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OUTPUT 2 METHODOLOGICAL GUIDELINES TO DEVELOP AND PROMOTE THE TEACHING AND LEARNING OF ENGLISH AND GERMAN FOCUSSING ON DIFFERENT TYPES OF UPPER SECONDARY SCHOOLS

SCHOOL OBSERVATIONS: RESULTS, ANALYSIS AND RECOMMENDATIONS

PARTNERSHIP FOR EXCELLENCE
IN LANGUAGE LEARNING - PAL
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By the Strategic Partnership

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Acknowledgments

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IPRASE (Provincial Institute for Educational Research and Experimentation) (www.iprase.tn.it) is an operational agency of the Autonomous Province of Trento entrusted with the task of promoting and providing continuing education, research and experimentation initiatives that support innovation in didactics and the development of the provincial education system. In order to guarantee that its objectives are fully met, IPRASE works jointly with the Department of Knowledge of the Autonomous Province of Trento and has a collaborative relationship with public and private institutions in Italy and abroad that are active in the fields of education, training, documentation and research, in particular in the area of the teaching of subjects, teaching methods, inclusion, guidance and educational leadership.
Ludowica Dal Lago, Eleonora Rosetti, Elisabetta Nanni, IPRASE staff

Bell English Educational Services Ltd (www.bellenglish.com) is one of the first and largest British-owned providers of high-quality language and education services and has been promoting language training internationally since 1955. It is renowned for its experience in working with governmental departments and state-owned school systems in very many countries of the world. In particular: it provides education for young learners ("Academic English Courses and International Study Preparation"); it develops teacher training including the development of ICT skills, CLIL programmes in upper secondary schools, English for Academic Purposes, and the training of trainers.
Tom Beakes, Bruce Milne

Goethe-Institut (www.goethe.de) is the National Cultural Institution of the Federal Republic of Germany representing Germany's cultural identity around the world and providing access to German language and society. The Goethe-Institut is a world-leading provider of language education services and in the field of teacher training, offering education programmes and teaching materials for German teachers all around the world.
Anna Maria Baldermann, Christiane Bolte Costabiei, Adrian Lewerken, Anja Schümann

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Foreword and project approval
The ERASMUS PLUS 2014-2020 Programme

Erasmus Plus is the EU Programme for **education, training, youth and sport** for the period 2014-2020. The Programme combines and integrates all funding mechanisms implemented by the EU until 2013 and thus provides a comprehensive overview of the available funding opportunities. It aims at promoting synergies throughout the different sectors and removing boundaries between different types of projects; it also aims at attracting new actors from the world of work and civil society and stimulating new forms of cooperation.

The Programme envisages **3 Key Actions**, each with its own title:

Key Action 1 – Learning Mobility of Individuals
- Individual mobility for learning (KA1).
- Staff mobility (especially teachers, head teachers, youth workers).
- Mobility for higher education students and VET learners.
- Joint Master Degrees.
- Youth exchanges and European Voluntary Service.

Key Action 2 – Cooperation for Innovation and the Exchange of Good Practices
- Strategic Partnerships in the fields of education, training and youth and related significant sectors, large scale Partnerships between education and training institutes and the world of work.
- IT support platforms: eTwinning between schools and European Youth portal, EPALE for Adult Learning.
- Knowledge Alliance and Sector Skills Alliances and cooperation with non-EU countries and European Neighbourhood Countries.

Key Action 3 – Policy Reform
Support of the EU agenda in the fields of education, training and youth, by means of the open method of coordination, prospective initiatives, EU instruments for acknowledgement, dissemination and valorisation, policy dialogue with stakeholders, non-EU countries and international organizations.

Strategic Partnerships – Key Action 2
Strategic Partnerships are part of Key Action 2, Cooperation for innovation and the exchange of good practices. These are small- and large-scale transnational cooperation

projects that offer cooperation opportunities to organizations active in the fields of education, training and youth, enterprises, public authorities, civil society organizations etc. with a view to:

- implementing and transferring innovative practices at local, regional, national and European level;
- modernizing and strengthening education and training systems;
- supporting positive and long-lasting effects for participating organizations, systems and individuals directly involved.

There are two types of Strategic Partnerships, based on the Partnership's objectives and composition:

- Strategic Partnerships for innovation.
- Strategic Partnerships for the exchange of good practices.

In particular, Strategic Partnerships for innovation aim at developing innovative results and/or disseminating and implementing pre-existing outputs or ideas by means of intellectual outputs and related multiplier events. Organizations can establish partnerships with schools and/or European organizations to stimulate the growth of professional skills, innovative educational practices and organizational management.

The approval of the Project "Partnership for Excellence in Language Learning - PAL"

148 applications for Key Action 2, Strategic Partnerships, school sector were submitted by the deadline of April 30, 2014 to the Erasmus+/Indire National Agency. The project "Partnership for Excellence in Language Learning - PAL" was one of the 16 winners with a score of 96/100. All applications were assessed based on the formal and qualitative criteria established by the European Commission for 2014 and applied by all National Agencies. This is a strategic partnership at international level promoting a network between IPRASE as the project leader of a network of some upper secondary schools in the Autonomous Province of Trento, and three European partners that are world leaders in the field of education and promotion of English and German as foreign languages, with a view to promoting Trilingualism: Goethe-Institut in Germany and two institutes in the UK, i.e. NILE in Norwich and Bell Educational Services in Cambridge.

Preface

The multilingualism of regions and the plurilingualism of individuals are an overarching topic that encompasses all sectors of our social, cultural and professional life. Literature has evidenced that there is a very close relationship between one's literacy level in plurilingualism and one's quality of work and social life: possessing proper language competences is a prerequisite in guaranteeing employability and the exercise of active citizenship within the context of economic and cultural internationalization, with a view to contributing to one's personal development and collective achievement (cf. Language competences for employability and growth by the European Commission). In today's Learning Society, foreign languages, mobility and the valorisation of language diversity are priorities for all educational and training policies of Member States and regions.

The Strategic Partnership Project activated a network including IPRASE, as the project leader, together with some upper secondary schools and three international institutes that are world leaders in the field of education and promotion of English and German as foreign languages, NILE - Norwich Institute for Language Education, Goethe-Institut, Bell Educational Services Ltd in Cambridge. The Partnership worked to favour effective foreign language teaching/learning processes and promoted innovative didactic planning for German and English as foreign languages, to meet the actual educational needs of specific target groups of learners.

Along these lines and in a differentiated way for different school types, the Partnership's intent was to:

- Develop an operational didactic model for German and English differentiated according to the different types of upper secondary schools (grammar schools (i.e. *licei*), technical institutes and vocational schools), articulated into practices and approaches in order to promote English and German language learning and the knowledge of the cultural, social and value-system dimensions conveyed by the different language contexts.
- Favour innovative approaches, methods and instruments to define excellent models for the teaching and learning of English and German, for the continuing professional development of teachers.
- Support the development of language communication skills (BICS - Basic Interpersonal Communicative Skills) and language skills for studying and working purposes (CALP - Cognitive Academic Language Proficiency); develop forms for extending learning environments, modalities and contents via ICT.

The project was developed over a period of 36 months, during which the partners worked in different cooperation activities for the accomplishment of the three main intellectual outputs (project outputs) and two multiplier events.

In order to meet the objectives mentioned above, the partners performed the following:

- Research activity to draft a "Compendium of best practice in language teaching". The Compendium refers to the main methodological teaching principles for English and German, good practices in teacher training, in Academic Management and in the analysis of the needs of schools (O1).
- Summary of results in the research activity aimed at defining Methodological Guidelines for innovative teaching that supports excellence in learning German and English (O2).
- Ideation, design and implementation of an operational model for the teaching of English and German as foreign languages. The model consists of a repertoire of educational and training modules and instruments aimed at promoting good practices for the teaching/learning of English and German and favouring the coordination of a school-level language project within the context of the different types of schools: grammar schools (i.e. *licei*), technical institutes and vocational schools (O3). The didactic and organizational model was tested in the schools participating in the project.

The two planned multiplier events in Italy started a process of valorisation and dissemination of the project outputs that can be further disseminated within the organizational and territorial contexts of all partners involved, also in relation to the possibility of continuing and further valorising the cooperation. Our purpose is to give continuity to the partnership established with the foreign institutes involved, in order to support the missions and expectations in actions aimed at strengthening plurilingualism. The work of the Partnership entailed six transnational meetings that were key moments for the accomplishment of the Strategic Partnership's expected objectives and results.

Introduction and executive summary

This volume (Output 2) contains both the results of school needs analysis carried out as a simple case study approach, in the second phase of the Erasmus Plus-PAL Project, and the recommendations made by the project team following these visits. The final section includes recommendations for further courses of actions and inroduces the 'Toolkit' the project team will produce for Output 3.

Section 1 - Introduction to Output 2
This opening section deals with the motivation for this Output, and describes in detail the methodological approaches taken to school obervations and subsequent needs analysis.

Section 2 - Comparison of the Results of the School Visits, using the Compendium 'Best Practice' Criteria
This section provides detailed results of the observations made during the school visits, using the observation criteria developed as part of the 'Best Practice' Compendium delivered in Output 1.

Section 3 - Comparison of Compendium (Output 1) to Results of Observations and Interviews
In this section, the empirical classroom research carried out by the PAL project team and the project partners is compared to current Best Practice in Teacher Training as detailed in the Output 1 Compendium. Clear observations are drawn from the comparisons made.

Section 4 - Identification of General Gaps
Using the available data, this section identifies and examines significant gaps between current classroom practice in the target schools and the best practice approaches described in the Compendium.

Section 5 - Suggested Actions for Output 3
In this section, a range of suggestions are made for areas of develoment to focus on in Output 3. Recommendations for further teacher training and teacher development are discussed, and recommendations for ensuring sutainability for the project given.
The 'Teaching Teams' that will be working on Output 3 are subsequently introduced,

and key areas of interest in both 'Teaching & Learning' and 'Academic Management' are outlined.
Short introductions to the topics that will make up the main body of the Output 3 'Toolkit' are introduced toward the end of the section.

Section 6 - Conclusion

The final section sums up the data collected during the visits to the target schools and the analysis made therafter. It draws together the various sections in Outpout 2 and provides an overview of the formulation of the 'Toolkits for Teachers and Academic Manager' that the project team will deliver as part of Output 3.

SECTION 1
INTRODUCTION TO OUTPUT 2

Output 2 of the project has, as its primary objective, the identification of individualised language pedagogy 'pathways' that would be relevant to the context-specific environments of each of the target schools, the results of which will lead to the Output 3 creation of a toolkit of 'best practice' methodology and academic management with which the target schools can experiment. Accordingly, the partners now turned their attention to investigating the current situation in each school with regards to language teaching and supporting academic management structures. It was decided, therefore, to conduct research visits to the schools to verify whether and to what extent the Compendium's 'best-practice' conditions were identifiable within each school.

1.1 School visits

The fact-finding programme was envisaged to consist of visits to the target schools by the partners and to include lesson observations along with interviews with management, teachers and students.

Using the 'toolkits' presented in the 'Compendium' in Output 1, the partners were divided into two fact-finding teams in each school with all partners active in each school contemporaneously. It was felt appropriate that each team should consist of representatives from each partner organisation, thereby providing diverse perspectives on, in particular, classroom practice and approaches. In a similar vein, it was decided that each team would observe a mix of German and English lessons even though their specialisations were language-specific; in this way, each partner would gain an impression of the language teaching practices of the school as a whole.

Due to practical considerations, the school visit agenda was confined to five days, consisting of a partnership orientation session in the afternoon of Day One, followed by three days of school visits (one for each school) and a follow-up partnership debriefing session in the morning of Day Five. This limited schedule presented problems of 'data-sufficiency' in terms of gaining an adequate impression of teaching practice within each school. Ideally, to gain a thorough understanding of a teacher's performance, it would be appropriate to perform multiple observations, each lesson exemplifying a different pedagogic focus, whether it be skills teaching, structure teaching, pronunciation teaching etc. It was felt by the partners that, whilst being somewhat restricted in scope, the single observation lesson agenda was at least sufficient in gaining a 'snap-

shot' of each teacher's general teaching proficiency and that the accumulation of all of the observations performed at each school would be sufficient to inform the partners of the general needs of each institution, thus informing the creation of the 'toolkits' envisaged in Output 3.

Perhaps more restrictive in terms of 'data-sufficiency' was the necessarily limited number of teachers that could be observed at each school. As reported above, the target schools have disparate numbers of language teachers which could potentially be involved in the lesson observation activity, thus the 'reach' of the observations was somewhat confined in the schools with more numerous teachers. Due to the above-mentioned decision for the combined partner teams to observe both German and English lessons, this limited 'reach' was most apparent in the English language departments, where the teaching cadres are most numerous. Recognising this limitation as far from ideal for a comprehensive analysis of language teaching proficiency, the partners again decided that the limited number of teachers to be observed was at least sufficient in gaining an overall impression of the diversity of teaching styles and practices in each school. Ultimately, the choice of which teachers were to be observed and when was, for timetabling reasons, left to the head teachers and heads of department, who subsequently drew up the timetable for each observation group.

1.2 Lesson observations

Each team was programmed to perform a series of six classroom observations held by six different teachers in both the German and English languages. These class visits comprised a pre-observation meeting with the teacher to discuss the teaching aims and the learning outcomes, the 'class observation' itself and a 'post-observation meeting' with each observed teacher. During the pre-observation meeting with the teachers, the partners were at pains to stress the anonymity of any data resulting from the observation and academic management were advised of this precondition.

The agenda for each visit was structured so that, between lesson observations, each team had a free period for reflection and discussion on their findings, during which time the appropriate rubrics were finalised by each member. Interviews with academic management were also programmed during these intervals. A lesson observation 'feedback' meeting with each teacher observed was scheduled in the afternoon for partner follow-up questions concerning areas of particular interest arising from the lesson. Regarding feedback, it was decided not to give detailed feedback from the lesson observations but rather to give general comments on the areas of good practice observed as well as some advice on areas that were deemed in need of of further development.

The following sections outline the results of the fact-finding school visits carried out in October of 2015 and catalogue the recommendations made by the partners concerning the Output 3 'toolkits' to be presented to the schools for experimentation.

For the purposes of this project, the results of the observations noted here are necessarily confined to those aspects deemed lacking or insufficient in the classes ob-

served. It should be noted that during these observations, many extremely positive features were discerned (e.g. rapport; excellent classroom management; cooperative atmosphere amongst learners; teacher consistently recasting in L2; some very detailed lesson planning; high degree of motivation amongst learners; some effective error correction; variations in grouping; some practice of receptive skills; relevance of topic and tasks; positive rapport).

SECTION 2

COMPARISON OF THE RESULTS OF THE SCHOOL VISITS, USING THE COMPENDIUM 'BEST PRACTICE' CRITERIA

2.1 School type: grammar school

One grammar school (liceo) visited in the context of the Autonomous province of Trento
Observed lessons: 6 | Language level: B1, B2, B2 | Languages: English, German

	STATUS QUO GENERAL OBSERVATIONS	RECOMMENDATIONS	NOTES/COMMENTS
1. Learning environment	· The atmosphere and décor are conducive to learning. · Disposition of desks: standard, traditional and frontal, with desks on the left and on the right side of the room.	· Desks should be arranged in groups or U-shape – depending on the classroom format – so that it is more appropriate for student centred pair/group interaction and not so teacher-centred.	· All the classes are well-equipped; all have a functioning whiteboard.
2. Multimedia facilities	· The interactive whiteboard (IWB) is mainly used for projecting videos or to beam course book pages – there are rarely any other audio-visual materials used. · Some, but not all of the teachers use the IWB competently. · There are no other devices – tablets, computers etc. – used. · There is no BYOD application or integration of the interactive whiteboard. · Presentations tend to be teacher-centred with learners required to respond/read aloud from the IWB.	· There should be a practical introduction to learner orientated ICT use; upcoming workshops should take into account the heterogeneous level of knowledge of the teachers.	· CLIL teachers have an extensive understanding of the IWB and use it well. · There is very good use of technology in the CLIL classroom. · Some of the language teachers have a broad knowledge of how to use the IWB.
3. Role and behaviour of the teacher	· Most of the teachers create a climate that generally encourages learning; most of the time the students are interested but in at least two classes it seems that the topics are not always well chosen (sometimes they are too childish) and therefore the students are not really interested in the topics. · Most of the teachers are progressing at a slow pace and provide no real challenges for the students. · Half of the lessons are very teacher-centred. · There is a lack of attention to learner styles and strategies.	· It is preferable to move forward a little bit faster; in order to challenge the students the teachers have to differentiate more between weaker and stronger students. They should also provide more exciting, appropriate and personal themes and topics. · Activities and methods should be more varied, and the teacher should vary his/her role according to the activity, method and approach. · There is a need for further training in options for providing greater challenge for stronger leaners. · There is a need for further training in approaches to learner training.	· The pace appears to be faster in CLIL. · The teachers are all very different, but are all highly qualified.

4. Communicating aims	· Many of the teachers do not make the learning goals & outcomes transparent enough. · There are not enough opportunities for interactive role-plays and simulations of relevant situations in pairs or groups.	· There needs to be a focus on lesson planning and the formulation/ setting up of learning goals and outcomes. These should be presented clearly by the teacher. · There is a need for training in identifying and articulating explicit objectives/desired outcomes. · Learner Autonomy (LA) should be integrated more into the regular lessons - students should be able to evaluate and check their own outcomes. · Students should be encouraged to apply the language communicatively, using more relevant situations.	· The ability to communicate aims differs from teacher to teacher.
5. The learners motivation **Personalisation** **Learner autonomy**	· No regular instances of personalisation or activating schemata were observed. · There was no evidence of student contributions to the learning goals. · No self-reflection about the learning process was observed. · There are few opportunities provided for independent learning.	· The teacher should regularly provide instances of personalisation – the coursebook material should be adapted appropriately. · Learners should have the opportunity to contribute towards their own learning goals and objectives. · Learners should be given the opportunity and the encouragement to reflect on their own learning process, and should be introduced to a variety of learning strategies. · There is a need for training in strategies for promoting greater learner autonomy.	
6. Approach **Lesson methodology** **Materials** **Activities**	· There is little lesson planning – no evidence of lessons plans. · There is mostly a limited range of activities and approaches. · There are few systematic approaches to error correction. · There is no evidence of a systematic approach to the teaching of pronunciation. · Cooperation between learners was not observed in all the classes. · There is little group work or peer work, although this does depend on the teacher. · There are few 'fun' exercises · Pair and group work activities are designed for cooperation only in so far as allowing the learners to share with each other what they are thinking. There is no evidence of task-based learning (TBL) or problem-solving. · There is very little L2 communication amongst learners. · There is no exploitation of potentially communicative materials in the coursebooks.	· There is a need for further training in practical approaches to lesson planning. · Most teachers need a wider range of methods and a larger repertoire of classroom activities. · Teachers should ritualize their error correction – they should be familiar with different ways of error correction. · There should be more emphasis on pronunciation, more feedback on pronunciation errors and more drilling. · There is a need for further training to enable teachers to develop greater confidence in their own ability to provide good phonological models. · There should be regrouping of workgroups from time to time to ensure dynamic change. There should be more interactive peer/group work activities, and teachers need exposure to more purposeful pair work tasks. · There is a need for awareness-raising on organisation and the benefits of group work. · There should be increased and systematic marking of similarities to and differences from the learners' L1 or other L2s · There should be a greater focus on TBL and communicative methodology as a whole. · There is a need for teachers to adopt a strategic approach in introducing and encouraging the use of L2. · There is a need for training in the adaptation/use of published materials.	

2.2 School type: technical school

One technical school (istituto tecnico) visited in the context of the Autonomous province of Trento
Observed lessons: 6 | Language level: B1 | Language classes observed: English, German

	STATUS QUO GENERAL OBSERVATIONS	RECOMMENDATIONS	NOTES/COMMENTS
1. Learning environment	· All of the classes observed were in 'traditional' classrooms comprising desks in rows with two students per desk.	· Desks should be arranged in groups, so that it is more appropriate for student-centred pair/group interaction.	
2. Multimedia facilities	· Computer and projector to one side of the classroom. · CD player is used for listening. · ICT not used.	· There should be a practical introduction to ICT use and workshops for exploitation of this.	· As the school is a technical school, they have good facilities.
3. Role and behaviour of the teacher	· The teachers in all classes directed the lessons from the front. · In one class, a very good cooperative climate was created. · Good teacher and student rapport was observed, along with good classroom management during the lesson. · There was a smooth flow of activities; good eliciting and giving wait time; good correction to the blackboard; good pace (slow but sure) and good variation of roles (leader, facilitator, observer). Task instructions could have been clearer. · It appeared that there was a lack of strategies for dealing with differentiation within classes.	· The teacher should be able to move around in the classroom and not remain sitting or standing in front of the students. · There is a need for further training in options for providing greater challenge/support for stronger/weaker learners.	· Some teachers are more enthusiastic about trying out new ideas and meeting new challenges than others.
4. Communicating aims	· No learning goal statements were observed. · There was no communication of learning outcomes. · No lesson plan was evident. · There is a lack of clarity regarding lesson objectives.	· Workshops are needed for lesson planning and setting up learning goals/outcomes. · There is a need for training in identifying and articulating explicit objectives and desired outcomes. Learners need to be made aware of these.	
5. The learners motivation **Personalisation** **Learner autonomy**	· There was much variety noted in the lessons observed, in terms of the motivation of the students, the classroom presence of the teacher and the style of teaching. · In some of the lessons, the majority of learners were passive. Some learners attempt to cooperate with each other in pair work and eliciting exercises. · Some of the learners were given the opportunity to express their opinions, and were asked to contribute their prior knowledge in the warmer discussion. · No accommodation of learning styles was observed - differentiation was achieved through L1 explanation. · There is a lack of attention to learning styles and strategies.	· Learners should begin to learn to check and evaluate their peers' learning success. · Learners should have the opportunity to contribute towards deciding on the learning goals. · Learners should be given the opportunity and the encouragement to reflect on their learning process, including the use of learning strategies. · There is a need for further training for teachers in approaches to learner training.	

5. The learners motivation Personalisation Learner autonomy	· In other classes, the learners were motivated and active, with good participation in all of the activities, with learners asking questions, responding and cooperating with each other and with the teacher. · Some lessons observed were appropriately stretching, with students both expressing their own opinions and responding to their peers opinions in L2. There was very good activation of prior knowledge and participation on the topic of jobs, and students were very good in being able to formulate statements about themselves. · No evidence of opportunities for independent learning was observed. · No metacognitive self-reflection on the learning process was observed.		
6. Approach Lesson methodology Materials Activities	· No systematic approach to error correction was observed. · No systematic approach to the teaching of pronunciation was observed. · Grammar explanation was made in L2 and then repeated in L1. · There was very little blackboard work and no blackboard used in error correction. · Materials and activities used were challenging to most students, although some lessons were entirely coursebook-led, with no variation of methods or materials. · Grammar rules were verbally referred to during exercises but this was not systematic or organised. Attempts were made by the teacher to correct grammar during communicative phases. · Some attempts were made to balance teacher- and learner- centred interaction, and to practise receptive and productive skills. · In some observations, student groupings were changed appropriately (plenary to pair work to plenary), and the topic and potential interactive communication elicited during the exercises could play a part in real contact situations that the students may encounter in target language contexts. · Learners were given some opportunity to perform tasks in the L2 and the stated learning goals reflected this. On the whole though, there is a need for a greater use of the target language. · No simulations were observed. · Again, in some classes, although a good mix of activities was observed (warmer discussion, vocabulary exercises and personalisation phase, noticing grammar, reading and grammar focus in bank, final task using lexis and grammar from activities), they were all coursebook-based.	· There is a need for greater clarity about how/when to deal with language errors. · There should be more emphasis on pronunciation and more feedback on pronunciation errors. · There could be more regrouping of workgroups from time to time to ensure dynamic change. · There is a need for increasing teachers' awareness of options for materials adaptation. · There should be marking of similarities to, and differences from, the learners' L1 or other L2s · There is a need for teachers to increase their range of strategic approaches to increasing their use of L2. There is also a need for further training in the use of TL as classroom language, by teachers and learners. · The teacher should use diverse materials and a variety of working methods to ensure learning is fun, interesting and motivational, including songs, games and role-play. · The teacher provides the learners with themes that are both relevant to them as a target group, and play a role in their lives outside of the classroom. · There is a need for further training in basic classroom management.	

6. Approach Lesson methodology Materials Activities	· In some classes, there were good student groupings and monitoring activities in each phase, and the activities appeared to inspire cooperation. · No evidence was observed of supplementary materials being used, although the materials used are appropriate for the learners' profiles (age, interests etc.) The themes in some of the lessons observed (jobs and personality types) were appropriate to the learners' futures. There was also a discussion phase included, eliciting which jobs the students would like/not like to do. · There was some evidence of an appropriate balance between receptive and productive skills work and between teacher-centred and learner-centred activities · L2 was prevalent throughout the lesson in some cases. · A number of problematic issues with classroom management and specific techniques were observed (e.g. classroom control, pace, organisation of pair work, use of board, instructions).		

2.3 School type: vocational school

One vocational school (Istituto di Istruzione e Formazione Professionale) visited in the context of the Autonomous province of Trento

Observed lessons: 4 | Language level: B1, B1, B2, B2/C | Language classes observed: English only

	STATUS QUO GENERAL OBSERVATIONS	RECOMMENDATIONS	NOTES/COMMENTS
1. Learning environment	· Disposition of desks - standard, traditional and frontal, with desks on the left and on the right side of the room.	· Desks should be arranged in groups, so that it is more appropriate for student-centred pair/group interaction.	
2. Multimedia facilities	· There is an IWB, but it was not always in use during the observed lessons. · The school adopts a strong emphasis on using technology in the lessons.	· There should be a practical introduction to ICT use and workshops for exploitation and practical use for teaching.	
3. Role and behaviour of the teacher	· The teachers create a climate that encourages learning. They show personal interest in the students · Overall, the teachers maintain an appropriate pace. · The teachers vary their roles (teacher, facilitator etc.) according to activity phases. · The teachers provide an appropriate level of challenge and differentiation.		
4. Communicating aims	· In the observed lessons, teachers rarely make the learning goals/outcomes transparent.	· There is a need for further training in lesson planning and in formulating objectives and setting learning goals/outcomes.	
5. The learners motivation **Personalisation** **Learner autonomy**	· Overall, the learners are noticeably motivated and active. They are involved as actively as possible in the lessons. · The learners are given the opportunity to express their own opinions in the target language, as well as responding to others' opinions. · In most lessons observed, the questions and exercises during the lesson encourage the learners to formulate statements about themselves.	· The learners should learn to check and evaluate their peers' learning success. · The learners should have the opportunity to contribute towards deciding on the learning goals. · The learners should be given the opportunity and the encouragement to reflect on their learning process, including the use of learning strategies.	
6. Approach **Lesson methodology** **Materials** **Activities**	· There is no systematic approach to error correction or to the teaching of pronunciation. · No coursebook was used in the lessons observed. · A lot of group work & project-based learning (PBL) appears to be taking place. · The teachers provide the learners with themes that are both relevant to them as a target group, and play a role in their lives outside the classroom. · Learners are encouraged to express their own opinions in the target language, as well as responding to others and making themselves understood.	· There should be more emphasis on pronunciation and more feedback on errors. · Time limits should be given for group work and for the speaking parts of oral presentations. · There should be more regrouping of workgroups from time to time to ensure a change of dynamics. · It may be helpful to write important lexical items, examples and models on the whiteboard. · There should be marking similarities to and differences from the learners' L1 or other L2s.	No information about most of the criteria

SECTION 3

COMPARISON OF COMPENDIUM (OUTPUT 1) TO RESULTS OF OBSERVATIONS AND INTERVIEWS

The *Compendium of Best Practice in Teacher Training*, as drawn up by the PAL Project partnership, was compared with the empirical classroom research carried out by IPRASE and the project partners, using the observation sheets developed by the Goethe-Institute.

The following observations were drawn from the comparisons made:

ESP
The technical school type offers short courses in specialised areas, or 'microlingue', but only in years 4/5. The school expects these to be merged with CLIL lessons in the future. In other schools, the use of ESP is very limited.

TBL
The technical school teachers involved in the lesson observations would 'like to try' TBL, but it is unclear how far the approach has been practised so far.
The student questionnaires reveal a willingness to try more TBL activities. TBL is widely-used at Vocational school. There is evidence of students presenting a display after a recent school trip. This could possibly be seen as PBL if this exercise also included preparation and follow-up.

PBL
The technical school's policy of trips to target-language speaking countries would provide ample opportunity for this, but there is no evidence of students being asked to work on projects whilst on study tours.

Lexical Approach
Without sight of the coursebooks used at technical school it is difficult to say how far any aspects of the Lexical Approach are being used.

CLIL
Technical school teachers feel they are not well enough trained to fully implement a CLIL approach, and would actively welcome further specialised training. The grammar school observed uses CLIL for art and physics lessons with some degree of success (based on the notes on one observed lesson).

ICT

It is widely felt in all three schools that more ICT training is needed. The schools feel they have quite adequate hardware, being fully equipped with IWBs, though some teachers feel they still do not have enough training to properly exploit it. Teacher questionnaires reveal teachers' desire to use the IWB more, and frustration at not being able to do so, though lesson observation notes some good use of IWB. Evidence of interest in new technology and methodology can be seen in particular in the technical school reference to 'the flipped classroom'. There is a strong emphasis on the use of technology in the classroom in the vocational school visited.

EAP

The grammar school involved in the case study reports the use of EAP in the final two years of school – a clear differentiation from approaches employed in technical and vocational schools. Otherwise, the use of EAP in the schools observed is very limited.

CLT/ VET

No mention is made of these practices, nor is any awareness of them acknowledged.

Materials development

In the grammar school, the only material available on the teachers' platform is external exam material.

In the technical school it is reported that although teachers produce their own material, they are sometimes unwilling to share it with colleagues.

SECTION 4
IDENTIFICATION OF GENERAL GAPS

Whilst the data emerging from the limited extent of these observed classes may not be fully representative, it was evident both from classroom observations and subsequent discussions with teachers that there are a number of core areas for development shared by all school types. It can clearly be seen that there are significant gaps between current classroom practice in the target schools and the best practice approaches described in the Compendium.

Overall, specific gaps in different lessons rather than in different school types were identified. Scope for further training was observed in the following areas:

- Lesson planning and identifying (and communicating) lesson aims.
- Use of ICT / IWB (IWBs are mainly used for projecting videos or to beam coursebook pages; there are rarely any other audio-visual materials or student-centered activities used). Practical introduction to ICT to include:
  - Smartboard and multi-media applications and exploitation.
  - Potential development of the 'flipped classroom'.
  - Utilisation of virtual learning environments.
  - Design & delivery of ICT-based project work.
  - Online resources and research skills.
- Clarity and communication of learning goals/outcomes.
- Systematic approach to error correction.
- Systematic approach to the teaching of pronunciation.
- Need for greater use of the target language.
- Self-reflection by the students about their own learning process.
- Need for attention to learning styles and strategies.
- Need for a wider range of activities and approaches.
- Establishing more principled use of L2 in classroom discourse.
- Developing communicative approaches to course design.
- CLIL implementation.
- Differentiation techniques.
- Occasions for interactive role-plays and simulations of relevant situations.
- Coursebook-bound lessons.
- Appropriate arrangement of the desks, student groupings.

Also worth noting is the consistent observation across most of the classes observed in the three schools of communication taking precedence over explicit attention to

grammar, in lessons ranging from 'weak communicative', with some focus on form, to those in which communication was encouraged at the expense of any focus on form. Balancing focus on form and focus on meaningful interaction would appear therefore to be a major concern across the board.

Most significantly – for the purposes of this project – the idea of different approaches in the different schools is apparent in very few cases and according to teachers' questionnaires, there are varying degrees of understanding of why certain methodologies and approaches are more/ less appropriate in particular circumstances and contexts than in others.

It was also noted that heads of department in all schools would also benefit from targeted professional development in providing support for teachers in the following areas:

- Assessment, especially of productive skills.
- Development and maintenance of materials banks.
- Promoting greater collaboration and sharing of materials by teaching staff.
- Peer observation.
- Development and maintenance of virtual learning environments.

SECTION 5
SUGGESTED ACTIONS FOR OUTPUT 3

5.1 Project Partner suggestions for Output 3 focus

Due to obvious limitations of scope, resources and practicality, a range of issues which have been identified as possible topic areas of teacher development have not been addressed in detail in this paper. For focused workshops and programmes on the following topic areas, users are invited to consult the websites of Goethe-Institute, Bell School and NILE.

5.1.1 Recommendations for teacher-training programmes

Sustainability is one of the key factors when considering the professional development of teachers within an institution. The world is littered with projects that start up, flourish for a little and then wither and die. We will need to think of ways of encouraging staff to take responsibility for their own professional development and for someone within (Head of Department?) to lead and direct initiatives on an on-going basis. It is important that, in addition to responding to immediate needs, there remains a culture of on-going professional development which will assist future teachers in the organisation.

In-house professional initiatives can include the following:
- In-service training sessions.
- Mentoring schemes.
- Teacher collaboration through swap sessions and sharing of materials.
- Peer observations (preferably targeted).
- 'Official' observations and feedback (Head of Department?).
- In-service training delivered by external 'experts'.
- Specific training courses (e.g. CLIL, IT).
- Action research.
- Self-evaluation (use of videoed lessons).
- Using crafted model lessons.
- Lesson planning and setting up learning goals.
- ICT use and exploitation, Interactive Whiteboard applications and exploitation.

Teacher training is a key element in addressing the gaps between the objectives identified in terms of language education and the practice represented by the classes observed.

Pre-service training in Italy is extremely limited, as are opportunities for in-service training, although there is some evidence from teachers' questionnaires (grammar school and technical school) that teachers are very keen to receive further training. Practical training which takes place overseas appears to be favoured over the more theoretical Italian approach.

Providing materials and resources, however good, for teachers to use is of limited use if teachers feel unsure about how to use them. Use of ICT equipment – where it is available – is often limited because teachers do not feel confident in using it, or confident about new ways of using it.

If the PAL initiative is to have any lasting impact on the teaching and learning of languages in the context of the Autonomous province of Trento and further afield, it seems therefore unquestionable that only an extensive teacher training programme will adequately address the need for teachers in different types of secondary schools to develop effective approaches designed to better meet the needs of their particular types of learners.

The point of departure for such a teacher training programme would be derived from the investigations undertaken as part of the PAL project, as it is essential to start from and build on teachers' current practice rather than attempting to graft on entirely new methodologies. Thus the programme would proceed from classroom data gathered from a variety of sources (classroom observations, video recordings, teachers' field notes, focus groups, student questionnaires) so as to provide a foundation for subsequent work, consolidating existing practice and introducing recent developments in language teaching methodology.

A programme proposal would have the following key objectives:
- to ensure that teachers are fully aware of factors connected with mixed levels of attainment:
  - classroom dynamics;
  - learner characteristics;
  - learning styles;
  - need for scaffolding;
  - need for challenge;
- to build on and consolidate fundamental areas of methodology, equally applicable to the different school types:
  - identifying teaching objectives;
  - articulating learning outcomes;
  - planning single lessons and the unità didattica;
  - classroom management;
  - classroom language;
  - materials evaluation;

- materials adaptation;
- assessment *for* learning;
- assessment *of* learning;
- to identify and develop awareness of distinctive features of the blend of methodologies appropriate to each of the different school types:
  - general language-based;
  - content-based;
  - academic language-based;
- to explore the potential applicability of recent trends in language learning theory and language teaching methodology for the different school types:
  - Task-Based Learning;
  - The Lexical Approach;
  - Post-method approaches (Emergent language; Principled eclecticism);
  - 21st Century skills (including critical thinking, creativity, ICT and research skills, interpersonal communication skills, flipped classroom);
- to establish classroom investigation and action research as a core methodology for continuing professional development;
- to extend teachers' practical awareness in maximising the use of ICT in language education:
  - integrating the use of the interactive whiteboard (smartboard) as a tool for teacher and learners;
  - incorporating handheld devices (tablets and smartphones) as additional channels of interaction (e.g. polling, co-constructing text, forums, film-making);
  - refining online search skills (discrimination, selection);
  - combining face-to-face instruction with the use of online resources (blended learning);
  - familiarisation with virtual learning and materials sharing environments (e.g. *Moodle, Edmodo*).

As the target teacher population would be eventually participating in a programme in addition to their normal teaching commitments, it seems likely that the training proposal would need to be spread over two academic years, thus allowing for intensive face-to-face one-week or two-week modules, conducted both in Italy and in UK / Germany, in addition to a blend of online training and shorter face-to-face meetings.

An important advantage of this extended timescale would be the opportunities it would entail for reflection, experimentation and development both of teacher knowledge and teacher skills. [1]

Formal training would certainly meet many of the specific needs identified in all

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[1] Schools can apply through Erasmus Plus for some or all of the costs associated with the training programme by applying to their National Agency.

three school types, and it seems clear that an initiative of this kind would undoubtedly help to enrich approaches to teaching and learning in language classrooms. However, professional development for teachers requires such provision to be complemented by more individual initiatives, and this balance of top-down / bottom-up CPD is reflected in the division (below) of recommendations for both 'hard' and 'soft' CPD.

For both forms of CPD to succeed, there needs to be support and encouragement within the school and from the wider community. For teachers to feel that the time and commitment involved are worthwhile, they need to feel that their efforts are recognised and valued. The involvement of local teachers' organisations, such as LEND, may be a significant factor in sustaining teachers' motivation and engagement.

'Hard' CPD

Hard CPD refers to the more formal end of the professional development spectrum, for example, in-service training courses or tests of teacher knowledge such as the Cambridge TKT. There is clearly scope for extensive in-service training to meet the diverse practical needs identified above. But as it is almost certainly not feasible to set up a single, comprehensive INSET programme delivered over an extended period of time, it might be more realistic to think in terms of providing a number of free-standing training modules, each addressing a different area of language teaching methodology, within a flexible framework, so that teachers could opt to follow those modules which they felt addressed their particular needs. This modular approach would also have the advantage of being deliverable in different formats and different locations (face to face in Italy; face to face in the UK / Germany; online), depending on course content, financial resources, teachers' availability and other variables. Suggested topic areas for modules that would respond to the needs identified are as follows:

- Planning teaching:
  - Identifying aims and setting objectives.
  - Planning individual lessons: process options.
  - Planning from lesson to lesson.
  - Needs analysis, diagnostic assessment and course design.
- Materials adaptation:
  - Evaluating materials.
  - Processes of adaptation.
  - Adapting materials for differentiation.
  - Sourcing and evaluating supplementary materials.
- Communicative methodology:
  - Maximising learner involvement.
  - Roles of teachers and learners.
  - Activities to promote genuine interaction.
  - Communicative approaches to teaching language systems.
- Practical approaches to teaching pronunciation:
  - Individual sounds.

- Features of connected speech.
- Practice activities.
- Using the phonemic chart.
- Classroom management:
    - Organising groups and different modes of interaction.
    - Approaches to error correction.
    - Classroom language: strategies for maximising use of L2.
    - Techniques for differentiation.

'Soft' CPD

Soft CPD initiatives can range from individual activities to group meetings to whole-department (or even whole-school) investigations. The following list is intended to offer some examples / suggestions and is certainly not exhaustive:
- Individual teachers list personal action points.
- Two colleagues agree to try out a new idea + weekly progress updates.
- Professional reading group – monthly meetings to discuss book / article.
- Self-help group.
- Peer observation.
- Classroom research.
- Supported experimentation.
- Conference attendance.
- Workshop attendance
- Taking courses (related / not related to language teaching).
- Reviewing a book for a teachers' journal.[2]

These forms of soft CPD are typically prompted and undertaken by individuals or small groupings (although academic managers may facilitate such teacher-led initiatives by assisting with organisation and resources). It is therefore difficult to generalise, though a number of key principles can be identified. Soft CPD is likely to meet some or all of the criteria listed below; it should:
- be informed by teachers' immediate / actual needs;
- be context-driven;
- be appropriate to the current career stage(s) of the teacher(s);
- provide a source of personal / professional fulfilment;
- provoke reassessment of existing practice;
- be a stimulus for new practices.

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[2] Adapted from Head., K. & P. Taylor. 1997. *Readings in Teacher Development* Oxford: Heinemann. A longer and more detailed list can be found in a blog by Alex Case at (accessed 4 January 2016).

These recommendations for 'hard' and 'soft' CPD represent a set of principled proposals for the provision of formal training one the one hand and more individual, teacher-led pathways on the other. What these two approaches have in common is that they are directly informed by the results of the needs analysis undertaken in Trentino in 2015 and they have been formulated in response to teachers' needs identified in the different school types as part of that process.

5.1.2 Recommendations for accompanying measures to ensure Sustainability

It is important here to take into account the aims of the PAL initiative as a whole. That is, working towards excellence in teaching in the Autonomous province of Trento, by focusing on a communicative approach to language learning; differentiation in methodologies and approaches used across the three types of schools involved (Grammar school *(liceo)*, technical school *(istituto tecnico)* and vocational school *(Istituto di Istruzione e Formazione Professionale)* and improved use of ICT in the classroom.

Teacher Motivation: top-down or bottom-up?

A slightly worrying theme that emerges from the student questionnaires is that teachers often seem unmotivated. How far this is true cannot be verified, but one thing that is certain is that teachers often (and often with good reason) are resistant to what is perceived as 'top down' change. For any project to be successful, there has to be a significant degree of teacher buy-in. One way of achieving this may be to identify particular teachers in each of the target schools as 'project champions,' who could contribute substantively towards the production of a toolkit. That said, a number of teachers from all three schools involved have said that they would welcome further specialised training.

- The formation of specialized multipliers
  Ideally, it would make sense to establish multipliers at different schools to ensure that many teachers profit from PAL. Each multiplier could assume a specialization and be a "contact person" for that special topic. The Goethe-Institut offers possibilities for that kind of initiative.

- Coaching of the teachers by the multipliers
  Either the multipliers or the head teachers could at regular intervals coach the teachers by supporting and providing advice in planning and realizing their lessons.

- Action research (Practical Exploration Projects)
  In order to continuously develop their own teaching the teachers could now and then run a Practical Exploration Project (PEP). Teachers are given the opportunity for a lively exchange, to expand their activity options and gain new and interesting in-

sights into different teaching situations. The informal implementation of PEPs ensure sustainability of what has been learned.

Peer observation

The procedure of peer observation offers schools good opportunities for the individual strengthening of teachers and staff resources and for continuing professional development. This measure is also functional to the development of a feedback culture in the school. In the case of peer observation, colleagues who observe each other are equal partners and exchange constructive, non-judgemental feedback as well as stimuli at evaluation meetings, in order to activate process-oriented learning. In peer observations, not only is individual teachers' professional competence important but also the fact that there is a trust-based relationship between the two colleagues. This is based on mutual esteem, both at a professional and an interpersonal level. In this procedure, realistic objectives and functions of peer observations are defined in advance. Before lesson observations, the type of observation forms (forms with general key questions, progress record, targeted and detailed key questions) and individual aspects are also defined and drawn up. The two colleagues should meet at least once to prepare the observations. The evaluation meeting after the observation outlines impressions, generates new impetus, stimulates and helps in making decisions for the future.[3]

- Further training through classroom observation

  In this case, observation is made by a third party. A consultant gets an insight into individual teachers' teaching by observing their lessons for one or several hours. Then he/ she gives feedback to teachers and school leaders. This is not hierarchical classroom observation and control. Rather, the expert gives methodological / didactical inputs for language learning and stimulates teachers' self-reflection and operational knowledge.

  In this case too, the foundation and prerequisite of the approach are observation forms and one or two preparatory meetings, where key elements (textbook, lesson objectives...), among other things, are discussed. The meetings also serve the purpose of getting to know each other and of developing a friendly relationship. Evaluation meetings and/or post-observation meetings involve the consultant and the observed teacher. There are no representatives of the school leadership. This is important in order to build a friendly relationship. Feedback is constructive and useful. Sufficient time should be devoted to this activity. Feedback on the observations to the school leaders are summarised and possibly should be drafted in such a way that the individual names of teachers are not mentioned.

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[3]   Cf.: *Fernstudienprojekt: Unterrichtsbeobachtung und kollegiale Beratung: Neu, Barbara Ziebell und Annegret Schmidjell, Goethe-Institut, Universität Kassel, Langenscheidt.*

Materials Development

Interviews with teachers / head teachers reported a wide range of materials being used, but this was not always evident from the observations.

To support teachers in developing context-specific materials, it is recommended that a toolkit be developed, consisting of:

1. *A set of guidelines, with indicative examples, for different methodological approaches (TBL, PBL, Lexical Approach, CLIL, EAP, ESP).* These would be clear and succinct, with teacher-friendly summaries of principles and key elements of good practice, each one illustrated with several examples (so as to avoid the risk of implicitly recommending unitary 'models').

2. *Links/references to published examples of best practice in these approaches.* Again, a selection of links and references would be preferable, so as to give teachers a sense of the range of pedagogical options available within any given approach.

3. *A set of strategies for materials adaptation.* Given that teachers often have to work with materials that may not be ideally suited to the most appropriate approach for their teaching and learning context, it is important for them to be empowered with the strategic competence to adapt the materials they have in ways that will enable them to make the best use they can of those materials. Teachers would be encouraged to consider strategic options such as expansion, modification, supplementation, substitution, in order to "make material more suitable for the circumstances in which it is used" (McGrath 2002).

4. *A materials database.* The creation and maintenance of a database of materials where teachers can (digitally) file and share the material they created is very useful for quality assurance in teaching. There should be clear editorial layout specifications as well as sample spread sheets, so as to recognize the 'brand' of the school and avoid materials differing too much from each other. Reasons in favour of a material database include:
   - By exchanging and collecting material, teachers can provide each other with inputs and impetus.
   - Material can be created in a collaborative way. This means that individual teachers save time and also benefit from a wider selection of materials.
   - Up-to-date and interesting support materials can contribute to learning success.

Student learning platform development and maintenance/ Teacher exchange platform development and maintenance

In order to avoid each teacher creating their own digital variant for online learning and for the filing of material, it makes sense to choose one learning platform. Several free of charge solutions are available and capable of facilitating, systematizing and better organizing teaching activities. This is a short overview:

- **Moodle** and **Ilias:** open source platforms with wide-ranging usage possibilities and tools.
- **Google for Education:** free of charge solution by Google, offers various tools for teachers, pupils and lessons; integration of different apps and tools (Google Drive, Docs,

Presentations, Forms...). **Google classroom** offers classroom, communication and organizational tools.
- **Edmodo:** is a social learning network and appears similar to Facebook in terms of usage. Teachers can use this tool to attend to class groups and also students' homework. Tasks can be posted and subgroups can be built, especially useful for differentiated learning.

Student learning platform development and maintenance

Many elaborate learning platforms offer teachers and pupils within the framework of class interaction:
- Several communication possibilities (forums, chats, Wikis, virtual classroom...).
- Various tools to present learning content.
- Instruments to organize and directly support learning processes (calendar, tools to create tasks and exercises, virtual learning diaries and online portfolios).
- Evaluation and assessment aids (tools to design and evaluate tests, to transmit feedback and draft surveys).
- Service solutions for learners (lesson material, additional material, differentiated material).
- An electronic class register.
- Cooperative writing tasks, Internet searches, modules (phonetics, vocabulary fields), collections of links to online exercises and topics, project archive.

Teacher exchange platform development and maintenance

A virtual teachers' room can also be created on the platforms. It can be used for the following purposes:
- Posting of news and novelties.
- Archiving of minutes of faculty meetings.
- Storing of templates and material.
- More in-depth examination and storage of material from further training etc.

It is accessible to every teacher and very useful also for new teachers, as a means to acquire information.

5.2 Project Partner Teams: suggestions for Output 3 focus

5.2.1 Teaching Team Analysis (Bell/Goethe/NILE)

5.2.1.1 Introduction

While language *teaching* seeks to help learners develop their language competences – both receptive and productive – language *education* targets learner development with an explicitly holistic perspective, taking the learner's development as an individual as well as a social being as its leitmotiv. Above and beyond purely linguistic knowledge and skills, it therefore centres upon the learner's self-awareness and self-management as a learning individual and explicitly addresses issues such as social and procedural competences. Ultimately, language *education* seeks to support the learner to identify and develop what is their very own and personal bundle of cutting edge attributes which may help them to perform effectively in their future careers, both academic and professional. This is why the project takes a wide and comprehensive view of the teaching and learning of young adults and why it focuses on a wide range of associated concepts and processes.

In order to get some insight into and collect evidence of the language classroom realities in a given geographical and socio-cultural context, the authors decided to take a simple case study approach and set out to observe lessons and discuss related issues with the teachers who delivered these lessons. The sample of that study was collected from three schools, all of which carry the "secondary education" label but differ significantly as regards their institutional culture, mission and modes of conduct and delivery. While the authors are well aware of the fact that their impressions and conclusions are based on a limited sample of lessons and therefore cannot claim to reflect a particular school's entire educational programme and mode of delivery, a number of general impressions, trends and patterns do seem to have emerged.

While this part of the paper does not explicitly refer to the concept of CLIL, CLIL-related issues (especially with reference to cross-curricular project work) have emerged as being highly topical and relevant, regarding both the fields of Academic Management and Teaching Methodology. The need for CLIL-related professional development has been articulated repeatedly by teachers and, indeed, virtually all the "needs" identified by the observers have direct links to the CLIL concept.

5.2.1.2 Observation results

The following results are "compressed", in the sense that they sum up and highlight aspects that have emerged in the course of lesson observation and lesson analysis.

In order to prepare possible pathways of professional development, these aspects have been translated into "needs". Needs that were articulated by the teachers are complemented by needs that were identified by the observers.

NEEDS AS ARTICULATED BY THE TEACHERS	NEEDS IDENTIFIED BY THE OBSERVERS
INTER-DEPARTMENTAL COOPERATION, LIAISING, NETWORKING AND SHARING	**LESSON AND PROJECT ORGANIZATION AND MANAGEMENT**
· peer observation; · guidance; · feedback.	· identifying (and negotiating) learning proce- dures and explicit learning outcomes; · structuring a lesson/unit/sequence; · distinguishing lesson phases; · managing time and pace; · planning and managing project work; · success-orientation vs. error-orientation; · documentation of processes and products (e.g. portfolio).
METHODOLOGY	**METHODOLOGY**
· encouraging learner awareness and involve- ment; · update on methods, techniques and activities · task-based learning; · practical ICT skills for classroom use; · dealing with mixed ability / mixed motivation classes; · dealing with dyslexia.	· developing learning skills and learner auton- omy; · general update on communicative language teaching; · vocabulary acquisition; · error correction; · development/practice of productive skills; · language development integrated into project- based teaching and learning; · exploiting visual aids; · toolkit of motivating activities (starters, war- mers, coolers); · materials adaptation.
LANGUAGE	**LANGUAGE**
· personal language development.	· the language of classroom management and task setting.

5.2.1.3 Conclusions and recommendations

Given a mission of language *education* as outlined above, it is obvious that there is a wide range of issues that are relevant to all providers.

Lesson planning

Conscious lesson planning is essential to successful lesson delivery. While the design of an entire course is largely determined by compulsory curricular specifications with the aim of ensuring quality, comparability and, ultimately, recognition of learning out-comes in a particular type of school or establishment, together with the planning of particular teaching sequences (lessons, units, projects) is a highly complex process which builds on the potential, motivation, abilities and needs of individuals. Established routines as regards lesson planning rarely go beyond sketching chronology and rela-ting learning steps to the classroom materials used. The concepts of:

· identifying and defining the objective of a particular teaching/learning sequence in terms of what the learner is supposed to be able to do as a result of that process (learning outcomes);

- ensuring the continuity of a group's learning process;
- designing appropriate formats of reflexion and documentation in order to secure sustainability of learning outcomes, are still a great challenge for a teacher who is to work with a range of groups, all different in level and character.

Lesson delivery – forms and formats of interaction and motivation

Learner motivation is intrinsically linked to the way learning is designed and delivered. Consequently, successful teaching needs to include a wide repertoire of forms and modes of interaction. While the main patterns of interaction seem to be obvious:
- learner – teacher (and vice versa);
- learner – learner;
- learner – group (and vice versa);
- learner – source of information.

The choice, mix, timing and final shaping will depend on the learner's or learning group's specific character and interests.

Learner motivation, involvement and, ultimately, responsibility, also depend on whether or not learning is perceived as a process that is:
- varied but also coherent;
- purposeful, i.e. success-oriented;
- entertaining and diverting;
- visualised, visible and reflected, i.e. well documented, leading to products *"to be proud of"*.

Materials adaptation and materials use

With the exception of tailor-made material for a particular group of learners and some particular learning purpose, published materials (textbooks, materials downloaded from internet sources) tend to address a wide learner audience and rarely do full justice to the needs of a particular class which has its own unique group profile and mix of motivation and abilities. The skills of:
- identifying,
- exploiting and
- adapting.

existing materials based upon a view of the learners' individual profiles and motivation is perceived as one of the core professional competencies of all teaching. These skills need to be developed and maintained throughout a teacher's professional career.

The Lexical Approach

The principles of the Lexical Approach have been around since Michael Lewis published 'The Lexical Approach' some 25 years ago. It seems, however, that many teachers and researchers do not have a clear idea of what the Lexical Approach actually looks like in practice.

These two very phrases include a range of lexical chunks and collocations (been around, some 25 years ago, it seems that, a clear idea of, looks like, in practice), which are clear evidence of how language works.[4] Teaching and learning language from the perspective of the Lexical Approach clearly goes beyond following a grammatical syllabus. It takes into account that the mastery of certain patterns of language and sets of words are essential for successful language use.

ICT and digital skills

Teachers find themselves confronted with a generation of learners who are complete digital natives, most of them fully at ease with the handling and use of modern ICT yet probably lacking a sense of its rational use and meaningful application in the context of learning. Successful modern teaching needs to take this into account and needs to find intelligent ways of:
- exploiting the potentials of modern ICT with regard to language education;
- balancing digital, including personal / hand-held devices and non-digital elements, in teaching.

Further areas of interest

Just like the areas outlined above, the following issues are understood to be *leitmotifs* of all modern language education. They are areas of permanent development and obviously essential to the successful design, organisation and delivery of language teaching and learning in all the schools that have been visited.
- Sustainable development of communicative competences.
- Visualisation of learning (graphic organisers).
- Error correction.
- Guided reflection.
- Student-centred methodology.
- Success-oriented (replacing error-oriented) teaching.
- Development of extended repertoires of classroom approaches and classroom management techniques.
- Interdisciplinary approaches related to the development of cross-curricular competences.
- Learning in and for mixed ability and mixed motivation groups.
- Practical ways of addressing varied learning types and learning styles in groups.

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4   Carlos Islam & Ivor Timmis, "What does the Lexical Approach look like?".

By their nature, these areas are intertwined and need to be interpreted and addressed in combination and with special reference to the schools' particular profile and mission.

Specific to Individual School Profiles

Teaching and learning in all schools and, consequently, the professional development of all teachers needs to build upon the (general) issues listed above, which are hence understood to be the *core* of any pathway. Building upon that core, *school-specific pathways* will have to take into account different identities, missions, conditions and priorities.

The vocational school involved in the Pal Project certainly have explicitly identified PROJECT WORK as a key and identity-forming factor. In terms of teacher development, a:
- focus on project management, including the language of project set-up, project management, task setting and project documentation;
- focus on practical ways of integrating language development and project-based learning;

is recommended in order to support, serve and sharpen that institution's particular profile and mission.

The grammar school visited prepare their students for an ACADEMIC career.
In terms of teacher development, a focus on English for Academic Purposes – including the language of note-taking, research, analysis, presentation and documentation – is recommended in order to support, serve and sharpen that institution's particular profile and mission.

The technical school has an explicit vocational orientation.
In terms of teacher development, a:
- focus on transferable and life skills developed via language education, including the language of opening, maintaining and concluding encounters, of seeking and establishing mutual trust, of project management and project documentation;
- focus on practical ways of exploiting extra-curricular resources, including contacts and joint ventures with real-life companies (placements, practical experience);
- focus on exploiting and adapting materials for vocational purposes.

is recommended in order to support, serve and sharpen that institution's particular profile and mission.

5.2.2 Academic Management Team Analysis (Bell/Goethe/NILE)

5.2.2.1 Effective Academic Management

As indicated in the Compendium, effective academic management is a key factor in the success of a language education programme. In the three centres visited by the IPRASE partners some common core issues were identified as in need of development:
These were as follows:
- The need to create a policy statement on language learning that clarifies the beliefs and ethos of the department including any developments in CLIL
- The need put some quality assurance measures in place.
- Opportunities for the professional development of the teachers to be created.
- More detailed induction procedures for new staff (including assistants) and the production of a teachers' handbook.
- A greater focus on the learning process with particular reference to helping students to adopt strategies for language learning.

Developments in these areas would help the language departments create a greater sense of vision and coherence. Currently teachers appear relatively isolated as practitioners; there is a need to perceive the advantages of working together as a team, supporting each other through the exchange of ideas and materials and reflecting on the process of language learning.
The following four areas were identified as immediate priorities:
- Policy Statement.
- Focus on Learning.
- Quality Assurance.
- Professional Development.
- Formative Assessment/Assessment for Learning.

5.2.2.1a Policy statement

A Modern Foreign Language (MFL) Policy Statement will set out the school's aims, principles and strategies for the delivery of Languages over a given period of time.

Mission statements
The school should already have a Mission / 'Vision' statement which will set out the aims and objectives of the school. A well-developed Policy Statement will provide the strategy for meeting those aims and objectives.
The definition of a Mission, or Vision Statement, is a sentence or short paragraph providing a broad, inspirational image, or vision, of the future with a clear guide and direction, defined as 'An Image of the future we seek to create'. They should reflect the aspirations and the core beliefs of the school, and the most successful School Vision

Statements will be inspiring, powerful and compelling.
- What is your institution's Mission Statement?
- Is this 'vision' shared by everyone?
- Do students and parents know what it is?
- Is it displayed prominently in your institution?

What is a Policy Statement?

A Policy Statement should describe the institution's approach to achieving the vision set out in its Mission Statement. According to current Ofsted guidelines[5]:
- It should be critical, self-reflective, and set a clear vision for the school, so that everyone works together with a shared common purpose – (outstanding).
- It should be focused on raising standards and promoting the personal development of the learners and creating a shared vision for the school – (good).

How is a Policy Statement developed?

It should be inclusive – a shared vision. The Policy should be for: New members of staff; parents and the local community and external agencies and organisations and should achieve the following aims:
- *To ensure all key stakeholders understand and agree on the approach to language learning.*
- *To assist planning and promote development.*
- *To explain the school's position to outsiders.*

A Rational for MFL

In developing a rational for MFL within the organisation, the following questions should be posed[6]: **what do learners need to do with the language they learn? What do they need to learn to achieve these goals? What internal factors might influence your aims for Languages?**
- the school's general aims;
- the National Languages Strategy vision statement;
- the school development plan;
- special features of the curriculum;
- strengths and interests of staff.

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[5] Ofsted is the Office for Standards in Education, Children's Services and Skills. It inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages. https://www.gov.uk/government/organisations/ofsted/about.
[6] The current CEFR Rationale for MFL can be found here.
    https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.

What local factors might influence your aims for Languages?
- Local Authority /Education Authority priorities;
- school partnerships;
- intake characteristics;
- parental concerns ;
- support available for, for example, special needs.

What national factors might will influence your aims for Languages?
- National Curriculum requirements;
- OFSTED, e.g. feedback from inspection;
- national training targets;
- national standards targets.

What International factors might will influence your aims for Languages?
- European Commission standards and targets;
- European funding initiatives.

Once an organisation has a clear rationale for the study of MFL, a number of issues need addressing in the further development of an inclusive organisational Policy Statement.

1. How is curriculum development organised and who is responsible for it?
    - How will the school use the CEFR?
    - How do languages support and enrich learning across the curriculum?
    - How does language learning contribute to cross-curricular themes?
    - How is continuity between year groups managed?
    - How is progression managed?
    - How is assessment managed?
    - How is ICT integrated into language learning?
    - Can both parents and students access the curriculum?
    - Who is responsible for identifying the support needed by staff arranging CPD?
    - Who manages the implementation of the language learning policy?
    - Who ensures that staff have access to language resources?
    - Who is responsible for identifying, purchasing and organising language learning resources?
    - Who manages the budget?

2. Inclusion
    - How does the school ensure that all children have opportunities to access and benefit from languages according to their needs?
    - How do languages help to give children with special educational needs access to the whole curriculum?
    - How do languages challenge gifted children?
    - How are gender issues handled?
    - What account is taken of pupils' use of different languages at home?

3. Other Areas to Consider
   - CPD - Is there a CPD policy in place?
   - Resources/Learning Environment.
   - Assessment.
   - Homework.
   - Budget – Is there finance in place to support the policy?

Evaluation, Monitoring and Review

Once a clear Policy Statement is in place, It is imperative that a continual process of evaluation, monitoring and review takes place on a regular basis.

It is essential to have key performance indicators (KPIs) or a set of criteria in place, against which to measure the effectiveness of the Policy.

Some key questions to ask might be:
- Is there evidence of a clear link between the declared strategic direction outlined in its Policy Statement and the vision outlined in its Mission Statement?
- Is there a budget in place to support it?
- Is there a clear timescale for implementation and development, with key stages identified?

- How is current practice monitored to ensure that the existing policy is implemented?
- How is language teaching monitored?
- How is planning monitored?
- How are schemes of work reviewed and developed?
- How are staff development needs identified?
- Is there evidence that decisions made influence the quality of teaching and learning?

- How and when will the languages policy be reviewed, and by whom?

Conclusion

When going through any major process of change & development, it should be remembered that change should have shared ownership and should take place slowly.

Working through the process described here, a final institutional Policy Statement might look like this:
1. Introduction.
2. Rationale for language study at your particular institution.
3. Language Learning Aims & Objectives.
4. Curriculum – Organisation Management & Development.
5. Language Learning Opportunities outside the classroom.
6. Inclusion.
7. CPD.
8. Resources & the Learning Environment.
9. Assessment.

10. Homework.
11. Policy Dissemination.
12. Monitoring, Evaluation & Review.

5.2.2.1b Focus on Learning

A successful language education programme needs to include a clear focus on student learning in the areas of management and teaching. This requires management and teachers to have a clear understanding of the different ways that students can learn and how this learning can be effectively measured. Good academic management ensures teachers have a clear vision of what their students are learning and how they are learning it at both the level of the curriculum and the individual lesson. It also includes equipping students with the skills and tools they need to be successful learners. Academic management should place student learning at the centre of its procedures and policies. Creating an environment in which learning pathways are clear and learning opportunities are maximised should be the goal of the academic management team.

According to the observations by the IPRASE partners there are gaps between best practice and actual practice in the following areas:

Learning clarity
- Teachers need to have clear learning aims and outcomes for each lesson and these should be concise, focused and realistic.
- Teachers need to inform students of learning aims and outcomes during lessons and reference how each task provided will help students to achieve the overall lesson aims.
- Teachers need to have a variety of procedures and techniques to monitor and measure their students' learning and understanding.
- Students need to know how their lesson fits in to the overall curriculum.

Learning how to learn
- Students need to be provided with tools and techniques to monitor their own progress and to learn to take control of their own learning inside and outside the classroom.
- Teachers should systematically include activities and procedures in their planning and delivery that will help students take control of their own learning.

Differentiation
- Management needs to support teachers to differentiate between learners of different needs and abilities – this should be reflected in lesson and curriculum planning and the school ethos.

Addressing these areas would help foster a greater sense of purpose and direction in learning and improve student engagement and motivation. In Output 3 the partners will propose procedures, strategies and tools for integrating a greater focus on learning within each school culture.

5.2.2.1c Quality Assurance

Any successful organisation will want to be sure that the service or product it is selling is of a high quality. This can only be assessed through getting feedback from the customer or collecting data on efficiency, reliability and effectiveness. Once useful feedback is obtained the company can take steps to improve the product or service it is offering. In education, quality assurance is often carried out by an external body or through an internal audit. It appears that in Trentino there is currently no such external inspection body that assesses quality in schools. This makes it even more important that the schools and colleges themselves assess the quality of the language education on offer and take steps to remedy any perceived shortfall in provision. This can be done in the following ways:

- By assessing the teaching through class observation. This should be carried out by someone who has had specific training in assessing teachers (and giving subsequent feedback so that improvements can be made). It may mean the creation of a post of Director of Studies or Head of Teacher Development; this person could have the joint responsibility for providing in-service training opportunities for teaching staff and ensuring quality.
- By gathering feedback on language education from learners, parents and potential employers.
- By gathering feedback from teaching staff on the department stating how they could be further supported.

In the third stage of the project the partners will propose procedures and instruments for putting the above management practices in place. This will involve helping managers to become aware of best practice in these areas and customising procedures to match their specific contexts.

5.2.2.1d Professional development

An essential component of effective academic management is the promotion of opportunities for teachers to pursue professional development. This can take many different forms, but it is most likely to have a significant impact if it is initiated by teachers themselves rather than being imposed upon them by academic managers. The academic manager's job is to make teachers aware of the range of activities and resources that could contribute to their professional development, and to facilitate in whatever ways they can by providing encouragement, support and guidance, and

where possible, resources and funding. Some forms of development, such as special responsibilities within the school or in-service training (INSET) sessions, may be set up by academic managers, but are much more likely to be successful if the teachers themselves are involved in choosing topics and running sessions. If teachers are not enabled to drive INSET in this way, there is a risk that management will seize the opportunity to make use of the sessions in ways that have more to do with the smooth running of the school than with the professional development of teachers. To put it in grammatical terms, academic managers should not regard 'develop' as a transitive verb!

Teachers need to be lifelong learners and avoid over-reliance on routine classroom behaviours. If teachers are to truly develop and not fall into the trap of having 'one year's experience repeated ten times', they need to think in terms of Continuing Professional Development (CPD). The British Council has recently developed a framework which clearly demonstrates how teachers' needs vary at different stages of their careers and how professional development can meet these evolving needs.

In the early stages of a teacher's development, CPD will almost certainly involve the acquisition of new knowledge and skills, and it is here that academic managers have a definite role in identifying teachers' needs and enabling CPD initiatives. With time and experience CPD is increasingly likely to have more to do with growing awareness than with mastering individual techniques. And it is at these later stages that teachers should have a growing voice in identifying their own professional needs, as these needs begin to diversify and become more specialised, and the academic manager's role may be seen as more facilitative.

It is also likely that in later career stages CPD, rather than being a series of discrete events, each leading to an identifiable product, will become a more open and ongoing process. CPD, when generated by a group of colleagues and not delivered by 'experts', embodies an attitude to teaching as a subject of enquiry and a view of the teacher as a professional learner. Rather than focusing on short-term goals, it takes a long-term view of teaching as a career. In a word, it is *continuing* and can include all kinds of initiatives that will ensure the teacher's interest in teaching remains alive and dynamic.

5.2.2.1e Formative Assessment / Assessment for Learning

The teachers' job is [...] to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is though assessment. That is why assessment is, indeed, the bridge between teaching and learning.

William, 2011[7]

Improving the quality of teaching through learners' feedback

An intensive feedback system that enables teachers to draw conclusions about learners' learning progress and process, is the foundation of good teaching and development in teaching. In order to support learners in foreign language classes and improve the quality of teaching, it is important to observe the learners' learning progress and make use of knowledge about their progress. This is the only way to tailor lessons to the learners' needs. What is meant by 'formative assessment' is therefore "eine innovative Prüfungs- und Feebackkultur" (innovative assessment and feedback culture) through which individual learning processes can be promoted in a targeted way (Stern, 2010). According to William, it is a bridge between teaching and learning. In this way, teachers increase the motivation and learning success of learners as well as their self-assessment capability.

Summative and formative assessment: promoting learning?

Tests that assess summatively evaluate short-term memory. In this way, what is mainly tested is what is easy to check: in these terms, in foreign languages it is especially grammar structures and vocabulary. A number of significant studies show, however, that learners learn significantly more when, for instance, for an hour they develop together questions on a topic, based on answers that they already have at their disposal, compared to spending one hour filling in a completion test. (William, 2011). Furthermore, it is assumed that learners who receive practical support from their teacher for a longer period eventually also manage without that support and reach a higher level of competence. Formative assessment does not rule out summative assessment, but contributes to improving learning diagnostically, while summative assessment is mainly used only to determine learning achievement and for selection purposes.

Tests of learning progress: making learning diagnoses

More recent studies (William, 2011) clearly show that two factors especially have an impact on learning success: 1) the quality of teaching with as many learning stimuli

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7   William, D. (2011): *Embedding Foramtive Assessment*. Bloomington: Solution Tree Press.

as possible and 2) the quality of learning diagnoses as the basis for individual support (Stern, 2010)[8]. A teacher can make learning diagnoses through systematically planned tests on learning progress. All teachers devote a large portion of their time to conscious and unconscious evaluation of learners' achievements. This can be formal or informal; indeed, supportive performance assessment does not focus on marks at the end of the school year but aims at giving constant and constructive feedback to learners about their learning progress. What is important is to do this systematically and foresightedly, in order to be able to fine-tune learning objectives accordingly.

Individual counselling of teachers: fine-tuning learning objectives

By means of supportive performance assessment, teachers can identify learners' needs for individual counselling and support, and are able to fine-tune learning objectives in their teaching. This gives them an informative basis they can use to plan and organise their lessons. Assessment and motivation are not in contrast but rather go hand in hand. *Those who know where they stand, know better where they should/can/want to go.* Possible needs for internal differentiation equally become clearer: *Which learner can do/knows this already, which one doesn't? Did they really all understand? Where are the difficulties? What should I address once again more closely? What can I leave out, even though I had planned it? Etc.*

Formal vs. informal tests: what matters is feedback!

Formative tests as evaluation instruments can be administered formally and informally. In principle, the point is to give learners feedback on how they are doing during lessons, i.e. during everyday school activities, they can use this information constructively to make progress. In this way, teachers support the learners' learning process, assist them and give them guidance on *how* and *where* they can improve. By means of informal tests, learners can also follow their progress via self-evaluation and peer-evaluation and reflect on their learning. This is an additional element that can motivate students through autonomous learning.

The following questions about supportive performance evaluation can be asked in relation to foreign language teaching at your school:
- What can the school leadership do in order to increase focus on learning as part of the school's culture?
- How is testing organised in your school/lessons?
- How can we improve learners' learning success by means of supportive performance evaluation?
- In your school, is the learning process of learners pursued also in terms of formative assessment?

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[8] Stern, T. (2010): *Förderliche Leistungsbewertung.* Wien: Österreichisches Zentrum für Persönlichkeitsbildung und Soziales Lernen.

- If so, *how and how often?*
- Are individual learning progress diagnoses made?
- What opportunities are used for informal testing?
- In your school, are there *principles* for formative assessment?

In the 'Output 3' section, materials on formative assessment and informal testing will be presented. Furthermore, reflections will be made on what school leadership can do to bring this topic into the school as a project for the development of teaching.

SECTION 6
CONCLUSION

Despite the necessarily limited scope of the programme of classroom observation and meetings with teachers, pupils and academic management, the visits by the project team to the schools produced an extensive set of data that provided rich insights into teaching practices, learner needs and school cultures. As noted in Section 1 above, the summaries given in Section 2 focus mainly on the gaps between the best practices outlined in the initial phase of the project and the practice observed in the schools (analysed in Sections 3 and 4). But it is important to note that in each of the schools the team encountered dedicated practitioners, motivated learners and a positive institutional ethos. The school visits were an invaluable part of the process, enabling the partners to draw evidence-based conclusions and not only to design appropriate interventions for the 'toolkits' in the concluding phase of the project, but also to formulate recommendations (Section 5) for future initiatives to support school management and classroom teachers to build on their strengths and develop their practice to continue providing the best possible opportunities for their learners.

Postscript: a note on student willingness

For any educational change to be accepted in principle, accommodated and eventually assimilated within the practice of a professional community, it is essential that all the stakeholders are involved in the change process. Even when individual members of the educational community favour the idea of change and professional development, such initiatives are always introduced against a background of well-established traditions and often tacit beliefs which may inhibit the chances of success. Like teachers, learners can also sometimes be resistant to change. Whatever form the eventual toolkit may take, it is therefore important that students are included in a virtuous circle of consultation, feedback and review, so that all those affected by the change feel that they are part of a process of '360° feedback'.