

The Challenge of a Coherent Language Teacher Training

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The Challenge of a Coherent Language Teacher Training

1. Current situation
2. Objectives for teacher training innovation
3. Methodology to implement
4. Final considerations

Current situation:

The **Council of the European Union** considers teacher education to be an integral part of the broader policy objective of enhancing the attractiveness and quality of the profession. Among other things, this calls for adequate selection, recruitment and retention policies, effective ITE (Initial Teacher Education) and early career support.

Obstacles:

- Glocal mobility
- Training format fragmentation
- Diversity of training formats
- Obsolete focus of training programmes



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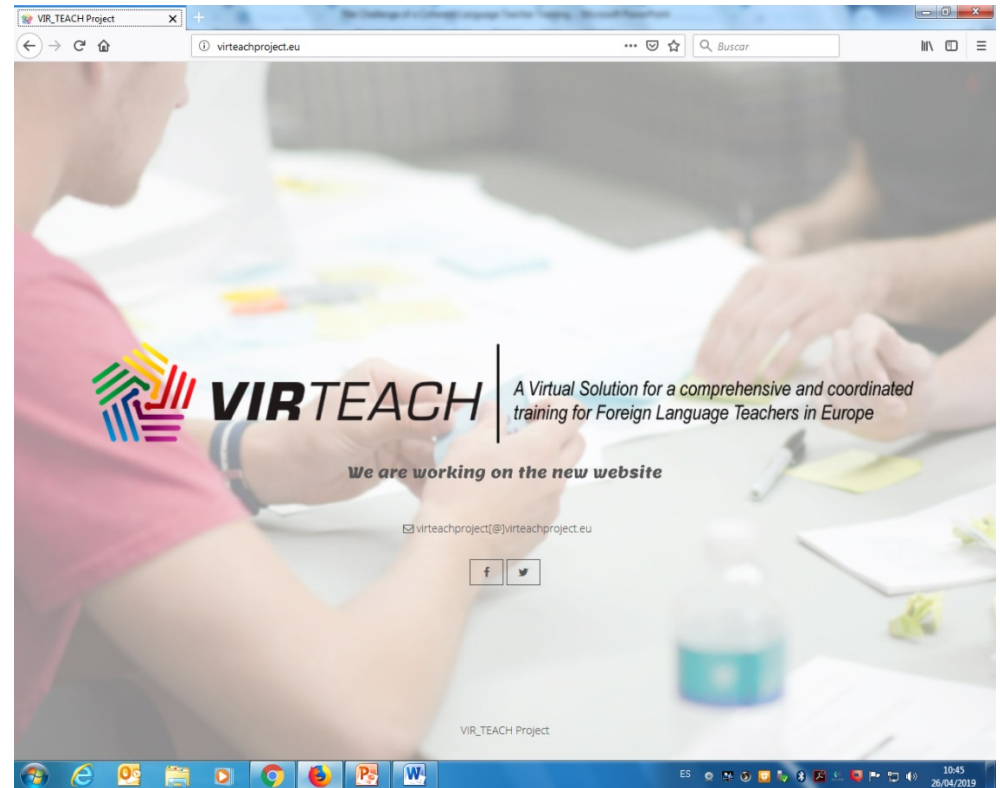
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Orientations for the training of 21st century language teachers :

- The future teachers must have acquired a reflective and critical training, oriented towards social commitment (Yogev and Michaeli, 2011). This implies, during the training process, the construction of a critical teaching identity among the candidates (Dvir and Avissar, 2014).
- The critical pedagogy received must be closely linked to a culturally receptive teaching practice (Jiménez and Rose, 2010), especially in the multinational contexts in which future professionals of the teaching of languages will have to move.
- Finally, in a changing and global reality, future language teachers must know how to manage and apply to their teaching the digital technologies that best adapt to their teaching-learning objectives.

The **VIR_TEACH** project, "A **VIRtual** Solution for a comprehensive and coordinated training for foreign language **TEACHers** in Europe", co-financed by the Erasmus + program of the European Union. Led by the **University of Burgos, Spain**, it has an international team that also includes higher education entities from **Belgium, Poland, Romania** and **Portugal**.



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Objectives for teacher training innovation:

1. The creation of an open digital space to promote the exchange of methodologies and good practices that inspire a common, comprehensive and effective training of future professionals of language teaching at European level.
2. The implementation of digital resources that favour greater coherence and follow-up between the phases of training and practice in the education of future language teachers, including a common protocol and interactive communication spaces.
3. The establishment of international networks that facilitate mobility and exchange among future teachers in training, and among language teacher trainers: Thematic Network on Teaching Education (TNTEE), Policy of Teaching Education in Europe (TEPE), the European Center for Modern Languages of the Council of Europe (ECML), Association for Teacher Education in Europe (ATEE).
4. The design of protocols and lines of action common to the European Higher Education Area in relation to the training of future language teachers.



VIRTEACH

A Virtual Solution for a comprehensive and coordinated training for Foreign Language Teachers in Europe

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Final considerations :

- The main objective of the VIR_TEACH project is to create a network that facilitates the training of trainers at the international level with the support of a knowledge transfer platform and a virtual learning environment.
- The network will offer a battery of resources in open to facilitate the exchange of best practices and innovative methodologies in the training of language teachers, thus facilitating European integration and teacher mobility.
- These measures are expected to improve the quality of teacher training programs and coordination among different stakeholders, through the design of comprehensive but coherent and converging curricula for initial training programs for language teachers in the Member States of the EU.
- With all this, we expect to improve the selection and training of future language educators, raise the quality of language teaching within the European Union, and strengthen and guide educational policies.

Thank you for your attention!!

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