LSP Teacher Common Competence Framework (CCF)

LSP teaching competence areas	LSP teaching competences	Indicators of LSP teaching competences
1. GENERAL TEACHING competences	1.1. Expertise in general language teaching methodology	• can apply the methodology of Communicative Language Teaching, with special regard to Task-Based and Content-Based Learning; • can design a task, a task sequence, a long-term project; • can apply the methods and techniques of form-focused instruction; can apply the Lexical Approach methodology;
	1.2. Expertise in CALL methodology	• knows CALL methods and techniques; can use ICT to effectively enhance the LSP learning experience; • can analyse the added value of ICT integration in LSP teaching and learning; • has multiliteracy skills on different levels (digital, search and information, participatory, etc.); • can use online learning management systems; • can organise a virtual learning environment based on different applications; • can gamify a course; • can use online presentation tools; • can use online testing and evaluation tools;
	1.3. Knowledge of andragogy	• knows the psychology of the mature age; knows how to plan and implement a class for adult learners • knows the importance of experiential learning and hands-on experience; • knows the importance of learner autonomy as well as how to

		promote and develop it in a mature learner.
	1.4. Knowledge of the affective domain in language learning	• knows what motivates a mature learner; • knows how to motivate learners for life-long learning; • knows how to prevent language anxiety in an adult learner; • knows how to incorporate interpersonal and transversal skills in an LSP course.
2. COLLABORATION and INTERCULTURAL MEDIATION competences	2.1. Transversal and interpersonal skills	• can collaborate with content-subject teachers in the process of course design; • has a positive attitude towards and interest in the subject area rather than subject matter expertise; • knows the concept of Community of Inquiry and its role in the development of higher-order thinking skills; • can use virtual exchange in the LSP classroom.
	2.2. Intercultural communicative competence	• knows about differences in communication styles; • can explore the language-culture connection for pedagogical purposes; • can mediate between two or more cultural identifications; • understands the concepts of intersubjectivity and mediation in the context of intercultural communication.
3. ANALYTICAL competences	3.1. LSP discourse awareness	• knows that LSP is not reduced to lexis; • knows that languages for specific purposes have their own syntax, semantics (metaphor!), pragmatics, prosody / intonation, rhetorical strategies, etc.
	3.2. Discourse analysis skills	• can establish context; can identify, collect and categorise spoken and written discourse samples;

		• can analyse the various levels or dimensions of discourse, such as sounds (intonation, etc.), gestures, syntax, the lexicon, style, rhetoric, meanings, speech acts, moves, strategies, turns, and other aspects of interaction and production.
	3.3. Basic knowledge of corpus linguistics	• knows basic methodology of corpus compilation, annotation and analysis; • can use specific tools for corpus building, annotation and analysis.
	3.4. Knowledge of classroom data collection techniques and tools	• can design a survey, especially for needs analysis and learner satisfaction surveys; • can use digital surveying tools; • can carry out classroom observation: knows how to prepare an observation sheet, how to tally observed behaviour, etc.; • can carry out interviews (one-to-one, focus groups, etc.); • can do action research to solve a problem in the classroom.
4. COURSE / MATERIAL-DESIGN competences	4.1. Know-how of course design	• knows different types of syllabi (structural, notional, functional) and their utility in designing an LSP course; • knows different models of course design (ADDIE, Agile, etc.); • can evaluate a designed and implemented course.
	4.2. Ability to go from discourse analysis to material writing	• can identify the discourse foci in the specific professional/academic discourse community and use them in classroom materials; • can write different forms of teaching materials (dialogues, role-plays, podcasts, etc.).
	4.3. Ability to go from discourse	• can identify the discourse foci in the specific professional/academic discourse community and translate

	analysis to needs analysis	them into learner needs; ● knows and can apply the techniques of investigating and analysing learner needs.
	4.4. Ability to bridge the gap between coursebook and workplace/academic setting	● can distinguish between possible and probable language (naturally occurring language as opposed to non-authentic examples); ● can adapt authentic materials for in-class use.
5. EVALUATION competences	5.1. Know-how of coursebook evaluation	● knows a variety of coursebooks in their LSP area; ● can evaluate a coursebook vis à vis learner needs; ● can evaluate a coursebook vis à vis their own teaching style.
	5.2. LSP-focused search and information literacies	● knows different online search strategies; ● can assess the value and utility of online resources; ● knows a number of online LSP teaching communities which practise sharing materials and ideas; ● can access online resources (dictionaries, corpora, text repositories, etc.) in their LSP area.
	5.3. Assessment and evaluation skills	● knows different assessment techniques (with special regard to summative and formative assessment); ● can engage in reflective teaching ; ● can analyse and evaluate the results of their own action research in order to improve their teaching.