them when evaluating the learning process

– by establishing a friendly learning atmosphere, encourage learners new to a virtual learning environment to feel confident in their learning and offer as much support as possible by fostering collaboration and peer support

– take into account the occupational background that the learners bring into the classroom and make reference to it when evaluating the learning process

– maintain the learners' motivation by making the learning event meaningful, lively and varied and relevant to their professional activity by adapting the teaching to cater for their specific needs, using personal tutorials to monitor achievements

– recognise the different learning styles of their learners and take account of these in their teaching and have your learners explore their individual learning styles.

– support learners to evaluate and develop their learning skills and strategies including useful compensation strategies

– recognise the role of the L_1 (mother tongue) in foreign language learning and integrate this knowledge in the learning/teaching process

– identify the learners' level of language competence according to CEFR, give them feedback and correct their errors in a way that is helpful to them at that particular stage of their language development

– help the learners to evaluate their performance in the foreign language and plan their learning process, guiding them toward autonomy.

4.4   Planning and Evaluation

Contents

The training contents in this area include:

- online units, online course and curriculum planning

- needs analysis

- online assessment of learners

- course evaluation

- the European Framework of Reference for languages and systems of language certification

- course organisation and marketing.

Aims

The aims of training programmes with respect to this area are:

EUROVOLT Diploma level: Teachers are able to plan and evaluate lessons and courses and are aware of the most important aspects concerning the planning of series of courses, at a variety of levels. VOLL teachers have developed a high degree of independence from an institutional context and are able to operate autonomously, e.g. in in-company language teaching. They can develop courses for specific target groups or individuals and base their course design on an in-depth needs analysis which will take into account the learners' language competence as well as the demands placed on their foreign language competence by their working environment.

They are familiar with tools for assessment and evaluation of the learning process and in particular with methods of competence-based evaluation. They are also familiar with vocationally oriented certificates and diplomas in the language they teach and can prepare their learners for these examinations.

Planning and Evaluation- Objectives

In the following, the scope of training, the domains of application and the specific objectives with regard to the content area of Planning and Evaluation are defined for each level of training.

EUROVOLT Diploma Level

Scope of training, domains of application:	Objectives:
	The trainees should be able to
• aims and objectives of language teaching in a vocational educational context	− state aims and objectives for a VOLL course or a series of units/ to a wider context (e.g. public upper secondary / tertiary education, recognised exams, professional needs)
• structuring and sequencing content matter for courses for specific purposes or specific target groups	− understand the principles and conventions of selection in online course design, identify missing components in existing syllabi or course materials and supply materials to compensate for these
• online course design	
• selecting appropriate teaching/learning methods and selecting, adapting and developing materials	− select and create adequate materials for the tasks/activities/ exercises and present them in a way that is compatible with the distance training/ learning situation
• methods of needs analysis, including methods for establishing training needs in occupational environments	− and sequence materials for virtual or blended course, or a series of units/ sessions, bearing in mind the specific learning needs of a given occupational environment.
• language assessment and evaluation	
• the European Framework of Reference, the European Language Portfolio, the levels and syllabi of other available certificates and diplomas in the language taught	− select appropriate methods and choose or modify appropriate materials to suit a course's aims and objectives
	− employ suitable methods of needs analysis, and contribute constructively to the design of language courses for specific target groups with regard to identified needs
• counselling individual learners	− select and/or adapt methods for assessing the learners' language competence and progress, particularly with respect to the identified language needs of the workplace
• basic knowledge of course organisation and marketing	
	− counsel their learners with regard to further courses and available language certificates and diplomas and prepare them for the examinations
	− recognise considerations necessary for effective costing structures and course marketing for general language courses as well as courses for specific groups.

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4.5 Self-Assessment

Contents

The training contents in this area include:

- observation skills

- feedback

- self-assessment

- help and resources

- methods for professional development.

Aims

The aims of training programmes with respect to this area are:

EUROVOLT DIPLOMA Level: Teachers are aware of their own strengths and weaknesses in different areas of knowledge, skill and expertise. They are able to reflect on and evaluate their own performance in the online learning environment to make use of feedback and draw conclusions for their teaching. They are familiar with methods for the evaluation and development of their competence, including Internet research and project work in collaboration with colleagues, and are able to plan and organise their further professional development autonomously. VOLL teachers are able to identify, access and use relevant sources of information such as textbooks, Internet, experts etc. in order to develop basic understanding of occupational fields new to them.

Self-Assessment - Objectives

In the following, the scope of training, the domains of application and the specific objectives with regard to the content area of Self-Assessment are defined for the level of training.

Self-Assessment – EUROVOLT Diploma Level

Scope of training, domains of application:	Objectives:
	The trainees should be able to
• techniques for focused observation, self-observation and reflection	− use a variety of methods and techniques for observation, self-observation and reflection and draw conclusions for future teaching
• dealing with feedback	− ask for and make use of specific feedback, as well as give constructive feedback to their colleagues by using specific technical tools online.
• developing awareness of one's own strengths and weaknesses	
• identifying areas and possibilities for further professional development autonomously	− recognise their own strengths and weaknesses as teachers and plan and organise their further professional development
	− recognise the necessity to work with colleagues/peers and share ideas in order to develop further
• elementary knowledge of methods of classroom research e.g. basic action research methods	− use methods of internet research to develop their general professional competence as well as specific online skills
• using various sources of information to develop basic understanding of occupational fields and their specific language use	− make use of further training offers and contacts to professional associations, newsgroups or fora in order to develop further
	− identify, access and use relevant sources of information in order to develop a basic understanding of occupational fields new to them
	− recognise the usefulness of working with occupational experts in order to improve their own understanding of occupational areas, their language use and the related foreign language training needs.

4.6 ICT Competence

Contents

The training contents in this area include:

• general computer user skills, especially in the area of word processing

• use of Internet resources

• communicative aspects of ICT (e-mail, chat, forum, e.g. Skype)

• eLearning.

Aims

The aims of training programmes with respect to this area are:

Diploma Level: Teachers are competent users of ICT in the areas of word processing, e-mail and Internet. VOLL teachers are able to identify, access and use relevant ICT resources i.e. virtual teaching/learning environments and blogs to develop and supplement course materials for specific target groups.

They are able to introduce their learners to an effective use of Internet to support their learning. They have experience with distance learning and are able to accompany and monitor distance learning through ICT as components of their online language courses.

ICT Competence - Objectives

In the following, the scope of training, the domains of application and the specific objectives with regard to the content area of ICT Competence are defined for each level of training.

EUROVOLT Diploma Level

Scope of training, domains of application:

Objectives:

The trainees should be able to

- Computer user skills in the area of word processing, use of Internet and e-mail, at the level of competence defined by the respective ECDL (European Computer Driving Licence) modules

- using Internet and company intranets both as resources for preparing teaching materials and as a resource in the classroom as well as setting up a virtual learning environment

- special features of communication and feedback in distance learning and online learning

- apply eLearning components as means of tailoring course contents to individual needs.

− produce supplementary teaching materials with the help of word processing programmes, making use of internet and company intranets as resources for texts, images, listening and video files and exercise/ task materials

− accompany, monitor and evaluate tasks involving research on the interne

− Set up the VLE and its tools for their course

− introduce, monitor and evaluate collaborative learning tasks in which learners make use of ICT

− communicate effectively and support learners using e-mail, VOIP tools (i.e. Skype)

− evaluate eLearning programmes and integrate distance learning elements into course concepts

− help learners access internet resources in the classroom, and accompany and monitor tasks involving research on the internet

− evaluate eLearning programmes and integrate distance-learning elements into course concepts.

5 Assessment and Certification of Trainees

The assessment and certification of trainees is based on their Certification Dossiers which include evidence of key tasks carried out by the trainees and which should reflect the objectives specified for the level of training. The aims and objectives stated for the EUROVOLT Teacher Training Course include familiarity with issues related to vocational and professional language teaching online.

The Dossiers are verified by the course tutors or trainers and the external assessor. The positive evaluation results in the issuing of the **EUROLTA - EUROVOLT DIPLOMA for Online Teaching** *to adults.*

Certificates are issued by the ICC Secretariat and bear the signature of the President of the ICC and the signature of the EUROVOLT Online Training Coordinator or ICC representative of the country of the training institution, where applicable.

The trainee's **EUROVOLT Certification Dossier** consists of

1. the Submission Sheet for the Certification Dossier, signed by the trainee and the tutor;

2. the documentation of one task in the area of online *'Language Teaching Online'*,

3. the documentation of one task in the area of ' *Language Learning Online*',

4. the documentation of one task carried out in the area of *'Planning and Evaluation'*.

The documentation of each task includes

- ▪ the task summary sheet,
- ▪ a final evaluation and self-assessment by the trainee,
- ▪ an appreciation by the tutor.

Further requirements are:

Assessment of Trainees

The aims and objectives stated for training programmes include

- familiarity with issues related to language teaching (e.g. awareness of language and language learning processes, of socio-cultural and intercultural issues, of the institutional and educational environment in which the training takes place)
- analytical and evaluative skills (regarding language and the learning/teaching process)
- practical skills and knowledge (in the areas of classroom dynamics and management, learning and teaching strategies, use of learning media, planning and evaluation, use of resources).

Trainees are not expected to develop in-depth knowledge of any of the content areas specified, but the emphasis should be placed on exploring issues related to language learning and language teaching, i.e. on observing, analysing, evaluating and testing solutions to problems and questions. This implies that assessment will not be based on testing item knowledge, but that a more open form of assessment has been employed which provides the trainees with opportunities to demonstrate that

at **EUROVOLT Diploma Level** they

− can design, plan, teach and evaluate language courses independently within an institutional framework and in an in- company training context

− have investigated and reflected on issues related to language, language learning and teaching,

and can also place these in a broader educational as well as in an occupational context

- are able to evaluate learning and teaching processes and to use their analytical and reflective skills in order to look for improved procedures for teaching situations even of a complex nature

- are aware of their strengths and weaknesses and able to plan their further professional development autonomously.

- Throughout the training period trainees will be able to work on tasks that will provide evidence that they have reached this level of competence in an ePortfolio. This evidence is collected in a Dossier which will form the basis for the final assessment and for certification.

- The tasks should be carried out as individual or group projects; the process and the products should, however, be the object of on-going evaluation and dialogue between the trainees and the tutor.

Trainees' ePortfolios

The training contents, the aims and the objectives of the training with respect to each of the content areas should be submitted in a trainees' ePortfolio to provide the trainees with a tool for self-assessment throughout the training, helping them to see what training contents they have covered, what skills they have mastered, which objectives have been achieved and what areas remain to be explored.

By specifying and exemplifying the types of tasks to be documented in the trainee's Dossier, the ePortfolio provides the trainee with a further resource for the preparation of the evidence which will form the basis for assessment and certification.

As described above, the ePortfolio contributes towards the aim of transparency of contents, objectives and assessment criteria and enables the trainee to take on an active role in shaping his/her training programme.

The ePortfolios constitute a fundamental tool for the trainees to plan their course towards certification: with the help of the handbook they can identify the areas in which they are already competent, the objectives they can work towards autonomously and the areas where they need further training or support.

The tools for the ePortfolio are offered by the institution offering the training course.

Submission of Dossier and Certification

If both the trainee and the trainer(s)/tutor(s) are satisfied with the contents of the trainee's Dossier, it is forwarded to an external assessor. Both the trainee and the trainer(s) will sign the Submission Sheet stating that the work is the trainee's own. All sources must be acknowledged. Plagiarism in any task will lead to an automatic fail for the complete Certification Dossier.

The **EUROVOLT Diploma Level Dossiers** have to be submitted within one month after the completion of the training course. If circumstances require it, individual institutions may extend this period for individual trainees for three months. An assessor appointed by the ICC Executive Board will assess the Dossiers. The trainees may be asked to resubmit up to three of the tasks if they are not of an acceptable standard. This will result in a Resubmission Fee. Should more than three tasks not be of an acceptable standard, the whole Dossier will be returned to the trainee for revision. The trainee can resubmit the Dossier within half a year after the first external assessment. All measurements will however, have to be pointed out to the trainees when they register for the training.

In the event that trainees feel that their Dossier has been unfairly assessed, trainees may appeal to the EUROVOLT Teacher Training Coordinator or ICC representative who will submit it to a different assessor. If this second assessment also results in a negative evaluation, the trainees will have to pay a Resubmission Fee. Trainees may also appeal in writing to the ICC Executive Board, if they feel that

the assessment procedure has been unfair.

The positive evaluation of a Dossier by the external assessor results in the **EUROPEAN EUROLTA-EUROVOLT Diploma in Vocationally Online Language Teaching**.

Diplomas are issued by the ICC Secretariat and bear the signature of the President of the ICC and the signature of the EUROVOLT Teacher Training Course Coordinator or ICC representative of the country of the training institution, where applicable.

6 Quality Assurance and Development

The External Assessor

Assessors for the evaluation of trainees' Dossiers are proposed by the EUROVOLT Teacher Training Coordinators or ICC representative and appointed by the ICC Executive Board. The proposals have to be submitted to the ICC Executive Board together with a description of the proposed assessor's qualifications, professional activity together with the person's curriculum vitae.

Assessors for the trainees' Dossiers should be experts in vocational and/or professional language learning and teaching in an adult education context, be experienced teacher trainers themselves and have an expertise in online course design and delivery. Assessors cannot assess Dossiers of trainees in the training programmes in which they have contributed to as trainer, tutor or organiser.

Assessors are responsible for checking the Dossiers submitted, following the guidelines and criteria established by the ICC. They should be part of the EUROLTA-EUROVOLT Assessors' network and take part in the conferences organised by their training institution and/or the ICC.

Records

Training institutions must keep copies of the following documents related to their trainees' Certification Dossiers:

– Submission Sheet

– the Task Summary Sheets (with the trainers' comments)

– the evaluation by the external assessor of the Dossier

– a copy of the certificate.

These documents are open for inspection by assessors, auditors, the national EUROLTA / EUROVOLT course co-ordinator or ICC representative and members of the ICC Executive Board.

The assessors must keep copies of Submission Sheets and the Task Summary Sheets of Dossiers they have assessed. They may keep copies of whole task documentation for the purpose of comparison and standardisation at a national and international level.

The national EUROLTA Teacher Training Coordinators/ EUROVOLT Course Coordinator or ICC representative must keep a record of all certified teachers in their country. The ICC Secretariat will keep a record of all teachers they have issued with a certificate.

7   Accreditation of the EUROVOLT Course

The Training Institution

Training institutions seeking accreditation for their EUROVOLT Course by the ICC subscribe to the aims and methodological principles of teacher training outlined in the **EUROLTA-EUROVOLT Teacher Training Framework**. They are responsible for high quality standards in their teacher training programmes by providing an adequate infrastructure (including a suitable VLE), employing

qualified teacher trainers and offering both the trainees and the trainers the support needed.

They should take part in the international ICC-EUROLTA-EUROVOLT network and the activities organised by the national EUROLTA-EUROVOLT Teacher Training Coordinator and/or ICC representative.

Teacher Trainers

Teacher trainers in ICC EUROLTA-EUROVOLT accredited courses have qualifications equivalent to and defined by the EUROLTA-EUROVOLT Teacher Training Framework. They are expected to have considerable experience in teacher training, in-service teacher development, eLearning and Online Course Design. It is desirable that they are also active language teachers. It is the institution's responsibility to ensure that their teacher trainers (i.e. moderator and tutor alike) receive the support they need and continuously up-date their knowledge and develop their competencies, skills and expertise through networks and further training opportunities offered by the ICC or by other professional associations.

It is strongly recommended that EUROLTA-EUROVOLT online teacher training courses are run by more than one teacher trainer, for example by a main course moderator supported or shadowed by a course tutor dividing and sharing tasks and responsibilities.

Accreditation

Accreditation of a EUROLTA-EUROVOLT Teacher Training Course means recognition within the network of the ICC and its partner organisations. In order to receive it, the training scheme, the detailed course curriculum as well as the next course advertisement have to be submitted to the ICC Executive Board.

The recognition and accreditation entails high professional prestige and demands high quality of training and reliability on part of the institution that offers such a course.

Should the institution decide to offer training at a different level or involving a different mode of delivery than the one originally inspected, a complementary audit, which involves submitting a detailed description of the new scheme to the ICC Executive Board will be conducted.

Institutions seeking accreditation by the ICC should

- apply for accreditation as stated above,
- pay the auditing and accreditation fees,
- provide the ICC Executive Board with all the documents necessary to carry out the audit,
- provide the possibility for an interview with the teacher trainer(s),
- provide the possibility for an interview with the person responsible for the course co-ordination,
- present the infrastructure available.

The Auditor

Auditors are proposed by the ICC and the EUROLTA-EUROVOLT Teacher Training Coordinator and are appointed by the ICC Executive Board.

The proposals have to be submitted to the ICC Executive Board together with a description of the proposed auditor's professional activity and his/her role in the national adult education context as well as with the person's curriculum vitae.

Auditors should be experts in language learning and teaching in an adult education or academic context and be experienced teacher trainers themselves. They should also be familiar with a variety of virtual learning environments and should have experienced eLearning as trainees and facilitators. They should also have experienced various culturally bound teaching traditions.

The auditors should be experts in and responsible for carrying out a standardised procedure of auditing, according to the guidelines in the EUROLTA-EUROVOLT Teacher Training Framework. This also involves taking part in regular auditors' conferences organised by the Training institution and/or the ICC and being part of the EUROVOLT auditors' network.

It is the auditor's role to closely examine the training course, its infrastructure, system of support both for the trainees and the teacher trainers, the facilities of the institution and the professional experience of all those involved in setting up and running the EUROVOLT training programme.

With reference to distance learning programmes, it is vital that the auditor should physically visit the institution and meet the trainer(s) and trainees rather than to pursue a merely 'virtual' audit if applicable. The audit should be focussed on the infrastructure of the training institution and the support provided both for trainers and trainees on the one hand and the evaluation of the training programme(s) offered on the other hand. The latter is essential, in order to ensure that contents, objectives and methodology of the training conform to the guidelines defined by the EUROLTA-EUROVOLT Teacher Training Framework.

Auditors

- Examine the EUROLTA-EUROVOLT course documentation sent to them by the institution to be audited. This includes

    - documentation on/ profile of the institution,

    - entry requirements for trainees,

    - criteria for the selection of trainers,

    - the training programme outline.

- Carry out the in-situ audit if applicable. This could include

    - observing an online training unit and a face-to-face session in a blended learning context,

    - interviewing at least one of the trainers,

    - interviewing the person in charge of the training,

    - inspecting trainees' ePortfolios and/or Dossiers,

    - scrutinising the infrastructure of the training institution.

- Fill in the auditing checklists and submit a report and proposal for accreditation to the ICC Executive Board.

- Keep a record of institutions they have audited.

- Take part in auditors' meetings and conferences and inform training institutions about changes and developments relevant to their training programmes.

8   The Auditing Tools[11]

Standard forms have been designed for institutions applying for the EUROLTA-EUROVOLT course accreditation as well as for auditors. All forms available can be obtained from the ICC's Secretariat.

The forms have to be submitted as hard copy and on a CD-Rom or via e-mail as pdf files, and should be supplemented by any other documentation necessary for the addressee to obtain a sufficiently clear picture of the institution and the course it offers.

Auditor's Checklist A: The Training Institution: This checklist is to be filled in by the auditor after the auditing procedure. The auditor may add any supplementary comments necessary.

Auditor's Checklist B: The Training Programme Audited: This checklist is to be filled in by the auditor after the auditing procedure. The auditor may add any supplementary comments necessary. Checklist B is also to be filled in by the auditor in the case of a complementary audit.

The Auditor's Report

The Auditor's Report consists of

1. checklists A and B,

2. additional comments by the auditor, if necessary,

3. the auditor's recommendation for accreditation or, in cases where the auditor was not satisfied with the institution/ course audited, clear indications of where and in what way the institution audited and/or the training programme inspected does not meet the EUROVOLT requirements, amended by recommendations for the institution audited.

4. selected documents from the Audit Documentation, describing the training institution and the training programme offered.

Documents 1, 2 and 3 will be sent to the training institution audited for counter-signature by the person responsible.

The auditor's report is to be forwarded to the ICC Secretariat within a month after completion of the auditing procedure.

In the case of a complementary audit, the Auditor's Report consists of

1. checklist B,

2. additional comments by the auditor, if necessary,

3. the auditor's recommendation for approval of the training programme or, in cases where the auditor was not satisfied with the programme outline submitted, clear indications of where and in what way the training programme does not meet the EUROLTA-EUROVOLT requirements, including measurements for improvement,

4. selected documents describing the training programme offered.

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[11] Adapted from the EUROLTA Teacher Training Framework (2004)

Documents 1, 2 and 3 will be sent to the training institution audited for counter-signature by the person responsible.

The auditor's report is to be forwarded to the ICC Secretariat within a month after receipt of the Complementary Audit Questionnaire.

To guarantee common standards of teacher training and ensure that the EUROLTA-EUROVOLT Teacher Training Framework is continuously reviewed, developed and promoted, the ICC has already established a European Network of organisations and institutions active in the field of teacher training.

ICC – The European Language Network

ICC – The European Language Network acts as a guarantor for the quality of the EUROLTA-EUROVOLT Teacher Training Framework and its application in collaboration with the EUROVOLT via VLE project partners.

The ICC issues certificates to trainees who have fulfilled the certification criteria defined in the EUROLTA-EUROVOLT Framework and maintains records of accredited training institutions, training courses and certified teachers.

The ICC maintains a European teacher training network on which information on training offers as well as other relevant information are made available to ICC-EUROLTA accredited training institutions, additionally to EUROVOLT training institutions, assembled in the EUROVOLT network, their trainers and trainees.

The activities of the ICC related to maintaining and promoting the EUROLTA-EUROVOLT Teacher Training Framework are financed by accreditation and certification fees as well as by income generated through the sale of information and teacher training materials. The activities supported in this way include

- the activities of the ICC Executive Board related to teacher training,
- costs incurred by the certification of trainees, the maintenance of records of accredited training courses and certified trainees,
- the maintenance of the European EUROLTA-EUROVOLT network,
- the promotion of the EUROLTA-EUROVOLT Framework at a European level.

International Coordination

It is the ICC's function in co-operation with the EUROVOLT project partners, to ensure that the EUROVOLT Teacher Training Framework is continuously reviewed and developed. It decides on development projects and looks for suitable partners. Together with the ICC Secretariat it is responsible for the promotion of the EUROLTA-EUROVOLT Teacher Training Framework at a European level.

9   GLOSSARY

The glossary consists of two parts and gives an overview of terminology that is relevant in the context of the scheme. It is not intended as an exhaustive listing of terminology, it should help the reader to easily find expressions used in the context of the manual that are unfamiliar.

Part A defines terms concerned with the EUROVOLT Teacher Training Framework as such, i.e. the administrative structure, procedures for the accreditation of courses and certification of individuals and components of the scheme.

Part B deals with key linguistic terms used in describing training contents.

A   Terminology related to the EUROVOLT Framework

Accreditation

Accreditation is awarded by the ICC Executive Board on recommendation of the auditor. Accreditation is granted for a period of five years.

If an institution has been accredited for a training scheme at EUROVOLT Certification level and decides to offer training at a different level or in a different mode, a detailed description of the new scheme will be normally be sufficient for accreditation and needs consent of the EUROVOLT via VLE project partners.

Accreditation tools

These provide auditors with the means to inspect teacher training schemes, access to learning platforms and the respective backup network. They include questionnaires for the Audits, checklists for the inspection of the training institution to be accredited if applicable, and the training programme in question.

Assessment of trainees

For the EUROVOLT training, the assessment of the trainees is based on the Certification Dossier that is to be handed in by the end of the training. The quality of the Dossier is verified by the teacher trainer(s) and an external assessor.

Assessor

An independent and external expert in language learning and teaching who evaluates the trainees' Dossiers on the basis of the objectives and criteria defined in the EUROVOLT Framework and in the evaluation guidelines.

Audit

A procedure during which the auditor examines if the standards for teacher training as defined in the EUROVOLT Framework document are met by the institution providing the training. The focus of the audit is on the institution as well as on the teacher training programme and its ability to guarantee good quality training and not on the individual course and its trainer(s).

The audit comprises

- an analysis of written documentation of the training scheme and the training institution (see Audit documentation),
- an in-situ visit including, if applicable, includes
    – the inspection of the premises and facilities,
    – the observation of at least one face-to-face training session,
    – an interview with at least one teacher trainer,

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- an interview with a representative of the institution
- the inspection of the trainees' Dossiers;

• an auditing report.

Auditor

Somebody who carries out an audit.

The auditor may be proposed by the regional EUROLTA-EUROVOLT Teacher Training Coordinator and is appointed by the ICC Executive Board.

Auditors should be experts in language learning and teaching online in an adult education or academic context and be experienced online teacher trainers themselves. They should also be familiar with a variety of eLearning platforms/VLEs and various culturally bound teaching traditions.

The auditors are responsible for keeping a record of schemes they have audited which hold accreditation. To maintain standards, the auditors are expected to attend regular EUROVOLT conferences of auditors and teacher trainers and to inform the training institutions about developments and/or changes relevant to their training scheme.

Certification Dossier

A collection of materials documenting the tasks the trainees have accomplished during the training period. The Dossier is constantly checked and reviewed by the trainer(s) together with the trainee and forms the basis of ongoing evaluation. Teachers will be certified if their Dossier meets the standards defined.

Conference of auditors and teacher trainers

A regular meeting of auditors and trainers during which results of audits are analysed in order to maintain standards. Based on this analysis amendments to the EUROVOLT Framework can be proposed to the ICC Executive Board.

Complaints

Complaints by individual trainees with reference to any aspects of accredited courses are to be both addressed to the EUROVOLT Teacher Training Course Coordinator and to the ICC Executive Board.

Complaints by training institutions with reference to any aspects of accreditation are to be addressed to the ICC Executive Board.

Dossier

Cf. Certification Dossier

Framework document

The central document of the **EUROVOLT Teacher Training Framework** based on the EUROLTA Framework. It describes the aims and objectives of the **EUROVOLT approach** to online teacher training and defines minimum standards for content and methodology of EUROVOLT teacher training programmes. It also provides an overview of structures within the whole Framework and procedures for accreditation and certification.

The Framework is of a generic nature, allowing for different modes of delivery of training and for different regional traditions, contexts and conditions.

Intensive Course

The courses will deal with specific aspects of the contents defined in the EUROVOLT Framework and offer participants the opportunity to improve their language skills, share experiences with colleagues form different backgrounds, explore new developments in language, language learning and teaching, and carry out projects related to language teaching.

ICC International Certificate Conference e.V is a non-government organisation with participatory status at the Council of Europe.
ICC is an international network for language learners, teachers and researchers.

Within the context of teacher training it acts as guarantor for the quality of the EUROVOLT Framework and its application. The ICC Secretariat

– counsels institutions interested in accreditation;

– issues certificates to accredited training institutions;

– issues certificates to language teachers who have fulfilled the certification criteria within an accredited course;

– maintains records of auditors, accredited training courses and teachers certified in these educational institutions;

– organises regular conferences;

– promotes the EUROLTA-EUROVOLT Framework at a European level.

ICC Executive Board

The ICC Executive Board is responsible for content, structure and procedures of the EUROLTA-EUROVOLT Framework in close collaboration with the EUROVOLT via VLE project partners. The Executive Board

– accredits training courses upon recommendation by auditors;

– withdraws accreditation from training institutions upon recommendation by auditors;

– appoints auditors, assessors ;

– supervises auditors and sets guidelines for audits;

– is responsible for the promotion of the EUROLTA-EUROVOLT Framework at a European level;

– Members of the ICC Executive Board may not function as auditors.

EUROVOLT Training

Addresses teachers with considerable teaching experience who want to extend their teaching competence as well as their knowledge on online language learning and teaching.

The training should also prepare teachers for more complex tasks such as defining training needs for individual learners or specific groups of learners, developing and planning online or blended learning courses, selecting and developing appropriate materials and online resources and tools and designing programmes to cater for the specific needs of groups and individual learners. At EUROVOLT entry level, trainees may define their study programme themselves, actively supported by their training institution.

Audit Documentation

Consists of comprehensive information on the teacher training scheme and the training institution applying for accreditation. Based on this information the auditor decides if an institution appears to fulfil the requirements necessary for accreditation.

Task

By means of tasks the trainees are asked to apply the knowledge they have gained through observation and reflection in real teaching situations in virtual learning environments (VLEs). Tasks are collected in the ePortfolio and the Certification Dossier. The latter form the basis for the assessment of trainees.

Teacher trainer

The teacher trainer facilitates/teaches/moderates and tutors training courses online and in a blended context. The teacher trainer gives the necessary support to trainees and provides opportunities for continuous assessment of progress. The trainer observes the trainees in teaching situations and gives them their feedbacks. She/he reviews and comments on the trainees' Dossiers and supports them with collecting the evidence necessary for certification.

Teacher trainers have to provide evidence of experience in teacher training online and should ideally be language teachers themselves. In-depth knowledge in one of the content areas is expected. The EUROVOLT Teacher Training Coordinator, together with the training institutions, will further define the professional profile and specific requirements for teacher trainers.

A Trainee's ePortfolio

Supports the trainee to document the tasks fulfilled as well as the learning progress. Alongside EUROPASS it is a valuable tool for reflection, further development and presentation.

Training institution

An accredited training institution offering an accredited EUROVOLT course subscribes to the aims and methodological principles outlined in the EUROVOLT Framework and is responsible for high quality standards.

B Terminology related to training contents

Autonomy

Or *autonomous learning* has become a major objective of modern language teaching and learning. Learners are helped to take on more responsibility for their own learning and development, which means that they select their own learning objectives, decide upon methods and materials to achieve them and evaluate outcomes as well as the efficiency of the means used.

To be able to do this, learners need to be informed about

– the language itself (through language awareness activities),

– language learning techniques and strategies in an online learning environment (through experimentation and reflection),

– resources available to them, and

– about themselves as learners (through regular self-assessment and reflections in their (e)Portfolios).

In addition to this, learners need to develop ways to deal with the affective side of language learning, for instance with feelings of frustration or insecurity or with having to face new technology or people they communicate online with and hence new ways of social behaviour.

Blended Learning

Refers to a combination of traditional (face-to-face) and virtual/online teaching or learning. It could also refer to a mix of synchronous, a-synchronous and face-to-face teaching/learning.

Chat

Most chats are informal used for personal exchange between two or more people. They can either be synchronous audio or text chats. Chats are also used in a more formal way to discuss specific topics or work on a task or project. Some learning platforms include the chat function (e.g. MOODLE – open source, it'slearning - commercial). Independently one can use Skype, MSN messenger, Yahoo messenger or ICQ etc. which all provide both, text and audio chatting. Some additionally offer the use of a web cam.

CEFR

Common European Framework of Reference for Languages of the Council of Europe

Competence

Refers to the knowledge and skills that are necessary to perform a specific action effectively and adequately in a virtual learning environment (VLE). Teaching competence covers not only knowledge of language learning and teaching of the target language(s) and of group dynamics but also the ability to put this knowledge into practice and deliver online/blended courses/units successfully.

Curriculum

The specification of goals and objectives, content, methodology (tools, resources, materials and activities), learning modes and environments, assessment and evaluation for a specific course

Collaboration

Refers to learners working together in a virtual learning environment (VLE), willing to share ideas, comment on others and thus enhance their learning.

Discourse analysis

The study of texts taking the communicative intentions of language users and the context within which they use language into account which differs quite a lot in an online environment from traditional face-to-face communication.

ePortfolio

Is a personal collection of materials, resources and documents, describing and documenting personal progress and achievement in a person's learning process in electronic/digital form.

Exercise

Any action or set of actions intended to improve one's ability to use the foreign language either for reception or production. Exercises are usually guided and serve to enable learners to use specific skills automatically.

EUROPASS

Europass is an EU initiative to increase transparency of qualification. It presents personal abilities, skills and qualifications in a form that is clear and easy to understand. The EUROPASS transparency tools include a Curriculum Vitae (CV), Language Passport, Mobility, Certificate Supplement, and Diploma Supplement.

EUROVOLT

European Vocational Online Language Teaching and Vocational Online Language Learning

Forum

A discussion group to exchange ideas and thoughts, ask questions and state opinion (on- and offline)

ICT

Information and Communication Technology

Intercultural issues

Relates to differences between cultures that might impede communication. Topics to be dealt with might include

– language as a conveyor of culture;

– raising awareness of differences between the native culture of the learner and the culture of the target community;

– developing openness towards other cultural viewpoints and value-systems;

– strategies to enable learners to come in contact and interact with members of a different cultural community;

– enabling learners to take on the role of cultural intermediary between one's own culture and the foreign culture;

– strategies for dealing with intercultural misunderstanding and conflict situations.

(cf. Common European Framework of Reference for Language Learning and Teaching, Strasbourg 1998)

Learner-centred approach

The learner-centred approach is based on the assumption that individuals learn in different ways and may use a variety of learning strategies depending on a range of variables such as the nature of the learning task, mood, motivation levels, learning styles.

Ideally, this implies that objectives, materials and methodology are constantly adjusted to the needs of individual learners instead of following a predetermined curriculum and that learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught. Learners are expected to play an active role in the learning process and to become more and more responsible for their own learning. One of the major goals of the learner-centred approach is that learners develop the competencies to continue their learning outside the classroom. This requires flexibility combined with a sound knowledge of the target language, language learning, materials and methodology on the part of the teacher and at least some experience of language and learning on the part of the learners.

Learning style

Cognitive and affective characteristics that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Examples for these characteristics are

– field independent versus field dependent approaches to experiencing the environment and processing information;

– conceptual tempo: reflectivity (slower, more calculated guesses) versus impulsivity (quick, risk-taking guesses);

– sensory (perceptual) modality preferences, i.e. variations among learners in using one or more senses to understand, organise, and retain experience (visual, auditory, kinaesthetic, tactile learning).

Learning platform

Is an umbrella term that describes a wide range of ICT systems used to deliver and support learning and teaching. It can be applied to a virtual learning environment (VLE) or to the components of a Learning Management System (LMS).

LMS

Learning Management System

Needs

Covers the affective needs of an individual ("*Bedürfnis*") as well as needs of society as a whole or of specific target publics ("*Bedarf*").

The term refers to

– the needs of the target group in question, i.e. the choice of functions, grammar and vocabulary that enables the learners to fulfil communicative tasks that are relevant and meaningful to them and/or which they need for their jobs;

– learner characteristics such as

– motivation,

– confidence in own ability to cope with a specific task, e.g. addressing a native speaker in public;

– learning style, including different learning paces,

– attitude towards (language) learning and closely connected to this:

– prior learning experience, for instance the degree of familiarity with different task types, the knowledge of the system and structure of the target language or learning habits that might be culture bound;

– proficiency level of the learners.

Needs analysis

A technique to clarify and specify the needs for foreign languages and for training of foreign languages for a specific target group.

Possible instruments for the elicitation of the data necessary for an analysis are self-assessment, surveys, questionnaires, performance tests, observations and interviews.

Phonology

The study of speech sounds of a given language and their function within the sound system of that language.

Project work

Offers the opportunity to work on a problem or a topic. The learning process initiated by the tasks is as important as the product (end-result) itself. Ideally, projects deal with issues that are connected with the daily life of the learners and thus highly relevant to them. Project work is a means to overcome the separation between an artificial learning context and reality in form of practical work.

Situational dimension

The context in which language is used and which determines the choice of style and register, i.e. who is communicating with whom, about what, where, for what purpose.

Skill

A special ability to do something, here referring rather to skills in the area of online environments as for example: structuring, planning, analysing and evaluating teaching and learning processes than to receptive and productive skills as defined in the CEFR.

Socio-cultural issues

Relate language use to the socio-cultural background of communication partners. They comprise:

–   social conventions of a linguistic (e.g. socialising) and non linguistic nature (e.g. the use of emoticons in an online learning environment);

–   social rituals such as meeting in a chat room or forum, virtual bars and cafés;

–   universal experiences such as everyday life and living conditions;

–   politeness conventions, i.e. the main features of politeness in written communication (text messages, feedback etc.)

Strategy

Any organised, purposeful and regulated line of action chosen by an individual to carry out a task which she or he sets for himself or herself or with which she or he is confronted with.

(Cf. Common European Framework of Reference for Language Learning and Teaching, Strasbourg 1998)

Syllabus

The specification of the content of a course

Task

Task is defined as any action or set of actions intended to achieve a specific outcome in the context of a problem to be solved, an obligation to fulfil, a goal one has set (cf. Common European Framework of Reference for Language Learning and Teaching, Strasbourg 1998), for instance to identify teaching points in teaching materials, to design a lesson plan; or to prepare material for a specific target group.

Technique

Usually an automated action that is part of a strategy; a task like writing a letter might, for example, activate the technique of checking expressions by means of a dictionary.

VLE

Virtual Learning Environment

VOLL

Vocationally Oriented Language Learning

VOLT

Vocationally Oriented Language Teaching