

What's changed in English Language Teaching?

A review of change in the teaching and learning of English and in teacher education and development from 2014-2024

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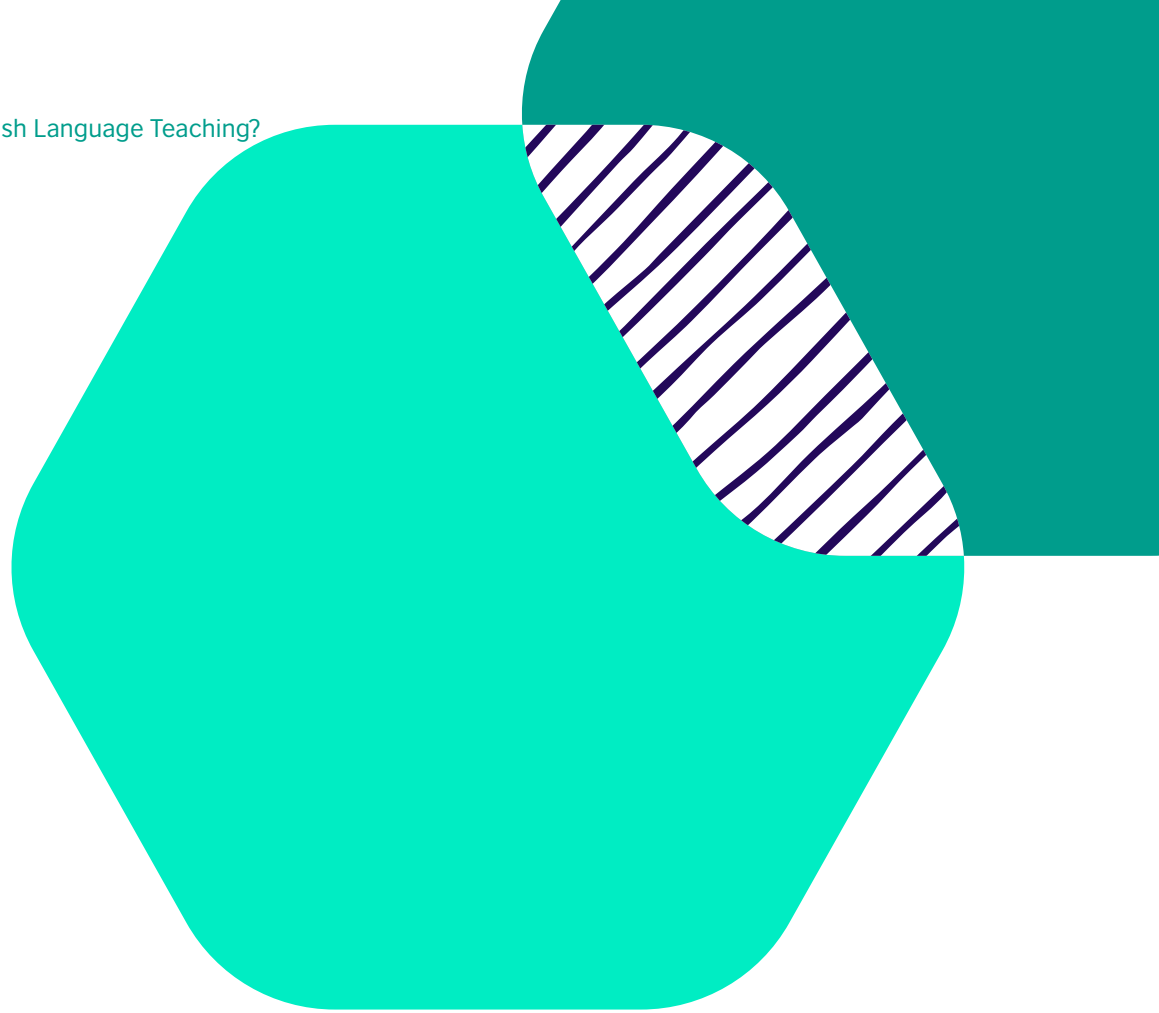
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At the heart of this report lies a simple but fundamental question: what knowledge, skills, behaviours and attributes do teachers need now and for the future?



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Foreword

Pilar Aramayo and John Shackleton

Change is a powerful and inevitable force in all spheres of human life. In education, the past decade has witnessed unprecedented change, presenting equally significant opportunities and challenges. How we understand, adapt and respond to these can determine the extent to which the international community can reach some of its shared aims: ensuring access to inclusive and equitable quality education, and promoting lifelong learning for all.

The opportunities are exciting. Consider our ability to, for example, instantly connect teachers and learners across the globe, explore limitless information at our fingertips, or use technology to discover new learning possibilities. These new realities, which were almost unimaginable just a few years ago, are revolutionising how education is accessed and experienced.

But with opportunities come complex challenges. Change affects individuals in different ways, benefitting some and not others. The rapid incorporation of technology in our daily life, for instance, has affected our well-being, our sense of our place in the world, how we connect with others, the trust we place in the information we are exposed to. In education, it has challenged beliefs about diversity and disadvantage, about the relative positions and ownership of the languages used in classrooms, about the role of the teacher and the kinds of skills and knowledge a teacher needs.

This report looks at this last point in particular – focusing on how the field of English language teaching has evolved over the last ten years, and explores changes in the goals, approaches and content of initial teacher preparation and in-service professional development. At the heart of this report lies a simple but fundamental question that is articulated through [the British Council's revised CPD Framework for teachers](#): what knowledge, skills, behaviours and attributes do teachers need now and for the future?

The CPD Framework for teachers, grounded in the evidence that this report provides, offers a response to this question, and contributes to creating an environment in which all children can achieve their full educational potential and in which teachers continue to grow as professionals throughout their careers. In so doing, the British Council reaffirms its commitment to the Incheon Declaration of 2015 and the 2030 Agenda for Sustainable Development, highlighting the need to ensure that all educators are “empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”¹



1 Joint Message on the occasion of the World Teachers' Day: Empowering teachers, building sustainable societies, 5 October 2015: <https://unesdoc.unesco.org/ark:/48223/pf0000234755>

Executive summary

This report describes the insights gathered in the British Council's phased review of its Continuing Professional Development (CPD²) Framework, from December 2023 to March 2024. An extensive desk-based review of current trends in English language teaching and English language teacher education was carried out, and then consensus with the key findings was tested through a globally distributed online survey.

The desk-based review looked at a variety of different literature including research articles, systematic reviews, recent books, blogs, webinars and global education reports in order to identify how English language teaching and English language teacher education have changed over the last 10 years. Many of the topics we explored were in evidence ten years ago, but there has been a growth in interest and a broadening of the themes that are being covered. Key findings included the following :

- The **context** of teaching and learning is of central importance.
- While English continues to be taught as a subject in many contexts, there is a growth in **English as a language of teaching and learning** (e.g. English Medium Instruction -- EMI, Content Language Integrated Learning -- CLIL), with many subject teachers teaching through English. Native speaker English and monolingual methodologies are no longer considered the norm.
- There is a growth in **plurilingual practices** (e.g. translanguaging)
- Issues around **inclusion and diversity** continue to grow in importance and are frequently linked to **equitable pedagogies, identity and language**.
- There is an increasing focus on **literacy** (e.g. multiliteracies, digital literacy, critical literacy).

- **Digital technologies continue to develop rapidly** with machine learning as a part of Artificial Intelligence the newest addition. Digital technologies are increasingly used in teacher professional development, and this was influenced by the pandemic.
- **Teacher and learner identity, well-being and agency** are becoming more central issues.
- **Assessment for learning** is given greater importance.
- **21st century skills have broadened** to include currently relevant topics e.g. employability or work-related skills, mediation skills, global and intercultural citizenship.
- Teacher development and learning is **lifelong**, and **self-development** is growing.
- Some **teacher competences** (what a teacher knows, their values, attributes and what they can do) are **generalisable**, whereas others are **individual** and **context specific**.

Consensus with these insights was sought through the survey which we piloted with a range of people including classroom teachers, and people with a long experience of teacher education. There was over 90% consensus with all the topics consulted on as being important for teachers today. 'Being inclusive of all learners' and 'Giving formative feedback' were considered the most important, with 99% of participants agreeing. The lowest agreement was with 'Using critical pedagogies', 'Teaching critical digital literacy' and 'Teaching employability skills' with 91% agreement each.

In terms of the things that teachers need to do based on the things that are considered important for teachers, the most agreement was with 'Adapting and creating inclusive lesson materials' (94%) and the least, 'Explore context-appropriate new developments in technology' (84%).

2 Appendix A contains a list of the abbreviations used in this report.

In terms of pre-service and in-service English language teacher education (ELTE), there was an overall consensus of 86% and above that all the topics mentioned are considered an important, and/or form part of teachers' practice and/or is covered in teacher education. 'Assessment for learning' and 'Teaching practice' has the largest agreement (98% each) and 'Learner agency' the least agreement (86%). Of the topics we consulted on, the one with the lowest percentage of participants agreeing that the topic is covered in ELTE was 'Artificial Intelligence' (31%). AI also scored lowest in terms of important topics that form part of teachers' practice (30%), not surprising given the relative newness of the technology. The second lowest scoring topic was 'Critical pedagogies', with 36% of participants saying this is covered in ELTE and forms part of teachers' practice. This suggests that there is more work to be done in ELTE in order for these topics to become part of teachers' practice.



Part 1

Introduction

The British Council's Continuing Professional Development (CPD) Framework was originally created in 2013, and in 2023, it was deemed appropriate to conduct a review of CPD for English Language Teaching (ELT) and also English Language Teacher Education (ELTE) itself to assure the relevance of the framework for today's English language teachers. The revision of the framework is part of a more general review of the British Council's approach to CPD. The key final output is a revised, agreed CPD framework for English language teachers and subject teachers who teach through the medium of English. It can also be used by teacher educators in their support of teachers and by ministries of education and other educational stakeholders in their provision of development opportunities for teachers. Although the focus is on English, it is also relevant to teachers of any subject area.

The project consisted of four phases:

Phase 1: a desk-based review of changes in English language teaching and English language teacher education over the last ten years.

Phase 2: testing consensus of the findings in phase 1.

Phase 3: revision of the framework based on the combined findings of phases 1 and 2.

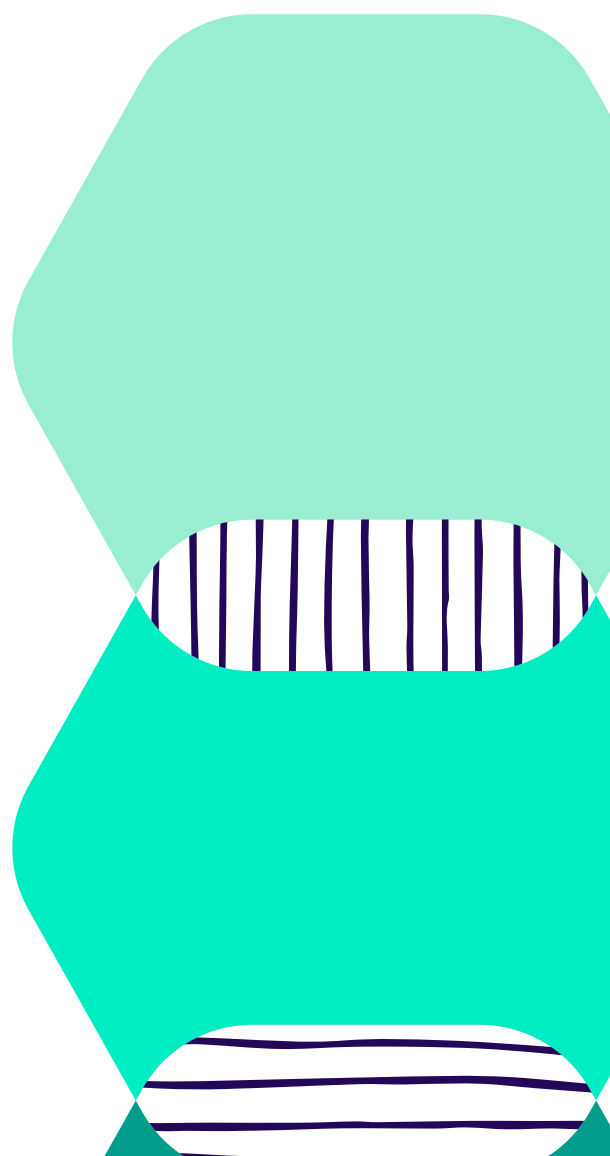
Phase 4: testing consensus around the revised draft framework and creating the final version.

Phase 1 was a desk-based review which aimed to answer the following three research questions:

- RQ 1: How has English language teaching changed over the last ten years?
- RQ 2: How has teacher education changed in the last ten years?
- RQ 3: How has the description of teacher competence changed?

Phase 2 was designed to test consensus around the findings from phase 1 with a variety of practitioners in order to revise the current framework. We outline the methodology used and then present the results of the online survey.

Phases 3 and 4 were centred around the revision of the framework. Phase 3 used the findings from phases 1 and 2 to revise the current framework. This draft, revised framework was then tested with a variety of stakeholders in phase 4 in order to gather feedback and amend the revision where necessary. The final output is a revised, agreed framework.



Part 2

Summary of the desk-based findings (Phase 1)

The aim of the desk-based review was to identify current trends in English language teaching and English language teacher education in the literature. The main body of literature used was academic literature and the trends identified are therefore those that are being researched and written about within academia. This is not necessarily representative of what is happening in the field, and so some practitioner based literature (e.g. blogs, webinars) was also consulted, alongside global education reports.

General findings

There is a clear indication that the context of teaching and learning at all levels: micro (classroom); meso (school/institution); and macro (the wider world) is of central importance for a teacher's work and professional development (see for example, Anderson 2023, Korthagan 2017, Sancer et al. 2021).

RQ 1: How has English language teaching changed over the last ten years?

From a review of academic journals, special issues, key books, blogs and global reports on trends in education, the following trends have been identified. The most noteworthy change is an apparent

broadening and development of many of the existing professional practices as summarised below:

- There is a significant body of recent literature around **English as a language of teaching and learning**. This is reflected in the many articles on English Medium Instruction (EMI), Content and Language Integrated Learning (CLIL), as well as Task Based and Project Based Learning.
- There is a **broadening view of language** seen in a move away from 'English only' in the classroom to an understanding of the value of translanguaging and plurilingual, multilingual, translingual and bilingual practices. The literature suggests a shift from the 'native speaker' norm, to a recognition of a variety of Englishes.
- While the four skills (reading, writing, listening and speaking) continue to be researched and also developed in the field³, there is also a **growing body of research on different literacies**. Digital and critical literacies continue to dominate, but literacy is also used with reference to reading and writing, as well as other specific literacies such as **multilingual literacies and biliteracy**. These are frequently linked with issues around inclusion and the need to take into account the linguistic and culturally diverse background of many learners.

³ The four skills and how to teach them successfully were a key focus of the teacher research projects presented at the 2024 international Teachers Research! Online conference. Of the 92 presentations, 46 were related to the 4 skills: Speaking (18), Reading (17), Writing (10) and Listening (1) See programme at: <https://www.iatefl.org/events/638>.

- There has also been a **broadening of the notion of pedagogy** and these can be divided into technology related pedagogies, such as blended, hybrid and mobile pedagogies, and more critical pedagogies such as decolonial pedagogies, antiracist pedagogies, LGBT+ pedagogies, restorative justice pedagogies and trauma informed pedagogies.
- **Learner-related topics have also broadened** and while more traditional areas such as learner autonomy, motivation, individual differences and learning strategies continue to be researched, areas such as **learner agency, resilience, well-being and emotions** also feature.
- Learners are frequently described in terms of who they are in relation to their cultural, ethnic and linguistic background, and their **identity**.
- **Inclusion** continues to be an important aspect in teaching and learning, with Equity, Diversity, Inclusion and Belonging **often correlated with social justice and more equitable pedagogies**. In language teaching, inclusion includes an understanding of ethnically, culturally and linguistically diverse learners who are often, although not exclusively, migrants, refugees and internally displaced learners.
- Learner assessment is broadened to include **assessment for learning** and what, how and when feedback is given is related to this.
- The use of technology has continued to develop rapidly, with a particular **emphasis on Artificial Intelligence (AI)** in very recent times. A range of other technologies have featured in the literature throughout the period, e.g. the use of mobile technologies, augmented and virtual reality, online blended and now hybrid learning, which became more prominent during the pandemic.
- **21st century skills are also broadening** to include employability or work-related skills, mediation skills, global and intercultural citizenship, social and emotional skills, flexibility and the ability to deal with ambiguity and complexity.

These areas are sometimes researched individually, but also frequently researched in tandem. Many of the studies combine various areas, for example, language, inclusion and identity; and EMI, technology and equity.

Our understanding of who teaches English has broadened:

- More teachers are bi- or multilingual non-native speakers of English.⁴
- The increase in the teaching of English in primary and nursery schools in many countries (see for example, Shah 2023). The number of teachers working in secondary schools has also increased.⁵
- The growth of EMI suggests that more discipline specific teachers teach through the medium of English.

RQ 2: How has teacher education changed in the last ten years?

While there are obviously differences, what is clear is that the topics presented above form the backdrop for research in teacher education and feed directly into what is happening in teacher education more generally, in workshops, courses and individual activity.

- **Teacher identity** is a core topic, with teachers increasingly being asked to explore who they are and how they fit into their context. Identity is related to reflective practice and the teacher as researcher. Teachers are increasingly encouraged to self develop, often by exploring their own classrooms using classroom (often action) research and by engaging in observation, increasingly using technology. There is perhaps a shift away from expertise towards stance, so teachers have a better understanding of who they are and their role.
- **Teacher development** continues to be seen as **lifelong**.
- **Teacher well-being** seems to be a growing theme, especially post-pandemic.
- The teacher continues to be someone who mediates content through different practices, and we see this in the diversification of pedagogies being explored. **The teacher is the creator and orchestrator of learning experiences**. The nature of the content has also shifted; questions are increasingly raised about the variety of language that should be taught.

4 Bentley (2023) estimates that 80% of English teachers in the world are NNS -- <https://www.internationalteflacademy.com/blog/how-large-is-the-job-market-for-english-teachers-abroad>.

5 Zarb (n.d.) states that 96% of EU27 secondary children were learning English in 2018 <https://teachenglishonline.com.au/global-online-esl-market-2021/>

- The **role of the teacher** is again seen as being important and what they do has an impact on learning outcomes. Effective teachers can make a difference to what happens to learners and how well they perform. It is still recognised that learners play an important part in their own education.
- There is a shift in understanding that recognises that most **teachers are not white monolingual**, and methodologies that suited white monolingual teachers should no longer dominate. An English teacher is recognised as being a minimum bilingual with the same cultural heritage as many of the learners in their classrooms. However, it is also recognised that classrooms that were thought of as monolingual, are not in fact monolingual and classrooms will include learners who come from many backgrounds. The teacher may identify with one or two of the groups in the class, but not all. The choice of which language to teach is an important topic.
- Because of the shift away from the monolingual white teacher, there has been a shift in the requirements in expertise, with **multilingual approaches like translanguaging** featuring in a lot of articles.
- There has been **an increase in the use of technology** to support teachers and offer courses, and a lot of activity takes place in online communities of practice where materials are shared. Uses of technology for teacher development inevitably increased during the pandemic, although, as with language teaching, while online activity is still ongoing, there has been a move back to face-to-face meetings.

RQ 3: How has the description of teacher competence changed?

Teacher competence is not always defined in the literature and frameworks reviewed, but it is generally understood as **complex, dynamic and action-oriented and includes knowledge, skills, values and attitudes** (Shidiq et al. 2022; Wang 2022). Competence suggests a focus on what the teacher can do, and is not always the preferred word. The current British Council framework uses the term 'professional practices', some focus more on a teacher's core values rather than their competences, others describe an expert teacher's practices and values (teacher expertise), while yet others use the term behaviours. There is no agreed and universal framework for describing language teacher competences and what is clear from the literature is that while **some competences are more generalisable, others are individual, and many are context specific**.

Shulman's (1987) work on the knowledge base for teachers still forms the basis of a lot of the research into what teachers need to know and be able to do, yet as with the area of ELT, there has been a broadening of the competences that teachers need and specific frameworks for digital competences, primary school teacher competences and other specific types of teacher are being developed.

There is a focus in academic circles on how to move away from the performative culture so often linked to the 'what works' competence frameworks, to a way of understanding teacher learning that includes collaboration, a teacher's own values and goals, and that enables transformative and socially just education.



Part 3

Phase 1

Current models of CPD

This opening section on CPD models looks at a range of models and is not specific to ELT.

While there are many different models of Continuing Professional Development (CPD), there is little consensus about what the ends and purposes of CPD should be, with different models based on contrasting world views and ideologies (Mooney Simmie et al. 2023). For example, the technical, 'what works' models, which most competence frameworks are built on, focus on the product (quality teachers and therefore quality education), rather than the process of teacher development. More collaborative models build on communities of practice, and transformative and emancipatory models encourage teachers to be critically reflexive and transformative. Sancar et al. (2021) conducted an extensive review of the literature on teacher professional development and distinguished between traditional and new definitions of PD. Traditional definitions and approaches focus on the activities and processes that will increase teacher learning and change a teacher's classroom practices in order to improve student outcomes. Newer models focus more on the teacher as an individual and take into account not just the skills and practices that are important, but also a teacher's personal as well as professional characteristics, their goals and values as well as the uniqueness of their context.

The current British Council CPD framework is built on the assumption that CPD is the most effective way to improve the quality of teaching, which in turn increases the quality of learning, which seems to correspond to a more 'traditional' view of CPD. Defined as "planned, continuous and lifelong" (p.3), it is intended as an instrument which can be used to plan innovative and effective CPD programmes that respond to the needs and requirements of different

countries and contexts. It is built around a set of Professional Practices that teachers need to have or develop, and is accompanied by a self-assessment tool. It recognises that CPD is not a linear process, and that many teachers in different global contexts will have spiky profiles of competence development (Prince and Barrett, 2014). The current framework does not prioritise context, it does not define professional practices, and nor does it explicitly state the conceptualisation of CPD, the world view or ideology that drives the framework.

Q1 How has English language teaching changed over the last ten years?

Approach used

In order to gain an overview of general changes in ELT over the last 10 years, we employed various strategies. The key search engines used were Google and Google Scholar. The initial search term in Google was 'Trends in English Language teaching'. This returned mostly blog posts, which, although not considered from an academic perspective to be rigorous, give the view of currently practising teachers. In Google Scholar, various articles on trends and challenges were identified, mostly relating to specific countries. We also looked at the major publishing houses to explore blog posts and see what sort of webinars were being delivered. In addition, we carried out a count of topics covered by some of the key journals over the last 5 years. In the search, a few key books also surfaced and these are included. We also looked at more general reports on educational trends in the grey literature.

Table 1: Heat map of topics covered by Special Issues over the last 10 years

TOPIC	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Approaches (corpus-based; critical pedagogies; materials development; service learning; pragmatics; discourse; Task Based Learning -- TBL)		1	2	2		1			2	1		
Assessment and feedback for Teaching/Learning				1				1				
Issues in ELT (Equity; social justice; restoration and peace building; nationalism; Language Education for democracy; sex education; border crossing of all types; immigrant and indigenous learners; decolonizing ELT; intercultural citizenship and dialogue; globalisation)			4	2	1	1	2	1				1
Issues related to EMI and CLIL	1		1	1		1		1				
Plurilingualism (Global Englishes; plurilingualism; multilingualism; bilingualism; English as a Lingua Franca -- ELF; translanguaging)		1	2	1	2	2	1		1	1		1
LTE (TESOL Educators + online)	1				1	1				1		
Teachers and Professional Development (identity, practitioner research, reflective practice, Teacher Associations)							2			3		
Digital technologies (Generative AI; online and emergency ELT; multimodality; digital literacies)	1			2							1	
The Learner (individual differences, emotions; motivation; learning strategies; Second Language Acquisition -- SLA)	1	1		1	1	1	1	2	1			
Vocabulary and Grammar (multiword expressions; idiomaticity; learning)				1	1		1		4		1	
Young learners (various topics)					1	1		1				1

Journal special issues topics

Table 1 shows the frequency of topics covered over the last 10 years, with some projections (where this is advertised by the journal) for 2024 and 2025. Four key journals were chosen: *TESOL Quarterly*, *TESOL Journal*, *ELTJ* and *Language Teaching Research*. We also included the top ranked journals with special issues by region according to Scimago Journal & Country Rank (<https://www.scimagojr.com>) from the **Middle East** (Iranian Journal of Language Teaching Research); **Asia** (English Teaching and Learning, Taiwan), and **Eastern Europe** (Studies in Second Language Learning and Teaching, Poland). Africa has no language learning journals ranked highly, and in Latin America, the highest ranked journal, Profile: Issues in Teachers' Professional Development, Colombia, has no Special Issues.

Topics were amalgamated into broad categories. Plurilingualism is the topic heading for all Special Issues related to the use of different Englishes and other languages. Where two categories are covered by the same Special Issue, these were added to both categories. For example, 'Equity in Bilingual Education' was included under 'Issues in ELT' and 'Plurilingualism'; 'Teacher identity in Multilingual Education' - was included under 'Teacher' and 'Plurilingualism'. The number of Special Issues produced for that topic per year are indicated by the number in each cell.

Journal topics

To understand how ELT has changed, we carried out a content analysis of three key ELT journals: *ELTJ*, *TESOL Quarterly* and *TESOL Journal*.

We analysed the content of each journal over the last 5 years (2019-2023). Articles were categorised according to the key theme/themes in the title and abstract. The themes are quite broad, but a more detailed look at the content can be found in Appendix B.

Where interacting themes were identified, these were allocated to multiple categories. For example, "A Disability Critical Race Theory Solidarity Approach to Transform Pedagogy and Classroom Culture in TESOL" was allocated to Inclusion, Global issues and Multiple Language use.

The findings are represented in Table 2, and where possible, we have linked these findings to the current CPD professional practices.



The number of articles found per year are colour-coded as follows:



Table 2: Topics covered in the last 5 years of ELTJ, TESOL Quarterly and TESOL journal

Topics covered by journals and linked to current professional practices	2023	2022	2021	2020	2019	Total
Assessment and feedback (Planning lessons and courses and Assessing learning)	11	7	8	4	6	36
Classroom strategies (Planning lessons and courses and Managing the lesson)	4	5	4	3	9	25
Curriculum, Coursebooks and materials development (Managing resources)	9	5	2	4	2	22
Different 'Englishes': Global, ELF, English as an International Language -- EIL (Using multilingual approaches)	9	3	1	14	3	30
English for Specific Purposes -- ESP, English for Academic Purposes -- EAP, Academic English (Knowing the subject?)	5	13	9	6	8	41
Grammar (Knowing the subject)		5		1		6
Global issues and Race (Managing resources, Using inclusive practices)	8	3	7	12	6	36
Inclusion (Using inclusive practices)	5	6	12	20	4	47
Learner related issues (Understanding learners)	5	6	4	2	5	22
Literacies (critical, digital, academic, biliteracy, sexual ...) (Knowing the subject)	5	2	1	6	2	16
Multiple language use in ELT (Using multilingual approaches)	17	9	11	17	10	64
Native English Speaking Teacher -- NEST and Non-NESTs (Understanding learners, Taking responsibility for Professional Development)	3	5	3	1	7	19
Online, mobile and blended learning (Integrating Information and Communications Technology -- ICT)	2	6	1	6		15
Pedagogies (critical, digital, LGBT+, peace-building, anti-racist, natural ...) (Understanding learners, Promoting 21st century skills, Using inclusive practices, Planning lessons and courses)	14	6	4	3	2	29
Policy (Understanding educational policies and practices)	1	1	1	3	3	9
Pronunciation/phonetics (Knowing the subject)	1	3	3	2	4	13
Skills (reading, writing, speaking, listening) (Knowing the subject)	6	9	2	11	9	37

Topics covered by journals and linked to current professional practices	2023	2022	2021	2020	2019	Total
Vocabulary and lexis (Knowing the subject)	3	6	17	5	11	42
Content based education, EMI, CLIL	5	13	7	3	4	32
Task based learning	3	2	4	4	2	16
Digital technologies (Integrating ICT)	15	12	11	12	10	60
Teacher related issues (Taking responsibility for Professional Development)	13	4	5	3	6	31
Teacher Professional Development (Taking responsibility for Professional Development)	3	4	6	5	4	22
Research: research-pedagogy nexus, Teacher Research and Learner Research (Taking responsibility for Professional Development)	3	3	7	4	6	23
Teacher Education/Initial teacher training	5	10	5	9	10	39
Higher Education	4	9	10	6	8	37
Secondary and Teenagers	1	2	3	8	5	19
Primary and Young Learners	5	5	9	3	9	31



Emerging trends

Articles represent many different contexts in many different countries, and authorship is global. The following list is not exhaustive and nor does it represent the quantity of articles coming from each country, but the following countries were represented: China, Mexico, Lebanon, Palestine, South Africa, Taiwan, Cyprus, Chile, Japan, Argentina, Nicaragua, Poland, Afghanistan, Norway, Germany, Philippines, Libya, Syria, Bangladesh, Iran, Singapore, Saudi Arabia, Malaysia, Brazil, Turkey, Morocco, USA, Sweden, South Korea, Israel, Norway, Maldives, Canada, Sri Lanka, Kiribati, Hong Kong, Pakistan, Ukraine, Vietnam, Indonesia, Tanzania, Colombia, Jordan, UAE.

The use of **multiple languages** in ELT has the most articles overall (64), and when combined with the articles on different 'Englishes' (30), both the type of English being taught and its relationship with other languages is clearly important. Multiple languages included articles on plurilingualism, multilingualism, bilingualism, the use of L1 and L2, and an increasing number of articles on translanguaging and translingual practices. Often these were linked to social justice, equity and identity and to EMI, CLIL and English for Academic Purposes (EAP).

The other category with many articles, is perhaps not surprisingly all things related to **digital technologies** (60). These were often combined with other topics (e.g. the four skills or inclusion), but include articles on Virtual Reality, Augmented Reality and various articles on digital multimodal composing. Online, blended and mobile learning were categorised separately and the number of articles here (15) was perhaps surprisingly low, especially given the impact of Covid-19. This may be because there are several specialised journals that deal exclusively with digital technologies, and articles are published there. There were very few articles on generative AI, probably because of the newness of the technology and more specialised journals being preferred outlets for academic researchers. We would expect this to increase greatly in the next few years. A Google Scholar search of "English language teaching and Generative AI" gives several pages of relevant articles published in 2023.

Issues related to **inclusion** was another significant category, with a total of 42 articles. This was a broad category that included areas such as disability and special educational needs (SEN) learners, but also equity in relation to language use, immigrant and refugee learners. The term "Culturally and

Linguistically Diverse' (CLDs) learner was a common term used in US based papers, reflecting the number of immigrant and refugee children and students in classes there. Although a distinct category, because of the number of articles included and because it spans both teachers and learners, there were a total of 19 articles specifically about **Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs)**. Again, these were frequently linked to language use, identity, social justice and equity.

There seem to be many articles about **Higher Education (HE)** (37) and **Academic English** (41), which perhaps reflects the fact that this is where most academics work, providing an accessible research context. There were also 32 articles categorised as **Content based education, EMI, and CLIL**. Many of these were from an HE context, but this area continues to grow.

The number of articles categorised under **Global issues and race** (36) included a variety of articles on social-justice related issues as well as teacher and learner related issues around race, social class, accent, whiteness, and Black Lives Matter. The latter were often linked to both teacher and learner identity. Issues such as the environment and sustainability were barely represented.

The **Assessment and feedback** category, with a total of 36 articles, was primarily focused on formative rather than summative assessment and the relationship between assessment and student learning. Most of the assessment papers were focussed on writing and the term 'assessment literacy' in relation to both teachers and learners was used relatively frequently, as was written corrective feedback.

There were a steady number of articles related to the **skills** (37), **lexis and vocabulary** (42), **pronunciation and phonetics** (13) as well as **classroom strategies** (25). **Grammar** (6) was the least represented in these categories that relate more to the knowledge base and the pedagogical knowledge base of teachers.

Skills were separated from **Literacy and literacies** which, although it had only 16 articles in total, seems to be an alternative way of talking about reading and writing. Many of these referred to critical literacies and digital literacies, but included issues related to inclusion and multiple language use as well.

Pedagogy/ies was also categorised separately, although it has relevance to many of the areas in

the current framework. There were a total of 29 articles categorised here and the different pedagogies included decolonial pedagogies, critical pedagogies, antiracist pedagogies, LGBT+ pedagogies, queer pedagogies, translanguaging pedagogies, translingual pedagogies, heritage languages pedagogies, restoration and peace-building pedagogies.

Task based learning (TBL) (16) was also categorised separately, as it seems to have a growing importance alongside Communicative Language Teaching (CLT) in many curriculums. A new journal on task based language teaching (<https://benjamins.com/catalog/task>) started in 2021. CLT was rarely the focus of an article, although communication featured in many. Many of these articles were about tasks themselves, which are common in EMI and CLIL, rather than TBL per se.

There were a steady number of articles focussing on **Young Learners** (31), with fewer focussing specifically on **secondary education** (19). Again, several of these referred to the use of multiple languages, translanguaging and translingual practices, indicating that this trend is present across all stages of the education process.

The categories related to the teacher (in green) are commented on in RQ3.

Blogs

The top few items returned for a general Google search for 'Trends in English Language Teaching' are mostly blog posts. These have the advantage of being more current than many academic articles, but the disadvantage of being piecemeal, often linked to institutional or company websites, and with no clear statement in many cases of where the information comes from. However, they can provide a snapshot of current thinking among professionals, and for this reason they are included here. Six blogs in total were analysed, five of which were published in 2023. Three are from unspecified contexts (Bryson, 2023; Chong, 2021; Pearce, 2023) and the others from Mexico (García, 2023), Indonesia (Santibenez, 2023) and India (Shah, 2023). Six English Language Teaching Trends to Watch in 2023 is a synthesis of responses from a question posted on social media by the author (Bryson, 2023) and includes links to many other blogs and websites. Another, Six trends for the new future of ELT (Chong, 2021) summarises the winners of the British Council's ELTon awards in 2021. Table 3 overleaf shows the key areas mapped to the current framework. Professional Practices where no new trends were identified are left blank.

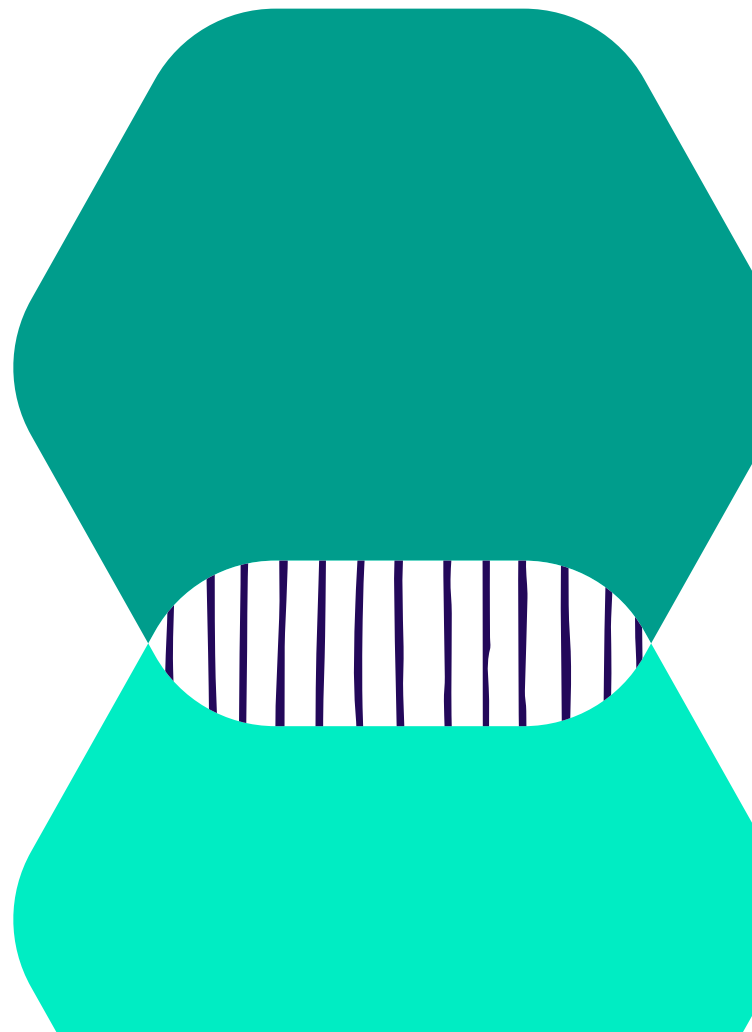


Table 3: Blog posts and trends in ELT

Current Professional Practices	Trends identified by blogs
Planning lessons and courses	Gamification, micro learning and collaboration, mediation (also linked to real-world tasks), TBL x 3 (again linked to real world tasks), DIY learning (linked to learners' interests).
Understanding learners	How to engage learners, and awareness of what distracts today's learner.
Managing the lesson	Shifting role of teacher to 'creator' of safe, balanced social and emotional spaces; mindfulness and social emotional learning; well-being.
Knowing the subject ⁶	
Managing resources	Creating accessible learning materials (links to inclusive practices); Green ELT.
Assessing learning	
Integrating ICT	All six blogs. Online learning x4; Virtual Reality x 4; Augmented Reality x 3; blended learning; mobile learning x2; learning through social media; learner and teacher generated content x 2.
Taking responsibility for Professional Development	The teacher as a life-long learner.
Using inclusive practices	Three blogs talked about this from different aspects. Diversity, Equity, Inclusivity and Belonging; supporting learners with special educational needs; multicultural inclusion; LGBTQ+ rights; developing empathy for other cultures; equity for NNS and the move away from the NS model. BUT interestingly, the Indonesian blog pointed out the need to develop communication with NSs, so this is still prevalent in many places.
Using multilingual approaches	2 blogs talked of translanguaging and multiliteracies.
Promoting 21st century skills	(Cross-cultural) communication skills, social skills, academic skills, critical thinking, problem-solving skills, digital skills, work related skills, intercultural skills, exam skills.
Understanding educational policies and practices	

6 Professional Practices where no new trends were identified were left blank.

Other literature

This section summarises some of the key articles, books and book chapters identified during the search. The first paragraph looks at some of the key thinkers in ELT, whose relevance to the current project is deemed important and whose thinking reflects many of the things highlighted in the search. Although this thinking refers to pedagogy rather than the skills, values, knowledge and attributes that a teacher might need to develop, it highlights the importance of context and situates teacher development in a broader framework.

Kumaravadivelu (2001), in his seminal article 'Towards a postmethod pedagogy' emphasises three areas that any relevant language pedagogy should account for: a **pedagogy of particularity**; a pedagogy of practicality; and a pedagogy of possibility. A **pedagogy of particularity** is one that takes into account the macro, meso and micro context in which the teaching and learning takes place and the goals of learning. A pedagogy of practicality is linked to reflective practice, sees teachers as knowledge generators and accords

them the autonomy and agency they need to be able to theorise their practice and then practise what they have theorised. This also links to Prabhu's (1990) 'sense of plausibility' that teachers need, in order to make their teaching lives meaningful and worthwhile. It is the sense that what we are doing (in our teaching) is actually contributing to learning; it brings experience in practice and theorisation of that experience together. A **pedagogy of possibility**, builds on Freire's work and is transformational in that it sees language learning as more than just a linguistically-oriented process, but one that challenges the status quo and enables learners to develop their identities in a more holistic way. This also resonates with the work by thinkers such as Canagarajah (2004; 2005), Benesch (2001, 2009) and others who focus on critical pedagogies.

In 2022, Philip Kerr published '30 trends in ELT'. The focus is on 'Rethinking language, rethinking learning, rethinking teaching'. As this is a key publication, the contents are summarised in relation to the British Council's original professional practices in Table 4 overleaf.



Table 4 Philip Kerr's '30 trends in ELT'

Professional Practice	Trends identified
Planning lessons and courses	Personalised learning; use of learning analytics to understand learners and plan lessons accordingly.
Understanding learners	In terms of their engagement with classes and subject; encouraging growth mindsets and grit (passion, resilience, perseverance etc.) and the use of mindfulness and coaching to aid this and help set learner goals
Managing the lesson ⁷	
Knowing the subject	
Managing resources	
Assessing learning	Adaptive learning mainly through technology that gives feedback and provides next steps. Mediation skills now included in many assessments and PISA Global competences.
Integrating ICT	Blended learning, flipped learning, digital literacies, network literacies, gamification and so on. This needs to go beyond technical competences and is linked to identity and social-emotional learning through social interaction. VR and AR are current trends, but the cost might prohibit widespread adoption.
Taking responsibility for Professional Development	Warns against the use of frameworks (British Council and CETF) being used as assessment tools and emphasises the focus on the process and the teacher themselves. Teacher well-being
Using inclusive practices	EDI with useful definitions of each. Also warns that any definition of inclusivity is influenced by the ideology of the person/institution defining it.
Using multilingual approaches	Plurilingualism, ELF, interlingual mediation, translanguaging, the move away from 'English only' classrooms and the need for NNESTs.
Promoting 21st century skills	Communication skills, collaboration skills, critical thinking and problem-solving skills, creativity and innovation skills, higher-order thinking skills, life and career skills and digital literacy skills, mediation skills. These are all being included in text books and documents produced by the OECD, the World Bank and national governments.
Understanding educational policies and practices	

7 Again, Professional Practices where no new trends were identified were left blank.

He also identifies the increasing importance and use of EMI, CLIL and other content-based English education approaches.

Another key book is the second edition of Farrell and Jacobs (2020) "Essentials for Successful English Language Teaching". The first edition was 2010. The overarching frame of the book is CLT, and they identify 8 essentials that have emerged with the move towards CLT:

1. Encourage learner autonomy - with an awareness that for some learners (e.g. learners who have experienced trauma), this must be approached carefully;
2. Emphasise the social nature of learning;
3. Develop curricular integration - not only where EMI or CLIL is policy, but by making links with other curricular materials;
4. Focus on meaning;
5. Celebrate diversity - the need for teacher awareness and sensitivity to different identity markers (e.g., ethnicity, race, religion, class, ability) and the importance of including culturally relevant and sensitive materials;
6. Expand thinking skills;
7. Use alternative assessment methods;
8. Promote language teachers as co-learners - advocates communities of practice, mentoring, coaching, and research for career growth, innovative practices and modelling life-long learning for students.

ICT is also prominent and multimodal literacies should be taught. ICT as a topic was very prominent during the years impacted on by the pandemic, and many articles were produced showing how technology use had inevitably become more common. However, since the pandemic, much teaching has gone back directly into the classroom. Stockwell and Wang (2023) point out that many teachers and learners were not ready for online teaching during the pandemic, and while there is a broader acceptance of technology for some, many were not convinced. Stockwell and Wang argue that the issues the teachers faced: learners not engaging, not putting on their cameras, breakout rooms when visited being camera-less and quiet, dishonesty in assessment (pp. 476-7) reinforced teachers' beliefs that technology was not up to the task (p. 478). Another article by Moorhouse (2023), who explored the situation in primary schools in Hong Kong, found

that technology use had become more embedded. Teachers were using Learning Management Systems, Digital notice boards, interactive digital worksheets and interactive presentation software on a regular basis. There were important caveats to this study, the conclusions emphasised the need for various kinds of group work to encourage speaking and that many of the topics that are raised throughout the literature in technology in language teaching: failure of technology to work, not enough investment and increased workload were still common post-pandemic. It needs to be noted that both of these articles are written by teachers working in South East Asia.

Other country specific articles (Bangladesh, Thailand, Saudi Arabia, Vietnam and Malaysia) that cover trends and challenges to ELT suggest the following:

- CLT is part of the national curriculum, yet communicative practices lag far behind;
- The washback of high-stakes assessment practices;
- The unsuitability of policy to rural areas;
- A lack of suitable CPD for teachers.

Although few countries are covered here, the ideas emerging suggest the need for caution when applying trends emerging from academia to all teachers everywhere. In fact, these papers seem to identify the challenges teachers face in implementing trends which have been embedded in government policies. This has implications for teacher investment in, and response to, government policy. CPD which equips teachers to implement policy, and perhaps more importantly, accounts for and supports teacher agency in these implementations is crucial. There is a long-standing body of general educational research that sees teachers as central to reform and policy implementations (see for example, Busher, 2006; Fullan, 1993; Lieberman & Pointer Mace, 2008). Evidence from a variety of countries and contexts suggests that supporting and developing teacher agency is crucial for the success of language policy reform. For example, an interesting study by Nguyen and Bui (2016), examines the way in which English language teachers in remote, rural Vietnam respond to language policy reform, exercising their own agency to resist the perceived inequity of the reforms and work towards a more transformative and inclusive pedagogy. Another recent study from China shows that when teachers' agency is restricted, there is frequent opposition to reform (Liu, Wang & Zhao, 2020).

Global educational reports

We reviewed various OECD and UNESCO reports that attempt to identify future trends in education. These are not specifically about language education, but education in general at all stages and in all contexts. They do give a broad overview that helps triangulate the language education findings, and suggest new areas that are not present in the above searches.

The following trends are highlighted in these reports:

- Skills that equip learners for the changing nature of work and the workplace;
- Supportive discipline;
- Education for sustainability (green education ...);
- The importance of embedding principles of lifelong learning in classrooms and in Initial Teacher Education (ITE);
- Digital skills include: communication and collaboration; problem-solving; safety; content creation; information/data literacy; recognition and counteraction of misinformation;
- It is important to foster students' attitudes and values; their moral and social capacities;
- Well-being is both individual and collective;
- Intercultural learning;
- Interdisciplinary learning;
- Developing learner autonomy and agency;
- Transformative competences based on innovative thinking, respect and empathy, embracing ambiguity and complexity, and taking responsibility for one's own actions;
- Developing social and emotional skills;
- Flexibility.

Conclusions RQ1

A broadening of who is teaching English today

There is a broader recognition of who inhabits the ELT profession now, with a greater emphasis on multilingual teachers (Calafato, 2019) who often work in under-resourced contexts and who mainly work in the state sector at a secondary level.

Most teachers are Non-Native Speakers (NNS) of English (Colmenero & Lasagabaster, 2020), and although this term has been heavily criticised, it is still in common use in articles. Although the NEST

(Native English Speaker Teachers) norm is still perceived as ideal in many countries and by parents, there is a gradual shift away from this (see for example, Calafato, 2019; Choi, 2016; Shah 2023.) There are an increasing number of studies examining the particular contributions of multilingual NNESTs and challenging monolingual NS ideologies (see also Widodo et al. 2020). Freeman (2020) advocates the move away from a native model of general English to a more specific set of language skills that are sufficient to do the job of teaching English, because a typical teacher is not the same as in the past.

Many primary school teachers are also now responsible for teaching English, as are many discipline specific teachers. In many cases these teachers have limited, or no, skills in English (see for example Diyanti & Madya 2021, Sah 2022).

A broadening of the nature of English language teaching

There is an increasing shift in policy to CLT in many contexts, but this is often enacted in a piecemeal approach and not practised in the classroom. So, there is a recognition by governments that this is important for ELT, but the underlying principles are not widely practised (Farrell & Jacobs, 2020; Yenphech, 2018; Rahman et al 2019).

Global issues and education for sustainability are gradually being incorporated into the teaching curriculum. These are seen as key trends in the global reports.

Critical, digital and plurilingual literacies seem to be growing in importance, although the four skills are still prevalent.

The shift away from what Freeman (2020) termed TESOL, and what in the UK we might have called EFL, to English as a medium, or for academic/ work purposes. So, English as an Additional Language (EAL), CLIL, EMI, English as a Modern Language (EML), English for Specific Purposes (ESP); a move to English as the language of teaching and learning, not only the subject.

There is a shift from 'English only' practices in the classroom to multilingual, translanguaging and translingual practices. These are linked to equity and social justice. This is also confirmed by the European Centre for Modern Languages, who have broadened their perspective from teaching foreign languages to encouraging a culturally and linguistically diverse quality education for all (Council of Europe, 2024).

There is a focus on different literacies (digital, critical, academic) and multimodal teaching and learning (see Table 3 above). These are increasingly linked to issues of equity and inclusion.

There is a move towards emphasising formative assessment practices - assessment for learning - while recognising the impact of high-stakes assessments on teaching and learning in many countries. Assessment literacy is a term used to describe a teacher's (and learner's) understanding of different and appropriate assessment practices.

ICTs continue to be important. There is a need to not just teach digital skills (technical proficiency), but also digital literacies (how to use ICTs responsibly, safely, identify misinformation etc.). Issues of inequity are also raised in relation to ICTs and the pandemic highlighted these concerns (see for example, Thomas, 2023; Yılmaz & Söğüt, 2022).

Broadening of who the learners are and an understanding of their needs

English is being taught to increasingly younger learners. Many countries now teach from primary (e.g. Dubai, Vietnam, Saudi Arabia, Japan - Shah, 2023).

Today's learners are often culturally, ethnically and linguistically diverse. Many are immigrants, displaced people or refugees, but may also be multilingual users in their home country as in many parts of Africa.

There is an increasing focus on the learner: wellbeing (individual and collective), social and emotional learning, agency, creativity, their attitudes and values. It is interesting to note that a journal dedicated to learner development was inaugurated in 2017; the *Learner Development Journal*. While it deals with more common topics such as learner autonomy and motivation, it also looks at autonomy in relation to well-being and creativity, the role of learners in developing or co-developing classroom materials, and the way that Covid-19 has impacted on the way learners learn both inside and beyond the classroom.

There is an increasing awareness of the importance of developing learners' skills (cognitive, physical, emotional and social) in order to be able to function individually and collectively in a rapidly changing world. 21st century skills now include: innovation and innovative thinking; work-related skills; global citizenship; intercultural citizenship; respect and empathy, and resilience. Managing behaviour and an awareness of what distracts today's learners is also seen as an important skill for teachers.

Broadening contexts of English language teaching

Teachers are working in many contexts in different countries and areas of the world; in urban, rural and remote areas; in private and public schools. Many of these are complex contexts, such as conflict zones (Al-Ariqi & Mashin 2023; Lavrysh et al. 2022), areas where natural disasters have occurred (Sufian & Rahman 2024), and, of course, pandemics.

You can also argue that there has been a broadening of the use of technology to support learning in many contexts, and teachers also recognise the need to develop their own digital skills. However, even if they develop their own skills they may find it difficult to implement change. Many teachers who work in state schools all over the world would like to motivate the children they teach using digital technologies, but lack the infrastructure, or are prevented from doing so because of local attitudes towards technology in class. The increased availability of mobile phones and the development of self-study apps has led to increased use of digital technologies by learners studying independently and teachers can often make use of these technologies to extend their practice, however, there are still many digital divides.

A broadening of the variety and standard of English being taught

There are many different Englishes being taught, from English as a Lingua Franca (ELF), to English as an International Language (EIL), to 'glocal' Englishes. No longer is the Native Speaker English the most prevalent or the most sought after (although it still seems to be in many contexts).

RQ2 How has teacher education changed in the last ten years?

We looked at changes in ELTE following a similar methodology to RQ1, our intention being to explore the changing field from a number of angles to provide triangulation of the different datasets.

We started with a general search, summarised the changes we read about and the developing topic areas, looking initially for systematic reviews. Finally, we explored specific teacher education journals, and looked at publishers' websites. Blogs were more useful for trends in ELT, so these are included above.

Initial general search

Our general searches used a systematic methodology based on keywords, and we looked back to 2014 and forward into 2024. We focused on Google Scholar and general web searches. The initial search string was *language teacher education + change*. We then added *knowledge base*, as this seemed a common topic. Various other combinations were tried.

We then looked for systematic reviews, but did not find many specifically on language teacher education. A number of recent reviews focused on aspects of digital technology: gamification, online learning, artificial intelligence, blended learning, flipped learning, chatbots, robotics, multimedia tools, MOOCs, augmented reality. There were also reviews looking at climate change, stress and anxiety.

These were some of the systematic technology oriented reviews:

- Kasneci et al (2023) ChatGPT for good? On opportunities and challenges of large language models for education.
- Starkey (2020) A review of research exploring teacher preparation for the digital age.
- Paramaxi (2023) Virtual learning.
- Edmett et al. (2023) British Council's own document on AI which includes a short systematic review by Helen Crompton.

In order to see what was available, that was not in the academic literature, we also did a general web search on: *developments in language teacher education (2019-2023)*.

Then we tried a general search on professional development of English language teachers in the last year, which led to Jones (2023) who explores the state of CPD in UK schools. He describes CPD as a "work in progress".

Following on from the Guo et al. (2019) review, we then focused on the journal System with these search terms: *teacher education training professional development language looking at 2019-2023*, here were 233 results from the search. Certain topics were prominent, including, assessment, identity, EMI, translanguaging and technology.

As for RQ1, we noted the internationalisation of authors in the journal.

Overall, we looked in more detail at 45 articles and two books. Discussions of trends from what we

judged to be key articles and the books are included in this next section.

General overview of trends

This overview focuses on a number of key texts. The ideas that are presented here are confirmed through the review of other articles from the initial search and from the analysis of key ELTE journals.

In early times, teachers were seen as the centre of the educational process, as the "fount of all knowledge". Then the cheap printing of books began to challenge their centrality. In the latter part of the 20th century, there was a shift towards the learner with a focus on learner strategies, learner autonomy, learning styles and motivation, for example (Griffiths, 2023). The internet challenged teachers' position as the 'knower of all things' even further, and people started talking about the teacher as the 'guide on the side' as opposed to the 'sage on the stage' (King, 1993). However, Hattie (1999, 2003) in his influential systematic review of 50,000 papers and 800 meta analyses pointed out that teachers account for 30% of learner achievement (50% to the learners; 5-10% -- home, school, friends.) (Griffiths, 2023); see also Hattie and Anderman (2020). Hattie's 2023 update to his meta analyses has confirmed the view that teachers are a significant part of learning achievement, and that teachers who continue to engage with impactful ways to teach have a significant influence on learning outcomes. The shift then has been from teacher as the knower of things, to someone who mediates the learning process, and not surprisingly there has been a growth in interest in making sure teachers have the necessary skills to bring out the best in learners, as well as developing their identity.

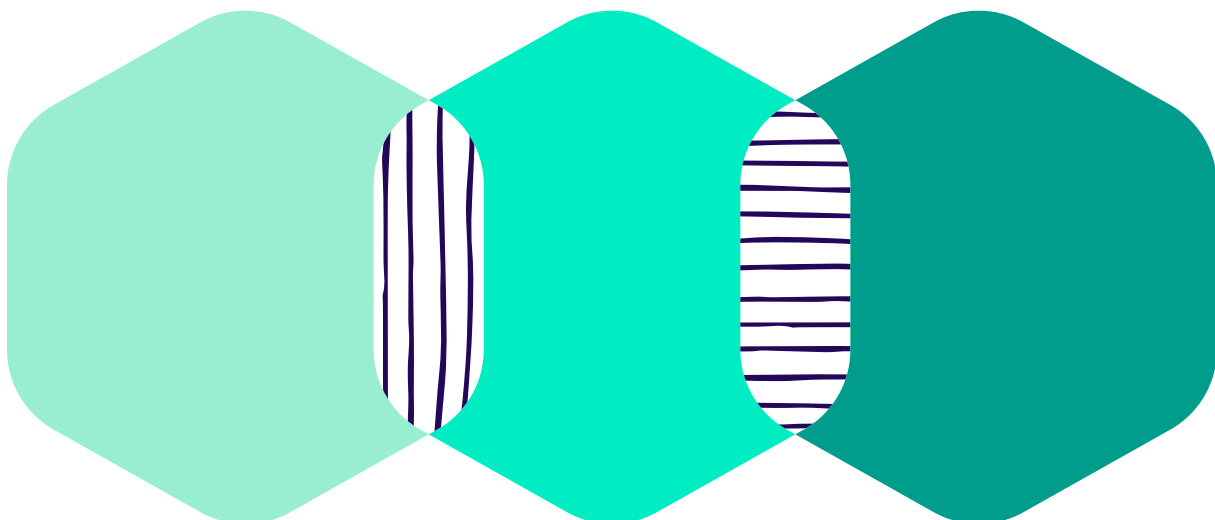
Such thinking was embedded into the Sustainable Development Goals as a part of SDG 4 -- Quality Education, and this has impacted on efforts to improve teacher quality throughout the world (UNESCO, 2023). The nature of CPD has diversified, however, with much more emphasis being placed on teachers' own self-development.

In a recent book that explores CPD in a variety of countries across the world, Cirocki, Farrelly and Buchanan (2023) present the case that Continuing Professional Development (CPD) should focus on the following elements:

<p>“... focus on developing teaching expertise ... promote reflective practice ... foster teacher autonomy ... focus on students’ learning ... encourage individual and institutional change ... promote critical pedagogy</p>	<p>... advocate professional learning in communities of practice ... consider practitioners’ contexts and learning preferences” (p. 396) When exploring the framework against the elements, there is a significant emphasis on ‘teaching expertise’ in the British Council CPD framework.</p>
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Table 5: Mapping of Cirocki et al. (2023) to the original British Council CPD framework.

Professional Practices	Elements of Cirocki, et al. (2023)
Planning lessons and courses	Teaching expertise; foster teacher autonomy
Understanding learners	Focus on student’s learning
Managing the lesson	Teaching expertise; focus on students’ learning
Knowing the subject	Teaching expertise; promote critical pedagogy
Managing resources	Teaching expertise
Assessing learning	Teaching expertise
Integrating ICT	Teaching expertise
Taking responsibility for Professional Development	Promote reflective practice; encourage individual and institutional change; advocate professional learning in communities of practice
Using inclusive practices	Teaching expertise; focus on students’ learning; promote critical pedagogy
Using multilingual approaches	Teaching expertise; focus on students’ learning
Promoting 21st century skills	Teaching expertise; focus on students’ learning
Understanding educational policies and practices	Teaching expertise

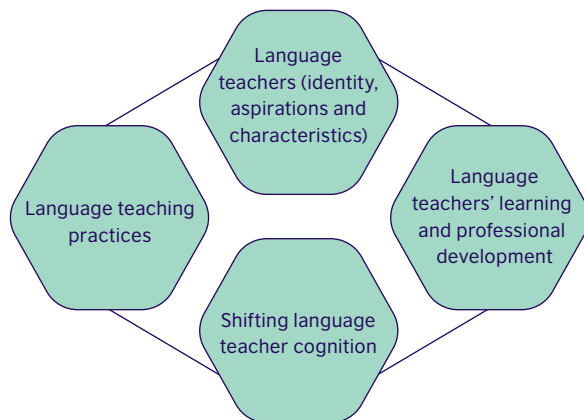


In their concluding chapter, Cirocki et al. (2023) review the practices that have been presented in the chapters throughout the book, and "...six innovative practices are highlighted which could be considered for wider adoption: (1) the study abroad and self-developmental courses for teachers in South Korea; (2) reading groups in Canada; (3) DLC (dominant language constellation) in Norway, (4) the use of WhatsApp groups in Cameroon; (5) the materials writing programme in Indonesia, and (6) the smartphone observational tool in Sri Lanka."

While these are interesting ideas, some of them do not seem that practical for general adoption, as they might be too expensive to implement, e.g. study abroad and materials writing.

One systematic review we found is Guo et al. (2019) who review articles that have been published in the journal *System* on teacher education up to the year of publication, they pick ten articles to reflect core themes which they summarise in this diagram.

Figure 1: Guo et al. (2019) Themes in research on language teacher education.



Guo et al. (2019) describe these different themes as "arbitrary" (p. 133) in so far as the borders between them are not fixed.

Language teachers' learning refers to studies that explore how teachers develop. A common approach that is widely referred to in the journal (and elsewhere) is reflective practice, although in other articles we still see specific courses being evaluated (see Taşdemir and Cendal Karman (2022) below, for example). Teacher cognition refers to explorations into their beliefs as practitioners "their professional knowledge, and their understanding of particular skills such as listening or pronunciation" (p. 133). There is also a focus on specific practices and how

teachers respond to them, so the introduction of new pedagogical approaches, or the increasing impact of digital technology on the classroom. Teachers have needed to respond to: educational reform, changes in technology and changes in pedagogical approaches (p. 134). All of these feed into teacher identity, which has become an important focus of research leading up to 2019 when this article was published.

Guo et al. argue that we need to start with who language teachers are (and how this understanding has changed). ELT has become more universal in education systems. This echoes the views of Freeman (2020).

In the introduction to a special issue on language teacher research, where Freeman updates an article originally written in 1998, he argues that whereas back in 1998 the emphasis was on the BANA (Britain, Australia and North America) countries where the English language was seen to have come from, which comprised Kachru's inner circle (1985). These were characterised by the white monolingual native speaker as the model (often with a limited understanding of how their own language worked) and where the white monolingual teacher was the focus of much applied linguistic research. Guo and Gao (2019) refer to this as the native speaker/ non-native speaker debate (p. 134) and refer to Árvá and Medgyes (2000) who argue that "'trained NNS are better than untrained native ones' (p. 389)".

Freeman argues that by 2018 the emphasis had shifted to the teachers and the contexts of Kachru's outer circle (1985). He suggests that the British Council estimated that there were 17 million teachers in the world in 2018, most of whom were based in multilingual classrooms, having been trained by local authorities. Some of what needs to be covered in CPD for these teachers should differ, as the circumstances in which they work and the learners they teach are different.

However, the curriculum in most pre- and in-service training was based on the applied linguistics of a monolingual world and while this is shifting, it is a slow process.

For 2024, we have estimated there to be between 25-30 million English language teachers in. We have based this figure on a reference to there being 17 million teachers in the world in 2018 according to Freeman. We then searched the internet to find a more up-to-date estimate. The TEFL academy suggests there are 1.5 billion people learning

English currently. It then depends on what you assume is a typical class size in the world and trying to take into account people learning on their own. We picked 50 as a typical class size to include the many contexts where the size can be much higher (often 150+). We recognise that in OECD countries this figure would be much lower (OECD, 2020).

For another general take on the issue of what teacher education might look like, we can refer to Johnson and Golombek (2018) who published in the same special issue as Freeman. Their view on teacher education pedagogy is that:

“LTE pedagogy must:

1. be located;
2. recognize who the teacher is and who the teacher wishes to become;
3. be intentional and goal-directed: these intentions and goals must be made explicit;
4. create opportunities to externalize everyday concepts while internalizing relevant academic concepts through authentic, goal-directed activities of teaching;
5. contain structured mediational spaces where teachers are encouraged to play/step into being and becoming a teacher;
6. involve expert mediation that is responsive to teachers' immediate and future needs;
7. have a self-inquiry dimension, involving teacher educators and teachers working together or by themselves, in which they seek to trace teacher professional development as it unfolds over time and place;
8. demonstrate a relationship of influence between teacher professional development (as a result of LTE pedagogies) and student learning.” (p. 119)

This is a general enough framework to fit many contexts in the world and would be relevant to both our BANA teacher and one working in a large multilingual classroom with limited resources.

The most recent overview of the topic of ELT CPD is Taşdemir and Cendal Karman (2022). They review articles between 2006 and 2020. They argue that there is an acceptance that professional development should be lifelong and refer to attendance at “seminars, conferences and short courses.” (p.10). They also suggest that teachers' beliefs have shifted away from the structural to the communicative when it comes to pedagogy. This has all led to an improvement in “teaching skills and instruction” (p.10). They note that online professional development has become more common (p. 11), and also emphasise collaborative professional development including researching together, coaching and study abroad (p. 12). They note that, “[t]he role of teacher identity was a sub-theme in the professional development literature.”

Other emerging themes

Having explored the most commonly highlighted trends, we now look at other themes where there have been a number of articles published on a topic. We also look at a few outliers. We have explored both the articles from the general search and articles from three teacher education journals. In both cases we have created a heat map as with RQ1. Articles are grouped, as far as possible, using Cirocki et al.'s (2023) CPD categories.

Table 6 Heat map of 30 articles from the initial general search

TOPIC	2023	2022	2021	2020	2019
Teacher identity: critical LTE; ideal teachers; views of PD; beliefs (China)			3		3
Developing teacher expertise: TP; 21st century challenges; video and reflection; lesson planning and cognition; inclusion; Assessment for Learning -- AFL; Standards		1	1	4	1
Professional development needs: Translanguaging (6); Teacher knowledge; Multilingualism	3	1		4	1
Wellbeing	1				
Decolonising LTE: Intersectionality and non-white teachers	1				1

Journals represented in Table 6 include System (most articles), *TESOL Journal*, *the European Journal of Teacher Education* and *TESOL Quarterly* amongst others⁸. Again, articles are grouped, as far as possible, using Cirocki et al.'s (2023) CPD categories. We also looked at systematic reviews or special issues in the journals.

Table 7 Heat map of articles from typical teacher education journals

TOPIC	2024	2023	2022	2021	2020	2019
Teacher identity: native English teachers, professional identity, pre-service teachers' identity formation; teacher beliefs		1	5	2	2	1
Developing teacher expertise: Theorising from practice; Reflective practice; Teacher collaboration to improve outcomes; Exploring professional learning activities; Microteaching; Metacognition and self awareness; Mentoring; Peer observation; Peer coaching; Observation with video			1	1	4	1
Focusing on students' learning: Learners with disabilities; Differentiated instruction; Cooperative learning; Teacher feedback; Content Based Language Teaching (CLIL)	1	1	1			3
Professional development needs		1				
Wellbeing (not ELT); Teacher anxiety; Stress burnout, resilience (ELT)		1	1	1		
Language teacher leadership	1					
Places of learning: in a virtual world		1				

⁸ At this point, articles from *TESOL Journal* and *Quarterly* came from the general search for references to teacher education. These journals were also searched year by year and further topics discovered (see Table 8 overleaf).

Table 7 represents articles from teacher education journals where studies on English language teacher education appear. We looked specifically at the journals *Second Language Teacher Education*, *Teaching and Teacher Education*, *English Language Teacher Education and Development*, to explore the topics that were featured in the last five years and again projected forward into 2024.

Teacher identity

As can be seen from both tables 6 and 7 aspects of teacher identity are a popular category in terms of numbers of articles published. Identity is linked to the topic of teacher beliefs. In 2019, there was a special issue of the TESOL Journal that focused on this theme. The two groups that came together to edit this special issue were the TESOL International Teacher Educators Interest Section and the Non-Native Speakers Interest section. It is suggested that the “ever-growing body of research on LTI (Language Teacher Identity) has theorised and explored the nature, formation and enactment of teacher identities during initial teacher education and in-service professional development, with varying foci on intersections with social identities of race, gender, sexual orientation, language, ethnicity, religion, nationality and community.” (Lindahl & Yazan, 2019, p. 1).

Teacher expertise

The next category is teacher expertise, where there are a range of topics, the most common being reflective practice. Observation is also an important area. There is also a recent book by Anderson (2023) on developing teacher expertise in the global south (see RQ3.).

Multilingual teachers

The significant topic with the most articles overall in the focusing on students' learning category is the topic of translanguaging which is inevitably linked to bi- and multilingualism. In order to support what are termed Emergent Multilingual Learners (EML), trainee teachers need to be introduced to “pedagogical translanguaging” (Wong & Tai, 2023, p. 2) as a part of their initial teacher training and given time to practise such skills. There is also a need to move away from historic monolingual teaching

practices. This seems an obvious shift when we take into account our understanding of who teachers are and their own multilingual and sociocultural skills. These multilingual teachers have always been there, but were simply not considered.

The move from practice to stance is discussed in Seltzer (2023) where she presents stance in opposition to what she describes as a “‘methods fetish’ (Bartolomé, 1994; Daniel, Pray, & Pacheco, 2020) that continues to characterise TPPs⁹ and that, because of their neutral transmission of “best practices” that claim universal effectiveness, ‘allow white, monolingual preservice teachers to claim an ethnic-less, race-less, cultureless, and language-less identity’ (Haddix, 2016, p. 53, as cited in Daniels & Varghese, 2020, p. 60).” (Seltzer, 2023, p. 2).

Teacher well-being and resilience

There is a growth of articles on teacher well-being and stress and burnout. This is a topic that has grown considerably in education in general, but while we did not find many research articles on the topic, it is evident in the growth of courses and blog posts. The pandemic highlighted the importance of this topic for both learners and teachers, and there is likely to be a growth in this area in the future (see for example the section on global education reports above).

A related topic where more articles are found, is resilience. Griffiths (2023), quoted earlier and therefore not included in the table, points out that teaching is a stressful job and that this leads to significant teacher attrition in early phases of a career, but also in burnout later on. She suggests a four prong plan of action:

1. More effective preparation at the pre-service level to better prepare new teachers for the stresses they are likely to encounter.
2. Developing positive teacher mindsets.
3. Developing supportive mindsets among other stakeholders, that is the educational/school authorities and the parents/students.
4. Developing teacher coping strategies, autonomy, agency and pro-activity. (Griffiths, 2023, p. 214).

Other areas

Two articles focus specifically on the role that whiteness plays in teaching and teacher education and link with the earlier discussion of the shift in recognition of who teaches. Enns-Kananen (2020) presents the viewpoint of the white teacher of migrants in Finland while Lee-Johnson (2023) talks of the experiences of immigrant mothers of colour trying to make their way as teachers in the US elementary and secondary schools where the teacher staff are predominantly white women. Both these articles ask what role teacher education can play in exploring this topic.

There were two systematic reviews in the journal *Teaching and Teacher Education* during the five-year period, one of inclusive education and one on equity, in 2022. These were not specifically about ELT, but include references to ELT. The most recent systematic reviews found during the general search focused on various aspects of technology in language teaching/ teacher education (see above)

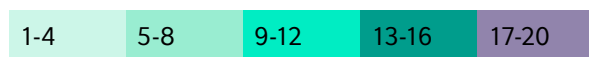
Triangulating with general TESOL journals

Although *ELTJ*, *TESOL Quarterly* and *TESOL Journal* are not specifically teacher education journals, they include many articles about teacher related issues, teacher education and teacher CPD as illustrated in Table 2 above and repeated here in Table 8. (See Appendix B for more detail).

Table 8 ELTE topics in general ELT journals

	2023	2022	2021	2020	2019	Total
Teacher-related issues: identity, self-efficacy, leadership, agency, motivation, precarity, resilience.	11	7	8	4	6	36
Teacher Professional Development: reflective practice, study-abroad, peer and team learning, Teacher associations, language development, technology for CPD, online PD	13	4	5	3	6	31
Research, research-pedagogy nexus, Teacher Research and Learner Research: Action Research, Participatory Action Research, Critical Action Research, Exploratory Practice, Exploratory Action Research, Lesson Study, researching multilingually, translanguaging through research	3	4	6	5	4	22
Teacher Education/ Initial teacher training: identity, translanguaging, language awareness, study abroad, technology, practicum, creativity, trainer beliefs and expertise.	5	10	5	9	10	39

The number of articles found per year are colour-coded as follows:



The general TESOL journals confirm the focus on teacher identity. Several articles are very context specific in terms of teacher identity in a specific country (e.g. China, Afghanistan, Japan) or context (e.g. in war). Language and culture also feature in relation to LTI, for example, in contexts of minority language learners, multilingual identities, and transnational identities. Gender and race are two other aspects of identity that occur. Developing professional identities and teacher identities in initial training, including teacher identity-oriented initial education, is also included.

There are very few articles about teacher well-being, although many on self-efficacy and some on teacher perseverance. However, a quick Google Scholar search suggests that there are articles in other journals and several books being published around this topic - particularly in the aftermath of the pandemic (see for example, Gregersen et al., 2023; Herrera et al., 2023).

There are also articles around inclusion, particularly in reference to languages and culture in ITE.

Classroom-based research in many forms is also a key topic in ELTPD as indicated by the 23 articles dedicated to this. This is linked to the teacher as a learner and lifelong learning and is also reflected in the number of articles and books being published about classroom based research, communities of practice, and mentoring. The ELT Classroom Research Journal (<https://eltcrj.com>) is a new journal that published its first issue in 2024, and there are an increasing number of books, conferences and articles that share the research done by teachers in their own classrooms (see IATEFL Research SIG: <https://resig.weebly.com/teacher-research-reports.html>) for examples).

Publishing houses

We looked at the websites for three key publishing houses: Macmillan, Oxford University Press (OUP) and Cambridge University Press (CUP) and analysed their teacher development videos and webinars from the last 12 months. We excluded all videos linked to their own coursebooks or platforms and looked at more general teacher development ones. Both CUP and OUP have a few videos produced in Spanish. Alongside the more traditional webinar styles of an hour or so, there are many shorts of 1-3 minutes. It is important to remember that most of these are produced for marketing purposes. Findings are represented in Table 9.

Table 9 Content of Publisher YouTube webinars and Shorts

Current Professional Practices	Latest content
Planning lessons and courses	Gamification, dealing with mixed ability classes,
Understanding learners	All ages referred to and, in particular, YLs; strategies to deal with distraction; creativity; teaching refugees (OUP); motivation and agency.
Managing the lesson ¹⁰	
Knowing the subject	Language skills; teaching grammar.
Managing resources	
Assessing learning	All three do a lot on formative and summative assessment for different ages and in different modes; mindfulness and wellbeing for exam preparation with all ages; assessment for learning; giving effective feedback; creating a positive impact from exams.
Integrating ICT	A lot of webinars and shorts on this: hybrid learning; using social media; AI, AR, VR; humanising digital learning; digital skills for teachers; digital literacies for teachers.
Taking responsibility for Professional Development	OUP had the most - two longer videos and many shorts - 'tips for professional development'; also CUP 'Becoming a proud NNS'
Using inclusive practices	Macmillan is the most active here in terms of webinars: Teacher well-being; social-emotional learning; differentiation, mindfulness, building emotional connections; managing learner and teacher stress. NOTE well-being seen as part of inclusion.
Using multilingual approaches	
Promoting 21st century skills	Global citizenship; learner autonomy; employability skills; intercultural awareness; international working; developing global skills; collaboration skills.
Understanding educational policies and practices	

¹⁰ Professional Practices where no new trends were identified were left blank.

What is clear here is that building teacher expertise in a variety of often new topics is clearly important.

Global educational reports

We reviewed various OECD (2020, 2022, 2024) and UNESCO (2019, 2023a, 2023b) reports that attempt to identify future trends in teacher education.

The following are some of the key trends emerging from these reports:

- Teachers should be recognised as knowledge producers; reflection, research and knowledge creation should be an integral part of their work;
- Teaching should be characterised by teamwork and collaboration;
- Teacher autonomy and freedom need to be supported;
- There is a need to upskill teachers' ICT skills in many parts of the world;
- ITE needs to build motivation and a sense of professional responsibility;
- ITE should focus on active learning that is output and not input focussed;
- Training should include preparing teachers for living and teaching in remote communities;
- Training should include how to produce teaching and learning aids from locally available materials;
- Teachers should be trained in inclusion and equity;
- Train teachers in education for sustainable development;
- Ongoing CPD is crucial, as is mentoring and support for new teachers.

Conclusions RQ2

There is a clear emphasis on the teacher as a person, and in particular on their **professional identity**, which includes their ethnicity, linguistic resources, gender, age, educational and socio-cultural background among other identity markers. This resonates with, and builds on, the conclusions in RQ1 of the growing acknowledgement that most teachers in the world are not NESTs and that teacher education (pre-service and in-service) needs to account for this.

The importance of **situated teacher learning** that is relevant to the **educational and sociocultural contexts** that teachers will be, or are, teaching in is also emphasised.

The teacher as a **knowledge-generator** also comes through, and this is reflected in the many articles on teacher-led classroom based research such as Action Research and other forms of practitioner research. **Reflective practice** is also seen as an important part of the teacher as knowledge-generator, as well as collaborative CPD and belonging to a community of practice. The teacher should be a **life-long learner**, and teacher education programmes that facilitate bottom-up, teacher-centred learning can contribute to the teacher developing as a life-long learner.

Teacher **well-being** and related issues such as resilience, seem to be growing in importance, particularly since the pandemic.

There is also a recognition that teachers need to increase their **digital technology skills**, deepen their understanding of what it means to be **inclusive** in their professional practices and also understand the role that **multilingualism**, and skills such as translanguaging, can play in inclusive practice.

RQ3: How has the description of teacher competence changed?

In order to answer this question, we began with the following question: How do current language teacher frameworks describe teacher competences and professional practices?

In order to understand how teacher competences are defined and described, we reviewed a total of 7 frameworks. Six of these are specifically language teacher frameworks, and the last, a generic framework for all teachers in Australia is included because it is non-European and is considered an excellent example of a framework that is linked to a whole programme of development for teachers (ECML, n.d.).

Table 10 outlines the frameworks reviewed, their intended audience and focus.

Table 10 Current teaching frameworks

Framework name	Date	Intended audience	Main focus and structure
The Equals Framework for Language Teacher Training And Development https://www.equals.org/resources/the-equals-framework-for-language-teacher-training-and-development/	2013 (modified 2021)	Language teachers, teacher trainers and managers. European origin. Linked to the European Profiling Grid (EPG)	Foundational set of attitudes and values that all language teachers should share. Detailed descriptors for five key areas: <ol style="list-style-type: none"> 1. Planning teaching and learning; 2. Teaching and supporting learning; 3. Assessment of learning; 4. Language, communication and culture; 5. The teacher as professional Three developmental phases: <ul style="list-style-type: none"> • Phase one: pre-service • Phase two: intermediate • Phase three: experienced
Cambridge English Teaching Framework (CETF) https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/	2015	Language teachers in all contexts. It is linked to the Cambridge Qualifications and is for English language teachers to be able to self-assess and plan their own development. Language levels linked to Common European Framework of Reference (CEFR) for languages.	The framework provides descriptors relating to five areas of competence relevant to language teachers: <ol style="list-style-type: none"> 1. Learning and the learner; 2. Teaching, learning and assessment; 3. Language ability; 4. Language knowledge & awareness; 5. Professional development & values. Four developmental stages: <ol style="list-style-type: none"> 1. Foundation 2. Development 3. Proficient 4. Expert
European Profiling Grid (EPG) https://www.equals.org/our-expertise/teacher-development/the-european-profiling-grid/	2013	Language teachers at all stages of development and has an online tool (e-Grid) to enable self-assessment.	Covers four key areas: <ol style="list-style-type: none"> 1. Qualifications, teacher training, and experience 2. Core competences: methodology – knowledge & skills lesson and course planning interaction with and monitoring of learners assessment 3. ‘Enabling skills’, such as language awareness, intercultural competence and the ability to use digital media. 4. Professionalism Six levels of development

Framework name	Date	Intended audience	Main focus and structure
The National framework for Languages (NFFL) http://www.nffl.ed.ac.uk/	2018	For ITE and CPD programmes in order to integrate languages into the curriculum. Developed in Scotland for Scotland. Aims to to develop an understanding of the role of languages in and for education and in the wider community.	The framework is built on three pillars: 1. Professional Values & Personal Commitment; 2. Professional Knowledge and Understanding; 3. Professional Skills and Abilities. These pillars are overarched by a set of principles and context: Plurilingualism, Diversity, Policy & Legislation, and Transformative practices.
Teacher Effectiveness for Language Learning (TELL) https://pearl.nflc.umd.edu/teacher-effectiveness/	2010 updated 2019	Attempts to describe the behaviours and characteristics of the Model World Language Teacher.	Describes behaviours rather than competences Seven domains: Environment, Learning Experience, Collaboration, Planning, Performance and feedback, Professionalism, Learning Tools
Instituto Cervantes Key competences of second and foreign languages teachers https://cvc.cervantes.es/ensenanza/biblioteca_ele/competencias/competencias_profesorado.pdf	2012 updated 2018	Second and Foreign language teachers who work for the Instituto Cervantes	Eight areas in total: Three in the centre focussed on learning and the learner: 1. organising learning; 2. evaluating learning and learner performance; 3. involving learners in their own learning. Then five around the edge: 4. facilitate intercultural communication; 5. using ICT; 6. active participation in the institution; 7. own professional development; 8. manage feelings and emotions while doing your work.
Australian Professional Standards for Teachers https://www.aitsl.edu.au/standards	2011, but website has 2017	A generic framework for Australian teachers of all subjects. This is not a specific language teacher framework.	Four stages of development: 'graduate', 'proficient', 'highly accomplished' and 'lead'. Seven areas of competence under three overarching areas: Professional Knowledge - Know students and how they learn; know the content and how to teach it. Professional Practice - Plan for and implement effective teaching and learning; Create and maintain supportive and safe learning environments; assess, provide feedback and report on student learning. Professional Engagement - engage in professional learning; engage professionally with colleagues, parents/carers and the community.

Useful insights for the revision of the British Council CPD Framework

Eaquals: Teacher's values and attitudes - e.g. belief in learner-centred learning, fair and transparent assessment and that assessment is central to learning, and positive attitudes towards diversity and difference.

Cambridge English Teaching Framework (CETF): Teachers' own language awareness and ability to analyse language, recognise learners' mistakes and so on.

The National Framework for Languages (NFfL): Interesting because it has a much wider view of language than teaching language. It is about embedding language in everything and using language in education rather than as a separate subject - perhaps more akin to EMI, yet a broader view of language still. There is a focus on plurilingualism and pluriliteracies. It includes a tool to help teachers reflect on their own linguistic backgrounds and language skills, and how they use language(s).

Inclusive practices around languages, valuing learner languages and how valuing languages leads to social justice. Many core values for teachers, that is who the teacher is, their attitudes, values, and beliefs rather than competences (what they can do) per se.

Teacher Effectiveness for Language Learning (TELL): Focus on collaboration and working with all stakeholders and specialists to support learning. This also links to the UNESCO Reimagining the future of Education report (International Commission on the Futures of Education, 2021).

Instituto Cervantes: Whole area dedicated to managing your emotions and feelings throughout your work - this is also linked to the social emotional development of learners. There is also quite a large focus on collaboration and teamwork. This links to some of the newer models of CPD.

Australian Professional Standards for Teachers: distinguishes between professional knowledge, practices and engagement, rather than calling everything a practice. It also includes a lot of EDI under 'knowing students' - reflective of aboriginal and Torres Strait Islander students and the history of Australia. Teacher well-being is also highlighted.

What is clear, is that there are differences between frameworks, and there is no agreed global framework of teacher competence. This is also highlighted by Deregözü (2022) who carried out a systematic review of six competence frameworks for foreign language teachers, including the CETF, EaEquals and EPG. The study also included the English Language Teachers' Domain-Specific Competences published by the Turkish National Education Ministry. A teacher's linguistic competences and their key competences for teaching and assessment, such as classroom management, methodology, planning lessons, and monitoring learning were the most frequent competences. The less frequent competences included the school environment, leadership and teacher experience.

Definitions of competence in the frameworks and in the literature

Only two of the above frameworks give a definition of competence, the most complete of which is stated in the Instituto Cervantes framework. They use Perrenoud's definition (2001: 509):

Competence is the ability to effectively confront similar situations consciously, by mobilising multiple cognitive resources in a quick, relevant and creative manner: knowledge, abilities, micro-competences, information, values, attitudes, schemes of perception, evaluation and reasoning [translated from Spanish].

The focus is not on competences as discreet resources in and of themselves, but on the ability of the teacher to mobilise different resources to solve everyday issues. Thus, competences work together and do not stand alone.

The other definition is from the Eaquals framework, where competence is defined as:

"A combination of attitudes, values, knowledge and skills", all of which are reflected in the Perrenoud definition above.

Note that both of these definitions include values and attitudes as well as knowledge and skills.

In general terms, Shulman's (1987) seminal work forms the basis of much ongoing work around the knowledge base that teachers need. His description of the minimal knowledge base for teachers (in general, not just language teachers) includes:

Content knowledge; General pedagogical knowledge (e.g. classroom management and organisation); Curriculum knowledge; Pedagogical content knowledge (a teacher's own professional understanding of how content and pedagogy come together for learning); knowledge of learners; knowledge of educational contexts; knowledge of educational ends and purposes.

Mockler (2022) suggests that today, teacher competences are linked to standards and performativity, which does not usually facilitate the collaborative and generative teacher PD that is necessary in today's world. This is confirmed by Turner and Windle (2020) who look at standards for TESOL teachers in the USA and Australia. They identify three kinds of positioning: generalist teacher of language and literacy; teacher as TESOL specialist; and teacher of emerging bi/multilinguals. These different positions may cause tensions for the TESOL teacher.

A Google Scholar search for "Definitions of teacher competence" - brings up mostly academic articles, and Shulman's content knowledge and pedagogic content knowledge seem to be the starting point for most of these.

Teacher competence is not always defined (as noted in the frameworks), but a recent general teacher education article defines them as:

dynamic and complex dimensions that combine attitudes, skills, and knowledge that lead to effective action in the real world. (Albarra Shidiq et al. 2022)

This resonates with the definitions above, but emphasises the complex and dynamic nature of teacher competence as well as its active nature. Wang (2022) has edited a book on competence-based teacher education, which also defines competences as knowledge, skills and attitudes that are dynamic and evolve in different times and contexts. She highlights the fact that competences cannot be understood outside of the teaching and learning context.

A Google search for "competences for language teachers" gives a number of competence frameworks and academic articles. Competence frameworks have been analysed above. A Google Scholar search for 'teaching competences + reviews' 2019-2024 gives mostly reviews on digital competences and a couple on teacher competences for sustainability education, with most focussed on HE. Examples include

Fernández-Batanero et al. (2022) "Digital competences for teacher professional development. Systematic review" and Skantz-Åberg et al. (2022) "Teachers' professional digital competence: an overview of conceptualisations in the literature".

The same search for 'Language teacher competences' + reviews gives similar results, with a focus on digital competences.

English language teacher competences in China¹¹

As China has a considerable number of both ELT teachers and students, we conducted a separate search of Chinese academic literature. A search for English teacher competence was conducted in the China Academic Journals Full-text Database, and 18 Chinese articles were selected with the publication date from 2013 to 2023. Three stages of competence development have been identified over the last 10 years.

In the first stage teacher competence was explored with reference to the literature emanating from the UK, USA and Australia and other countries where English is taught as a foreign language (Li & Sun, 2014) and suggestions for teacher competences in the Chinese context were developed from this literature (Yin & Li, 2015). Competences arising from this stage included English language proficiency, teaching competence and ICT competence among others. However, there were difficulties in operationalising an imported framework in the Chinese context and so a second stage was developed. This stage saw different competences proposed for different types of teacher (Wang & Ge 2016), the three main groups being: those teaching English majors in university (Zhong & Wang, 2016), business English teachers (Wang & Ge, 2016) and primary and middle school English teachers. The development of these competence frameworks has enabled teacher education and training programmes to develop clear standards for language teachers.

With the development of these systematic frameworks, the third stage considers English language teaching as an academic discipline, and a comprehensive framework has been developed (Sun, Zhang & Zhang, 2018). In the latest revision of the "Guidelines for teaching College English" (2020), the Professional development of language teachers was defined through five aspects: moral virtues,

11 Specific materials related to China were researched by Dr. Ligao Wu.

disciplinary content knowledge, pedagogical content knowledge, research ability and information literacy (Zhang et al., 2021).

The ability to conduct research, which includes classroom based research, is an essential competence. The inclusion of 'moral virtues' here is also interesting, as this is linked to the ideas of a teacher's values and personal characteristics found in some of the frameworks above. It is also clear that contextually appropriate frameworks have been important to the development of English Language Teaching in China.

Other publications

A key new publication is Jason Anderson's (2023) book on Teacher Expertise in the Global South: Theory, Research and Evidence, which offers a draft framework of teacher expertise in the Global South and compares this to a synthesis of the competences in the literature, which is mostly from the Global North. His analysis reveals the following categories:

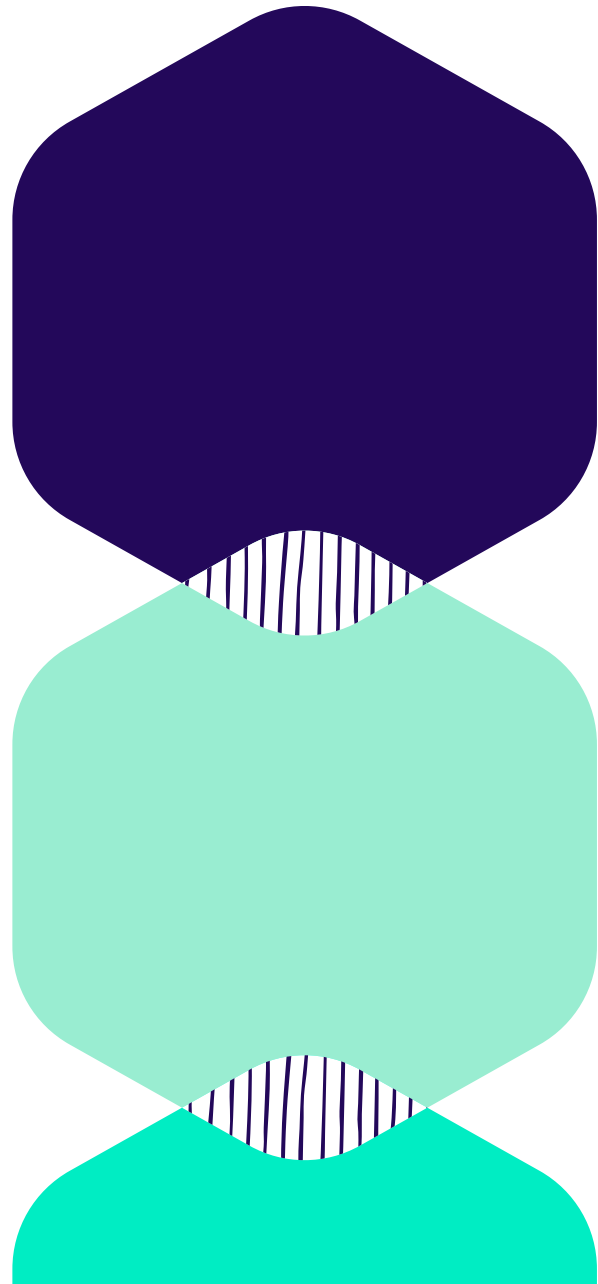
1. Knowledge base
2. Cognitive processes
3. Beliefs
4. Personal attributes
5. Professionalism
6. Interpersonal practices
7. Language practices
8. Lesson planning and preparation
9. Balancing between structure and freedom
10. Interaction dynamics
11. Pedagogic strategies
12. Assessment practices.

Using research on expert teachers and on teaching in low-income contexts, he distinguishes between generalisable characteristics, variable characteristics and characteristics that are contextually unique. Again, the importance of context and the recognition that not all competences are generalisable to all teachers is a key takeaway. Key competences and characteristics that are particularly important in the Global South include: teacher resilience and flexibility in constantly changing situations (learner attendance, lesson length and timetabling changes); advocating 'learning without fear' (reducing the fear of

punishment); and the ability of the teacher to develop in isolation due to a frequent lack of CPD opportunities. Using ICT and organising group work are likely to be less important in many Global South contexts.

Conclusions for RQ3

Competence frameworks do not always define competence, but the term generally includes **attitudes, skills, knowledge and values (ethical and moral)**. Competences are **dynamic** and **complex** and while some competences are generalisable, others are individual, and some are context dependent. Competence frameworks are often associated with a performative culture. Shulman's work continues to influence ideas of teacher competences, and he includes the idea of **context**, which comes through as central.



Part 4

Phase 2

Methodology

The objective of this phase was to test the findings from the desk-based research in Phase 1 with as many teachers and teacher educators as possible around the world. In order to achieve this, we designed a short questionnaire which listed the most significant findings and asked participants to state whether they thought these were important or not, or whether they agreed with our statements or not. Participants were asked to respond in terms of relevance of each item to their particular teaching and learning context, rather than their general views.

The questionnaire was designed to be quick to answer in order to maximise responses. The questions were either multiple choice or 'tick all that apply'. We avoided open questions because they increase the cognitive load and time needed to complete, but did include an option for participants to add anything else that they perceived important.

We piloted the questionnaire with both teachers and teacher educators and continued to ask people their views until we were no longer getting new suggestions. Two key changes were made based on feedback:

- rephrasing Section 3 to remove the idea that this was based on 'research' or 'evidence' so that people were not led to answer positively because they interpreted the research as 'true' and as 'fact';
- adding specific examples and explanations for various topics to make them clearer;

We also interviewed a number of people involved in teacher education to get their feedback and impressions on what has changed in teacher education and, for those who are familiar with the framework, ask how it works for them.

The questionnaire was sent out through a number of different channels.

The British Council's own email list of teachers and teacher educators signed up to receive regular updates on British council events. This list has 39497 subscribers.

The Teacher Voices: Professional Development group on Facebook, which has 12.4K members.

Teachers Research! Facebook group with 8.6K members.

WhatsApp groups

Social media groups sent to	Numbers
CINELTA (Côte d'Ivoire)	187
ELT National Coordinators (Côte d'Ivoire)	100
NAETSA (South Africa)	112
The World in your classroom (Guinea Bissau)	94
West and Central Africa Conference (Various countries)	785
English Workshop (Benin mainly, but many people from other countries, too)	1016
WhatsApp Teacher Education Group	582
Vocabulary Group	192
Senegal Teacher Trainers	41
Total	3109

Telegram groups

Teachers group	3200
Africa ELTA	326
Ethiopian groups	400 +
Total	3926

Analysis

All data was downloaded to an excel spreadsheet. Data was cleaned (e.g. non-responses for a particular item were deleted, countries were unified in spelling).

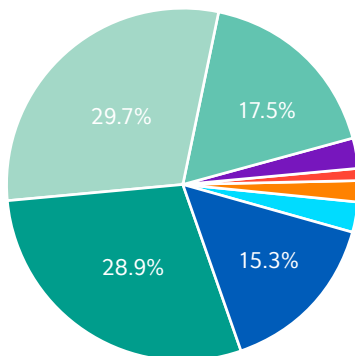


Findings - demographics

We stopped collecting data on 12 February 2024, by which time we had received 1037 responses. There were responses from 115 different countries. The word cloud on the right shows some of the key countries from where we had the largest responses.

There is also a broad range of ages, which are clustered around age groups, as you might expect in a typical working population.

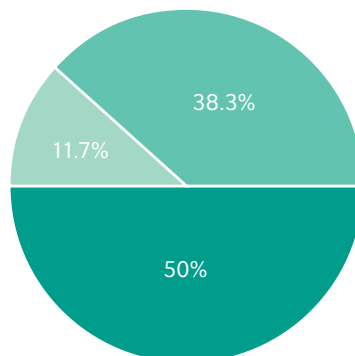
Which age band are you in?
1,030 responses



- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 and over

71.2% had been in teaching for over 10 years, which means that they have an overview of the period we were looking at in the review. 65.9% of the respondents identified as female reflecting the reality of the profession, 50% are teachers, 38.4% teacher and teacher educators.

What is your role?
1,011 responses

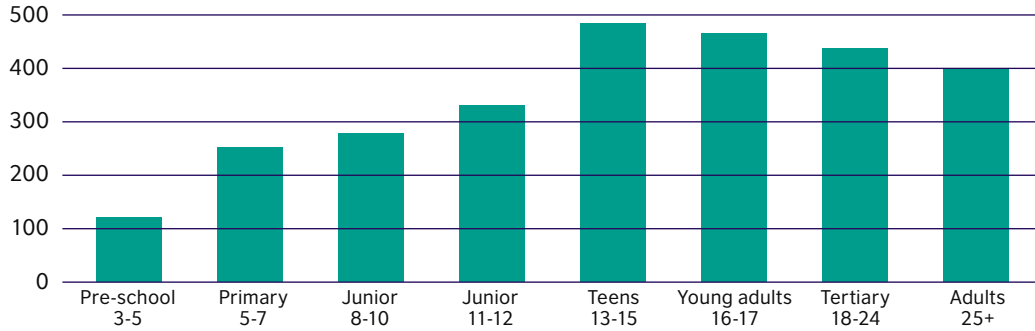


- 50% - I am a teacher
- 11.7% - I am a teacher educator - I formally support teachers with their professional development
- 38.3% - I am both a teacher and a teacher educator

There is also a broad spread of different teaching contexts. People could select more than one context, so this has affected the numbers in Figure 2.



Figure 2 Teaching contexts



Consensus around changes in teaching

The importance of topics for teachers

This question asked respondents to say how important they thought the topics identified in phase 1 were for teachers in their particular context.

Table 11 combines the responses for ‘very important’ and ‘important’ to show overall consensus and non-consensus (not important) for each topic.

Table 11 Overall importance of topics important for teachers today

Topic	n=	Very important and Important %	Not important %
Inclusive of all learners	1034	99	1
Provide formative feedback	1033	99	2
Use new technology-based pedagogies	1034	97	3
Use real world scenarios	1030	97	2
Develop own technology skills	1032	97	3
Develop global citizenship	1032	96	3
Behaviour management	1027	96	3
The role of other languages	1029	95	4
Use critical pedagogies	1033	91	7
Teach critical digital literacy	1028	91	7
Teach employability skills	1027	91	7

All topics score over 90% in importance, suggesting that all of these topics should be included in the revised framework.

Table 12 gives more detail on the percentages for each topic in the same order as Table 11.

Overall consensus in percentages (rounded up or down to the nearest whole number).

Table 12 Consensus on importance for teachers of these topics

Topic	n=	Very important %	Important %	Not important %	Not sure %
Inclusive of all learners	1034	80	19	1	<1
Provide formative feedback	1033	77	22	2	<1
Use new technology-based pedagogies	1034	68	29	3	<1
Use real world scenarios	1030	77	20	2	1
Develop own technology skills	1032	69	28	3	<1
Develop global citizenship	1032	76	20	3	<1
Behaviour management	1027	70	26	3	1
The role of other languages	1029	60	35	4	1
Use critical pedagogies	1033	61	30	7	2
Teach critical digital literacy	1028	62	29	7	2
Teach employability skills	1027	59	32	7	2

Things that teachers need to do

The next section asked participants if they agreed, disagreed, or were not sure about things that teachers might need to do based on the above topics.

Table 13 shows the percentages¹² of respondents who agreed and disagreed with each topic. The table is ordered in descending order of those who agreed with the statement.

Table 13 Topic agreement around things that teachers need to do

Topic	n=	Agree %	Disagree %	Not sure %
Adapt and create inclusive lesson materials	1031	94	3	3
Develop students social and emotional learning	1025	93	4	3
Identify and include contextually appropriate tasks based on real world scenarios	1027	93	5	9
Use digital technologies to support teaching and learning	1028	92	6	2
Use assessment for learning	1023	91	5	4
Develop translanguaging skills	1031	90	3	7
Identify and include relevant work-related skills	1022	88	7	5
Develop supportive behaviour management skills	1025	88	8	4
Understand and plan for the linguistic background of students	1024	87	6	7
Understand and plan for the cultural background of students	1021	87	7	6
Identify and include global issues	1021	86	7	7
Develop students' digital literacy	1028	86	8	6
Explore context-appropriate new developments in technology	1031	84	7	9

Adapting and creating inclusive materials has the highest agreement (94%), which aligns with the topic considered to be of most importance for teachers today above. Six topics have an agreement of 90% or more, with the remaining seven topics having an agreement of 84-89%. This suggests that all of these topics should be included in the revised Framework.

Table 14 shows the level of disagreement with each of the topics in relation to things teachers need to do.

¹² Rounded up or down to the nearest whole number.

Table 14 Disagreement from most disagreement to least

Topic	Disagree
Develop supportive behaviour management skills	8
Develop students' digital literacy	8
Identify and include relevant work-related skills	7
Understand and plan for the cultural background of students	7
Identify and include global issues	7
Explore context-appropriate new developments in technology	7
Use digital technologies to support teaching and learning	6
Understand and plan for the linguistic background of students	6
Identify and include contextually appropriate tasks based on real world scenarios	5
Use assessment for learning	5
Develop students social and emotional learning	4
Adapt and create inclusive lesson materials	3
Develop translanguaging skills	3

There was least disagreement with the need for teachers to develop translanguaging skills (3%). The most disagreement was with developing supportive behaviour management and developing digital literacy (8% each). As this is still below 10%, the majority of participants believe teachers should do these things.

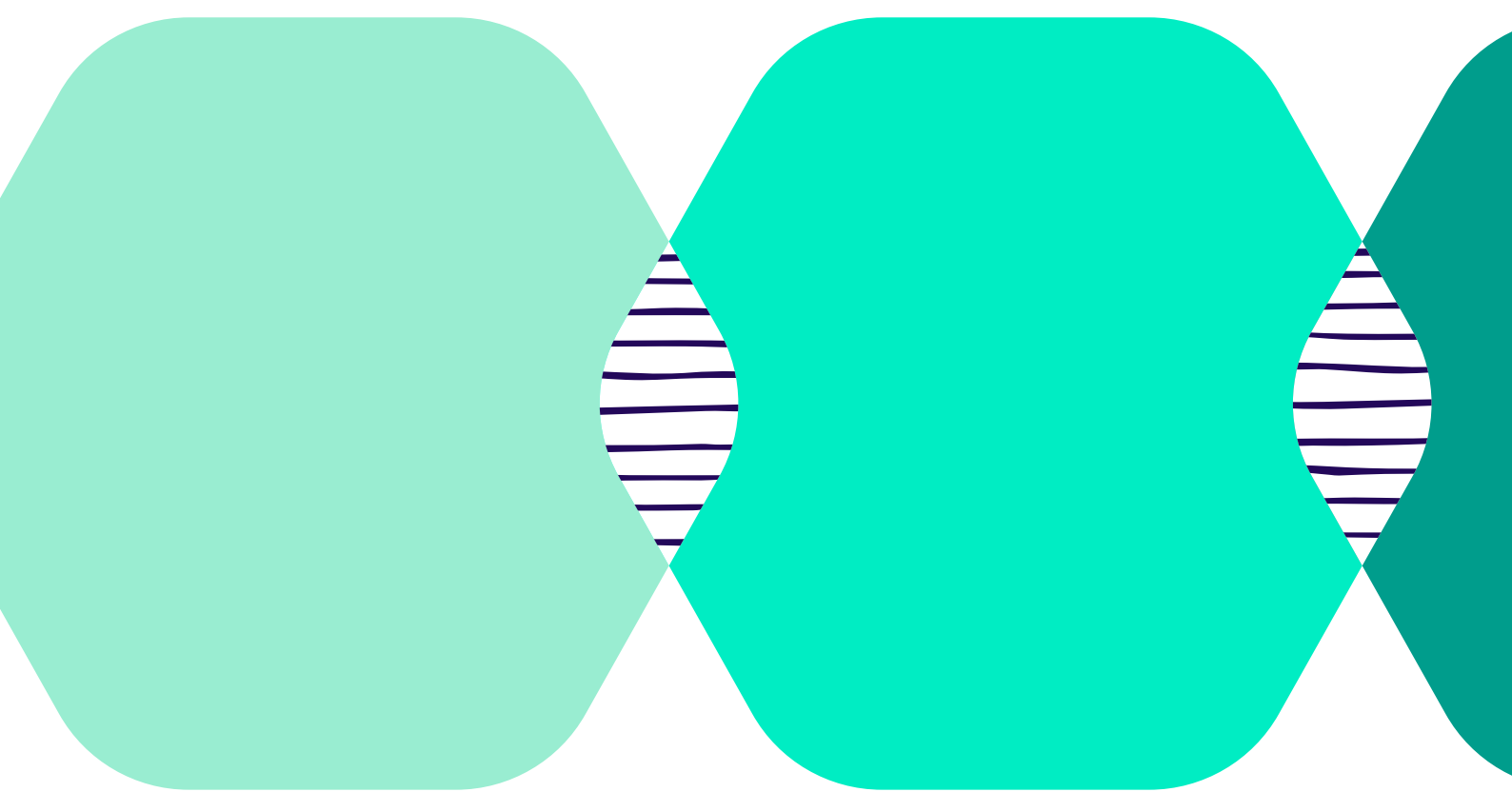


Table 15 shows the number of respondents in descending order who were not sure about how important these topics are for teachers to do.

Table 15 respondents who were not sure about the importance of these topics for teachers today

Topic	Not sure
Explore context-appropriate new developments in technology	9
Identify and include contextually appropriate tasks based on real world scenarios	9
Identify and include global issues	7
Understand and plan for the linguistic background of students	7
Develop translanguaging skills	7
Develop students' digital literacy	6
Understand and plan for the cultural background of students	6
Identify and include relevant work-related skills	5
Develop supportive behaviour management skills	4
Use assessment for learning	4
Develop students social and emotional learning	3
Adapt and create inclusive lesson materials	3
Use digital technologies to support teaching and learning	2

It would seem that while almost all participants believe that teachers should use digital technologies to support teaching and learning (2% unsure), there is a larger number (9%) who are unsure about the need for the teacher to explore new context appropriate technologies. The results do not explain this difference: it may be because participants do not have access to new digital technologies; or are not sure if it is the role of the teacher to do this; or they did not fully understand the statement; or some other explanation. The other topic that participants were most unsure about is using contextually appropriate tasks based on real world scenarios (9%). Again, this may be for several reasons including it not being seen as relevant in their particular context or not fully understanding what this statement meant.

For more information about each individual topic, see Appendix C.

Additional topics

Participants were also asked if they felt anything was missing from the list and added their ideas in an open question. Data was exported to an Excel spreadsheet. Answers that clearly had nothing to add (e.g. No, all is good) were deleted. Some answers were requests for training on different issues (e.g. an advanced course in psychology and phonology), and others, requests to visit the UK. These were also deleted. The remaining answers (192) were grouped thematically to identify any topics missed by the desk-based review.

Some topics already covered in the questionnaire were confirmed. The most significant of these was Artificial Intelligence, with 21 respondents adding this. Other areas with multiple responses were issues around inclusion and diversity, social and emotional learning, 21st century skills, assessment, teacher and learner well-being, different literacies, gender issues, and global issues. Awareness of learners' linguistic backgrounds was also mentioned.

Topics mentioned, which were not included in the survey because they were already in the framework and not identified as new trends, include:

- Adapting and designing context appropriate resources and materials
- Collaboration with parents
- Motivating students
- Learner-centred learning
- The four skills
- Career planning
- Teacher language awareness and level

There were various areas mentioned that were not directly stated in the original or first revision of the revised framework. These can be, or could be in some cases, mapped to other elements within the different professional practices (Table 16).

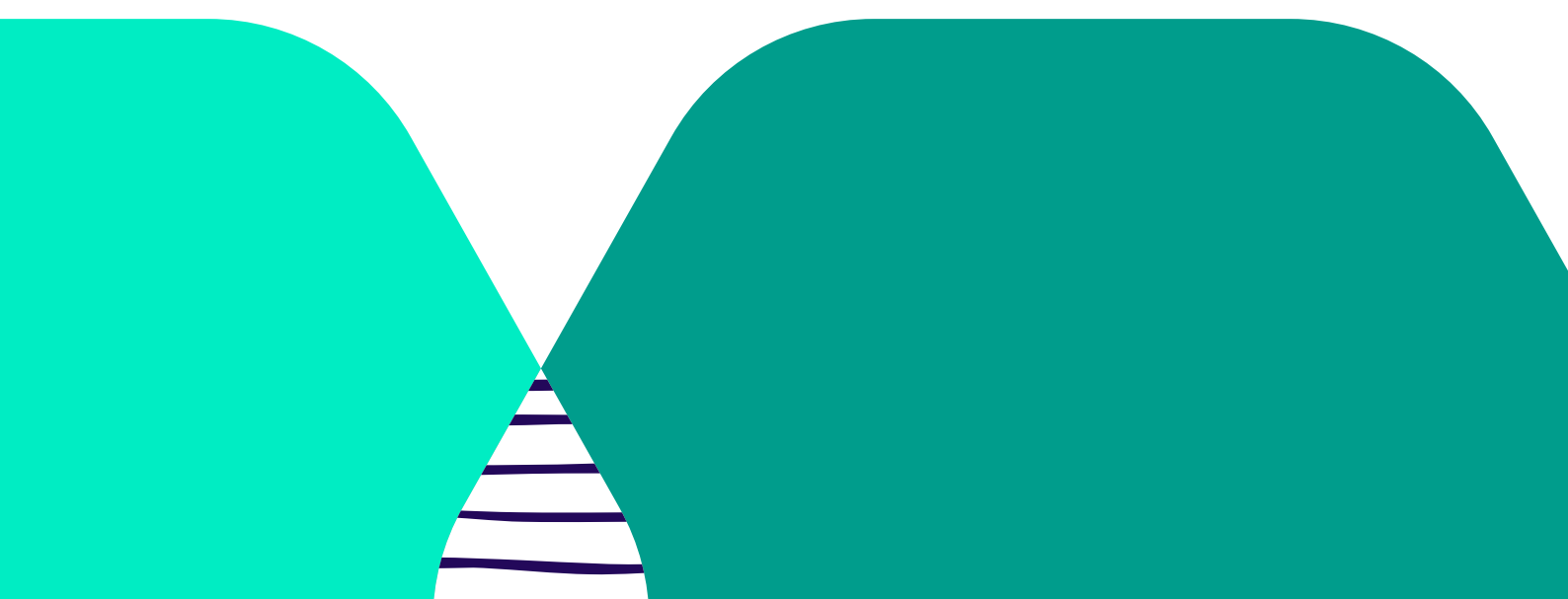


Table 16 Additional topics for teachers suggested by participants

Suggested topic	Professional Practice	Element
Intergenerational approaches	Transferable skills	Could be added to: <ul style="list-style-type: none"> global citizenship
Assessment literacy	Assessing learning	Introduction
Student leadership	Transferable skills	Developing an awareness of and proficiency in: <ul style="list-style-type: none"> student leadership and personal development
Neurodiversity	Using inclusive practices	Recognising and demonstrating what it means to be inclusive in my context
Trauma related pedagogies and approaches	Understanding my learners	Developing an awareness of my learners' diversity in relation to their: <ul style="list-style-type: none"> cultural and linguistic background social and educational background social and emotional needs special educational needs
Dealing with child abuse and children's rights	Understanding my learners	Developing an awareness of my learners' diversity in relation to their: <ul style="list-style-type: none"> cultural and linguistic background social and educational background social and emotional needs special educational needs
Financial literacy	Transferable skills	Identify and include relevant work-related skills
Managing disruptive behaviours	Managing the lesson: my actions in class	Develop supportive behaviour management skills
Mediation skills	Transferable skills	Developing an awareness of and proficiency in: <ul style="list-style-type: none"> mediation skills

Consensus around changes in teacher education

The third part of the questionnaire aimed to find out if participants agreed with the key themes highlighted in the desk-based phase with reference to teacher education (Initial teacher education, In-service teacher education, CPD). Participants were asked to state whether the broad trends and topics identified in phase 1 are:

- covered in teacher education;
- form a part of teachers' practice;
- are important for teachers today;

OR

- Think that 'none of these apply' in their context.

Participants could choose all the answers applicable to their context. For each question, various participants chose one or more of the first three options and also chose 'none of these apply'. As there is an inherent contradiction in these responses, they were deleted from the final data set for each question.

Overview of data

Table 17 gives a summary of the data, showing the number of valid responses per question and the percentage of participants agreeing that this is a currently important topic and/or forms part of teachers' practice and is covered in teacher education, and those who think it is not applicable in their context.

Table 17 Overall consensus with reference to key identified trends¹³

Topic	n=	Consensus %	Not applicable in context %
Assessment for learning	994	98	2
Teaching practice/practicum	1006	98	2
Reflective practice	1004	97	3
21st century skills	1005	97	3
Inclusion and diversity	1012	96	4
Teacher research	1009	96	4
Multi literacies	999	95	5
Social and emotional learning	998	94	6
Teacher well-being	987	92	8
Education for sustainability	995	92	8
Education for social justice	1004	92	8
Critical pedagogies	1004	91	9
Multi and /or plurilingual practices	996	90	10
Teacher professional identity	999	89	11
Artificial intelligence	994	88	12
Learner agency	981	86	14

¹³ Percentages have been rounded up or down to the nearest whole number.

The results show that there is an overall consensus that all of these topics are currently important and/or practised by teachers, and/or included in teacher education. Of the 16 topics present in the survey, 13 have a consensus of 90% or more and the remaining three 89%, 88% and 86 % respectively. This seems to indicate that all of these topics should be included in the revised framework. The topic which participants deemed least applicable to their particular context is Learner agency with 14% of participants saying this was not relevant. This may reflect the educational expectations for the learner in some contexts. There were also 12% of participants who said that AI was not applicable in their context currently.

Table 18 gives the percentage of participants who agreed with each statement for each topic, in the same order as Table 17. The percentage range is from 30-55, and the median is 45.

Table 18 Agreement for individual statements and topics

Topic	n=	This topic is covered in teacher education %	This topic is part of teachers' practice %	This is an important topic for language teachers today %	None of these apply %
Assessment for learning	994	55	49	45	2
Teaching practice/practicum	1006	55	49	43	2
Reflective practice	1004	46	50	45	3
21st century skills	1005	48	44	52	3
Inclusion and Diversity	1012	51	43	51	4
Teacher research	1009	50	42	44	4
Multi literacies	999	42	42	50	5
Social and emotional learning	998	40	43	50	6
Teacher well-being	987	37	37	48	8
Education for sustainability	995	39	38	49	8
Education for social justice	1004	39	41	50	8
Critical pedagogies	1004	36	36	50	9
Multi and /or plurilingual practices	996	35	41	48	10
Teacher professional identity	999	37	38	43	11
Artificial Intelligence	994	31	30	53	12
Learner agency	981	34	34	45	14

The topics most frequently covered in teacher education (Table 19) include Assessment for learning and teaching practice/practicum (55% each). The least covered topic is AI with only 31% of participants stating that this is a topic currently covered in teacher education. This is not surprising seeing that AI has only been around for a short period of time.

Table 19 This topic is covered in teacher education

Topic	This topic is covered in teacher education %
Assessment for learning	55
Teaching practice/practicum	55
Inclusion and Diversity	51
Teacher research	50
21st century skills	48
Reflective practice	46
Multi literacies	42
Social and emotional learning	40
Education for sustainability	39
Education for social justice	39
Teacher well-being	37
Teacher professional identity	37
Critical pedagogies	36
Multi and /or plurilingual practices	35
Learner agency	34
Artificial Intelligence	31

With regard to the topics that currently form part of teachers' practices, Reflective practice scored highest with 50% and AI again scored lowest (30%) (see Table 20). All but one of these topics (Reflective Practice) score less than 50%, suggesting that there is work to do in teacher education programmes, so that more teachers can incorporate these practices, where relevant, into their teaching.

Table 20 This topic is part of teachers' practice

Topic	This topic is part of teachers' practice
Reflective practice	50
Assessment for learning	49
Teaching practice/practicum	49
21st century skills	44
Inclusion and Diversity	43
Social and emotional learning	43
Teacher research	42
Multi literacies	42
Education for social justice	41
Multi and /or plurilingual practices	41
Education for sustainability	38
Teacher professional identity	38
Teacher well-being	37
Critical pedagogies	36
Learner agency	34
Artificial Intelligence	30

In terms of the topics considered important for teachers today, AI came top with 53%, whereas teaching practice or practicum and teacher professional identity were deemed the least important with 43% each (Table 21). There are seven topics that have a 50% or more agreement, the remaining nine scoring less than 50%.

Table 21 This topic is important for language teachers today

Topic	This topic is important for language teachers today (%)
Artificial Intelligence	53
21st century skills	52
Inclusion and Diversity	51
Social and emotional learning	50
Multi literacies	50
Education for social justice	50
Critical pedagogies	50
Education for sustainability	49
Multi and /or plurilingual practices	48
Teacher well-being	48
Reflective practice	45
Assessment for learning	45
Learner agency	45
Teacher research	44
Teaching practice/practicum	43
Teacher professional identity	43

Table 22 shows the percentage difference between the topics respondents considered important for language teachers today and their inclusion in teacher education in descending order of percentage difference.

Table 22 Percentage difference between topics considered important for teachers today and their coverage in teacher education.

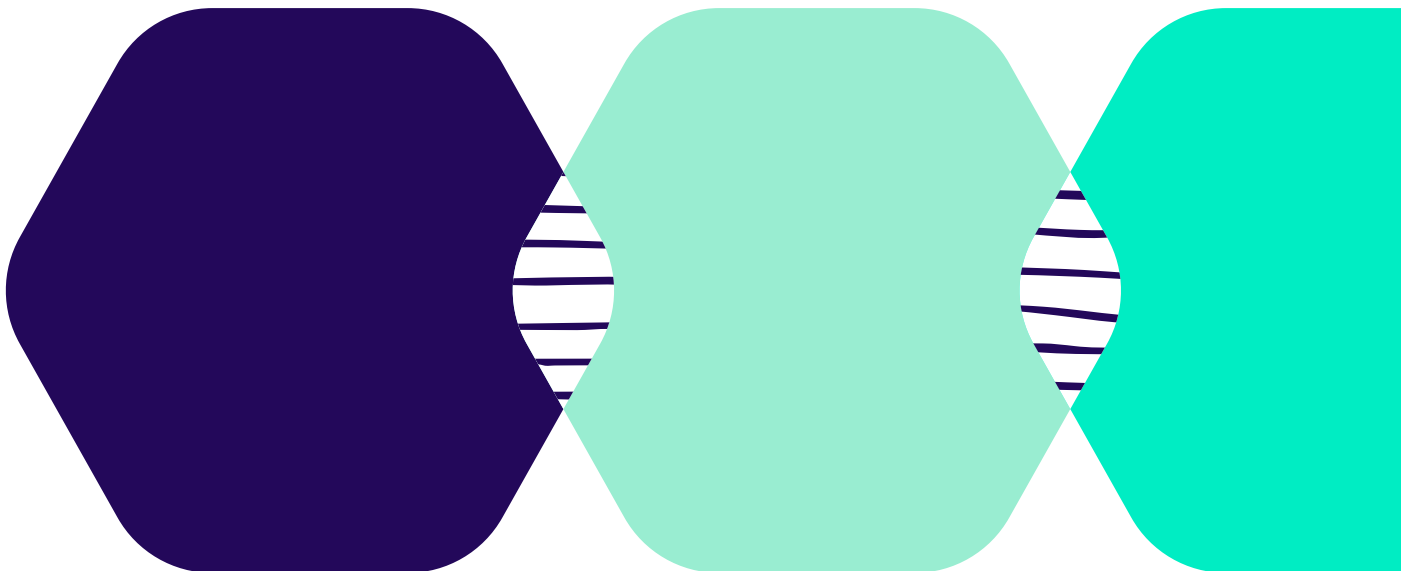
Topic	This topic is important for language teachers today (%)	This topic is covered in teacher education %	Percentage difference
Artificial Intelligence	53	31	22
Critical pedagogies	50	36	14
Multi and /or plurilingual practices	48	35	13
Education for social justice	50	39	11
Teacher well-being	48	37	11
Learner agency	45	34	11
Social and emotional learning	50	40	10
Education for sustainability	49	39	10
Multi literacies	50	42	8
Teacher professional identity	43	37	6
21st century skills	52	48	4
Inclusion and Diversity	51	51	0
Reflective practice	45	46	-1
Teacher research	44	50	-6
Assessment for learning	45	55	-10
Teaching practice/practicum	43	55	-12

Table 22 suggests that **six** of the topics that scored 50% or more in terms of importance are not covered to the same extent in teacher education. The most notable of these is AI (with a difference of 22%) which as stated above, is a very recent addition to the digital technology field. The other five topics are Critical Pedagogies (14% difference), Education for Social Justice (11%), Social and Emotional Learning (10%), multiliteracies (8%) and 21st century skills (4%). Four topics have a negative percentage indicating that although these topics are covered in teacher education, they are not seen as so important by respondents (Reflective practice (-1%); Teacher Research (-6%); Assessment for learning (-10%) and Teaching practice (-12%)). Inclusion and diversity has a 0% difference indicating that this is covered to the same extent as its importance.

Table 23 shows the percentage difference between the topics respondents considered important for language teachers today and their inclusion in teachers' practice in descending order of percentage difference.

Table 23 Percentage difference between topics considered important for teachers today and inclusion in teachers' practice

Topic	This topic is important for language teachers today (%)	This topic is part of teachers' practice (%)	Percentage difference
Artificial Intelligence	53	30	23
Critical pedagogies	50	36	14
Education for sustainability	49	38	11
Teacher well-being	48	37	11
Learner agency	45	34	11
Education for social justice	50	41	9
21st century skills	52	44	8
Inclusion and Diversity	51	43	8
Multiliteracies	50	42	8
Social and emotional learning	50	43	7
Multi and /or plurilingual practices	48	41	7
Teacher professional identity	43	38	5
Teacher research	44	42	2
Assessment for learning	45	49	-4
Reflective practice	45	50	-5
Teaching practice/practicum	43	49	-6



Both AI and Critical pedagogies again have the biggest percentage difference (23% and 14% respectively) between the perceived importance for language teachers today and their inclusion in teachers' practice. Thirteen topics have a positive percentage difference, suggesting that while these topics are considered important, there is less evidence of their inclusion in teachers' practice.

Of the 16 topics presented in the survey, only three are deemed as more prominent in teachers' practice than they are important: Assessment for learning (-4%); Reflective practice (-5%); and Teaching practice (-6%).

For more information about each individual topic, see Appendix D.

Additional topics

We asked at the end of the teacher education section whether there were any topics that the respondents thought were missing from the survey. There were 341 responses to this question. The data were cleaned to exclude various forms of response that indicated that the respondent did not think there was anything new to add, there were 202 of this type of response, leaving 139 responses to analyse. The responses were grouped into themes.

A good number of the requests for additions were items already mentioned in the survey. The most common of these was Artificial Intelligence (five mentions). Other specific issues also related to technology that were raised, included blended learning, access to equipment and one mention of robots. An additional topic that might be included within the topic of teacher well-being was bullying. Five people use the term 'mental health' rather than well-being. There were a few mentions of specific classroom practices like dictation and grammar, and one person raised dyslexia awareness training for teachers. There were four mentions of what might be summarised as, "Avoid identity politics -- stick to the basics."

None of the remaining mentions are what might be described as new areas for inclusion.

Final reflections

It is important to highlight the context of this review and the purpose for which it was undertaken. The British Council CPD Framework is intended to be a relevant and useful tool for English language teachers and those who teach other subjects through the medium of English in different countries, working in different educational systems and under different educational policies, in different situations and contexts within those countries, and with different training and educational backgrounds. The CPD Framework needs to work in many different contexts and for many different audiences.

The importance of the context of teaching and learning was highlighted throughout phase one. This suggests that understanding one's teaching and learning context is a basic part of developing one's practice. The desk-based review also highlighted the interaction between context, and the skills, attitudes and knowledge that a teacher might need to develop. It suggested that these are not necessarily all generalisable to all contexts, but might differ between contexts. This implies that it might be counter-productive to design a one-size-fits-all framework. Rather, a framework that is dynamic, flexible and adaptable to a wide variety of audiences, in a wide variety of contexts would seem more appropriate.

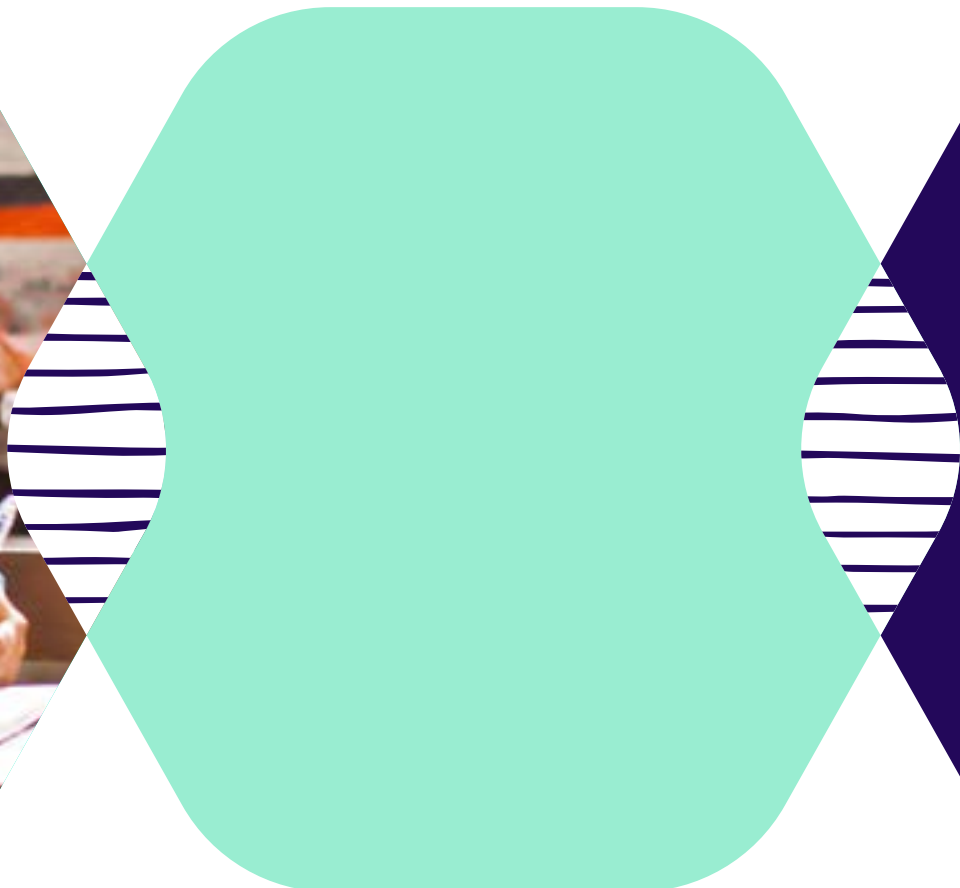
Phase one reviewed some of the current teacher competence frameworks, which generally focus on what a teacher should be able to do, the knowledge they should acquire, and the values and attitudes they should develop. Teacher competence was recognised to be dynamic and although the prevailing performative culture in many contexts suggests a product-focussed approach to professional development, there is an increasing focus in the research literature on the life-long and collaborative process of teacher learning.

Phase one also highlighted the interconnections and interrelationships between many of the themes and topics that were identified, for example inclusion is often connected to cultural and linguistic diversity, and digital technologies are connected to many different areas of the framework. This suggests that the professional practices, rather than being seen as discrete items that can be developed in isolation, should be conceptualised as a dynamic, interrelated set of practices.



Although the focus of the desk-based review was not on how ELT and ELTE have changed since the pandemic, it is clear that issues such as teacher and learner well-being and the need to increase teachers' digital skills are growing in importance. Again, this suggests the need for a CPD Framework that is dynamic and flexible and perhaps even organic, so that it can meet the growing and changing needs, some perhaps as yet unknown, of teachers in the coming years.

Although the survey results suggest that all of the topics should be included in the revised CPD Framework, it also reveals some differences between the areas that the participants consider to be important, and those which form a part of teachers' practice and /or are included in teacher education (pre-service, in-service and CPD). This suggests that the CPD Framework has a potential role in helping individuals and collectives identify areas for development and plan their own personal CPD and teacher education programmes that will enable these areas, where relevant and appropriate to the context, to become more embedded in teachers' practices.



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Appendices

Appendix A: A list of abbreviations

AFL	Assessment for Learning
AI	Artificial Intelligence
AR	Augmented Reality
BANA	Britain, Australia and North America
CEFR	Common European Framework of Reference for Language
CLD	Culturally and Linguistically Diverse
CLIL	Content Language Integrated Learning
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
EAL	English for Academic Purposes
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ELTPD	English Language Teacher Professional Development
EMI	English Medium Instruction
ELTE	English Language Teacher Education
EPG	European Profiling Grid
GenAI	Generative Artificial Intelligence
HE	Higher Education
ITE	Initial Teacher Education
LTI	Language Teacher Identity
MOOC	Massive Open Online Course
NEST	Native English Speaking Teacher
NNEST	Non-Native English Speaking Teacher
NNS	Non-Native Speaker
NS	Native Speaker
SLA	Second Language Acquisition
TESOL	Teaching English to Speakers of Other Languages
TBL	Task-Based Learning
VR	Virtual Reality
WTC	Willingness To Communicate

Appendix B: Detailed content of the themes identified in Table 3

Assessment and feedback: self and peer assessment, on articles, speaking tests, and ELF, and TBL, IELTS speaking test, and teachers. Teacher emotional labour and assessment, rater individual differences, classroom-based, high-stakes, learner-oriented assessment, and standards, dynamic assessment of writing; for placement, student engagement with feedback, dynamic assessment, local placement tests, feedback literacy for writing teachers, cumulative tests for vocab learning, assessment literacy (learner involvement), written corrective feedback, and motivation. Written corrective feedback and learner autonomy, literary portfolio for summative assessment, impact of standardised English tests, interactive written teacher feedback, AntConc software for feedback, evaluating paired tasks, written corrective feedback, classroom assessment and oral performance.

Classroom strategies: decolonizing classroom discourse, learner journals, peer-tutoring, motivational strategies, homework, learner centeredness, learner initiated interactions, visualisation tasks, peer review in Japan, peer feedback, humour. Roleplays, storytelling and WTC, humanising classroom management as a core practice in multilingual classes; elicited imitation, visualisation for WTC, learning through art, reflective discussion, teacher self-disclosure, memes to teach critical enquiry, using comic strips, CLT, humour competence training, community based service.

Content based education, EMI, CLIL: key concepts EMI, EMI and EAP, EMI and HE, EMI and Arts Students, EMI in China, podcasts in Japan to support CLIL, EMI and impact on ELT, CLIL - student perspectives, CLIL and ELF, EMI and teacher challenges, questioning in CLIL classrooms, EMI among primary learners in Africa, CLIL elitism, Google translate, EMI and language development, disciplinary language,

Classroom interaction and CLIL, content teacher language development, CLIL for Science and engineering, Science and multilingual learners, content materials for science, EMI and EAP teacher collaborations, CLIL and employment, rethinking instructional practices, writing learning objectives, discipline specific writing, geospatial technology to teach language and content.

Curriculum, Coursebooks/materials

development: Critical thematic units that relate to linguistic and cultural identity, CEFR and local pedagogies or framework, a languaging curriculum, Global Englishes and National Curriculum in China, Nicaraguan coursebook, heteronormativity, local grammars in materials design, race, Japanese social groups not represented in materials, curriculum reform and teacher identity, bottom-up curriculum development and global englishes, TESOL Teacher standards US. Evaluating coursebooks, for interactional repertoires, and teacher identity, designing activities, authentic tasks for ICT students, teacher-based materials development, constructing a critical ELT curriculum, virtues based curriculum, readability and question types on Chilean textbooks.

Englishes, Global, ELF, EIL (Global Englishes awareness raising for TE, speech recognition, ELF, translanguaging, languaging curriculum, English as a 'glocal' language, China Global English, ELF and pronunciation, ELF and ELT, ELF and CLIL, ELF and TBL, English as a Multilingua Franca (EMF), ELF and business English, ELF and writing materials, ELF and 'neutral' English. Student teacher perceptions of Global Englishes, legitimising Filipino English to Japanese learners, Accent work of Teaching Assistants, perceptions of Global Englishes, and curriculum development, ELF, Glocalizing in a world Englishes and ELF context, accent and listening, Global Englishes in a writing course, varieties and registers.

ESP, EAP, Academic English: EAP and assessment in digital age, sources, EMI and EAP, legal course, EAP and notetaking, teacher talk, reading circles, freewriting, terminology, student perceptions in HE. EAP and socialisation in HE, EAP and nationhood, culture, English for publication, academic reading, evaluating sources, construction based instruction, tourism, writing, discipline related vocab., constructing alternative narratives of Islam and democracy. Academic listening, developing infographics, literacy autobiographies to develop writing, classroom-based essays, source choice in writing, EAP and EMI teacher collaborations, EAP

photovoice, peer review of writing, EAP and poetry to build critical thinking, teaching legal rights, sources and plagiarism, students course selection criteria, language skill priorities, academic words for multidisciplinary learning, peer collaborative writing, ESP vocab, note taking.

Grammar: users rather than learners, spoken grammar, affixes, conditionals, teacher practices.

HE: decolonizing short intensive EAP courses, multilingual settings and EMI, China and EMI, WTC China, language tandems, EAP, sustained flow, digital literacy development, linguistically responsive instruction (in various contexts), changing practices, plagiarism, hosting study abroad students, MA TESOL students as volunteers, short English courses and neoliberalism, plurilingual instruction, successful writing, immersive vs non-immersive approaches, working with undocumented students, self perceived writing needs. Academic integrity in writing with AI apps, machine translation, picture books to support cultural transitions, student perspectives on translanguaging in writing, intercultural competence approach to writing, multistate analysis in US of placement and content, debate, faculty and student perceptions of level, poems to welcome international students, collaborative reading in China.

Inclusion: stop erasing queer lives, sexuality, gender, disability and ableism, special needs online, race and disability, inequality in bilingual programmes, Chinese minority ethnic learners, queer Ts and Ss, equity in bilingual programmes + social justice (various), dyslexic learners Sri Lanka, and authenticity, SEN and TBL, applied theatre with refugee students, learning disabilities. Equity literacy, community cultural wealth for C&LD Ss, newcomer ELs, Ss with interrupted formal education, equity for emerging bilinguals, restorative and community-based practices for social justice, social justice for learners through teacher advocacy, Queer identity inclusion in Vietnam, using wordless picture books with immigrant families, CLD ss, long-term ELs and special needs, of Bhutanese immigrants in Australia, and academic language. Intercultural and pluricultural (choosing culturally appropriate texts for bilingual refugee learners, ethical issues in intercultural education, ICC values. Storytelling, intercultural dialogue and peace, intercultural competence through talking about indigenous peoples, intercultural competence approach to writing, culture in community based adult ESOL.

Global issues: Environment, social justice, sexuality education, LGBT, wellbeing as socially situated. Social justice education and anti-oppressive digital spaces, ELT for social justice (SI), graphic novels and social justice, teacher advocacy for social justice for learners, access to the legal system US, trauma in the classroom.

Literacies: critical literacies, critical visual literacies, digital literacies, academic literacies, literacy competences and the CEFR. Digital literacies in TESOL, critical digital literacies, biliteracy for bilingual students, sexual literacies (implied), literacy growth in bilinguals. Literacy interventions, literacy workshops for immigrant and refugee Ss, critical global literacies, biliteracy and the critical, digital literacies, picture books and literacy in rural Taiwan.

Multiple language use in ELT: Heritage Languages Pedagogy, multilingual, translanguaging approaches to writing, translanguaging, plurilingual practices, multilingual practices in Lebanon, multilingual HE, translanguaging arts-based practices, translanguaging and participation, EMF. Bilingual education, bilingual learners, translanguaging, Singlish as a pedagogical resource, and identity, translanguaging, writing and identity, linguistic microaggressions, multilingual writers, linguistically responsive instruction, multilingual learners and disability, translanguaging and emotions, translanguaging approaches to writing, from codeswitching to translanguaging in LTE, Linguistic and cultural collaboration, language use in the classroom, plurilingual instruction HE, equity in bilingual programmes (various), first language loss (Maldives), translanguaging approaches to literacy, multilingual resources for immigrant writing, multilingual interactions, critical translanguaging approaches, translanguaging in English only schools, and policy, scaffolding bilinguals. Translanguaging storytelling for peace, and Science, art museums as translanguaging spaces, bilingual vocab. assessments, L1 use in pairwork, L2 to teach L2, structured learning for bilinguals, dual language approaches, translanguaging identities, promoting multilingualism, hybrid language practices, scaffolding for translanguaging.

NEST and NNESTs: and colonality, and Teaching assistant training, student perceptions, NEST and NNESTs in Korea. Identity and nativeness in Japan, indigenous Ecuadorian NNESTs identity, becoming a NNEST teacher, redressing the balance, disconnections between research and practice with NESTs - it is complex, disrupting native speakerism, language development, and translanguaging

identities, inequity in job adverts in Saudi Arabia, discriminatory job adverts in Colombia, NNESTs identity, NNS writing.

Online, mobile and blended learning (trainer beliefs, coping with challenges in Covid, boredom in online learning. Anxiety and online learning, special needs, teacher as pedagogical mentor, blended speaking in Viet Nam, emergency and remote teaching, online learning and the flipped classroom, collaborative teaching and remote learning, Covid (various), mixed proficiency dyads.

Pedagogies: decolonial pedagogies, Heritage Languages Pedagogy, critical pedagogies, antiracist pedagogies, LGBT+ pedagogies, queer pedagogies. Critical language teaching pedagogies in areas of insecurity and nationalism (Brazil), critical pedagogies in a time of resurgent nationalism, translanguaging pedagogies, queer pedagogies in LTE, translanguaging pedagogies in rural areas (US), natural pedagogy, functional linguistics pedagogy. Restoration and peace building pedagogies, critical pedagogies, anti-racist, translanguaging pedagogy, anti-racist, heritage language pedagogies and technology to decolonize classroom.

Policy: and challenges of innovations, and communicative competence in Japan, bilingual/plurilingual education in Canada and equity, immigration law and migrant students, and multilingual classrooms, developing core practices. Federal policies on classifying language learners, federal requirements for defining LLs, positioning learners through term EL (US).

Pronunciation/phonetics: and ELF, board games. Teacher training and cognition, comprehensibility training, prosody, phonology for listening, lexical stress, rhythm, using OneNote.

Race (Black lives matter, in Brazil. Race in textbooks, immigrant mothers becoming ELTs, racism and language. Racial identity of ELTs in Korea, race, identity and neo-nationalist discourse, Islamophobia, critical race theory with whiteness and disability, racial inequality in teacher recruitment in Thailand, production of raciolinguistic categories, raciolinguistics, Xenophobia and white nationalism, supporting refugee students, anti-racist pedagogies, racio-linguistic perspectives on BLM, white working class teacher identities, IDE through a racial lens, black teacher identity.

Research-pedagogy nexus, TR and LR (exploring classroom ideologies through EP, learner research, AR on compensation strategy, community-based

PAR for needs based ESOL course, writing for publication, researching multilingually, lesson study in HE, humanising research by encouraging more practitioner research, CAR, translanguaging through teacher-researcher research, AR, evolving the TESOL-research nexus, teacher informed research, Lesson Study, alternative publication, Lesson Study, AR for literacy, from theory to practice, Lesson Study in Turkey.

Skills: reading, writing, speaking, listening) (dialogic questioning, listening, writing, reading to learn, extensive reading, note taking, peer feedback, genre based pedagogies. Successful students strategies, fluency and correction, listening and phrasal verbs, writing and topic familiarity, case analysis genre, video-mediated writing, reading comprehension for bilinguals, roleplay for speaking, fluency in listening, oral argumentation, paraphrasing, reading comprehension. Drama for reading, textual cohesion for advanced learners, reading lists, extensive reading, online writing labs, infographics in writing classes, collaborative writing, reading comprehension and motivation, flipped lesson email etiquette, ESP and service learning, using historical fiction, pragmatics.

TBL: PBL and ELF, and assessment, PBL and technology, task repetition and fluency. task preparation, and drama, multimodal semiotic resources, task design vs task performance, emergent leadership, and SEN, and frame semantics, PBL in Japan, authenticity of TBL in China, selecting tasks.

Teacher PD (complaining in reflective practice, Teacher Associations, reading groups, emotional labour, gender awareness, reflection, study abroad, teachers perceptions of PD, in primary. Understanding learners, content teachers' language development, reflection, use of technology for CPD, online self and peer assessment for CPD, support programmes, PD in Tanzania, critical incidents fro PD, Iran, video for teacher responsiveness to emergent bilinguals, reflective practice, team learning - teacher as learner.

Teacher related issues (self-efficacy, agency and washback, motivation, wellbeing during Covid-19, images of self, belonging. Identity, assessing teachers, sociocultural relevance of being an ELT (Iran), precarity, identity, identity in contexts of minoritized language learners, bilingual teachers and nationalism, transnational identities, linguistic citizenship, teacher grit ("perseverance and passion for long-term goals"), self-talk, self-efficacy, identity ,

leadership. Identity in war, identity construction Afghanistan, teacher agency for justice related work, teacher identity in China, freelance teachers, LT identity (SI) - volunteers, autoethnography, novice, multiple intelligences.

Teacher training/education (trainer beliefs, design-base approach, writing exchange, study abroad, synchronous peer observation, and ELF, teacher reticence in China, critical thinking, online collaboration, support for NQTs, teaching practice on MAs, CELTA and reflection. Modelling plurilithic approaches, study abroad, material design, professional identity, educator expertise, queer pedagogy, from codeswitching to translanguaging, LTE and identity development, responding to local needs, practice-based, transitioning from MA to classroom. Evaluating pre-service TT materials, developing LT identity through photos, use of technology for LTE, translanguaging simulation, analysing stereotypes through poems, enacting a critical translingual approach, multimodal vocab instruction, reflection through video, practice-based approach to MA TESOL, creativity in online practicum, impact of language proficiency on pedagogical knowledge, identity exploration, teacher educators identity, critical transparent pedagogies in TEd, volunteers, identity-oriented TEd.

Technology/digital: podcasts, digital multimodal composing, affinity spaces, screen capture, VR -second life, multimodality, mobile instant messaging, digital games, social robots, video production, teacher created content - podcasts, WhatsApp, machine translation, synchronous video communication, teacher and learner created video content, multimodal composing, Chatbots, Informal Digital learning of English, AR, and Shakespeare. Computer generated schema for conceptual understanding, and PBL, AI, digital language learning, anti-oppressive digital spaces, Google translate for writing, digital storytelling with refugees, multimodal composing, VR, video mediated writing, transnational and transmodal communication, multimodal composing, speech recognition software, discipline specific TV programmes, task-based digital learning, mobile AR, online media creation and motivation, multimodality. Multimodal translingual storytelling for peace, machine translation, peer podcasting, technology standards for TESOL, digital multimodal composing, subscription video for informal LL, film dubbing, YouTube, Facebook as a virtual Whiteboard, and Covid, online writing labs, heritage language pedagogies and technology to decolonize classroom, duolingo

for homework, ss multimodal reflections, WhatsApp for vocab learning, geospatial technology to teach language and content, using OneNote.

Teenagers/secondary: and affinity spaces, reading to learn, storyline for speaking, digital storytelling, linguistic and cultural collaboration, multiple language use, biliteracy in reading comprehension, multilingual interactions, strategies for self-regulated learning. Queering EFL literature class in China, third culture kids in international schools, Socratic circles x2, critical global literacies, affinity spaces, advocacy, Thinkingmaps for reading, CLT in rural Ukraine.

The learner: motivation, beliefs, autonomy, identity development and social justice. Investment in learning in Afghanistan, reticence of female Saudis, motivation, digital identities, linguistic and cultural identities, writing identities, CLD learners, motivation and behaviour, refugee identities, investment in learning. motivation, self-regulated learning, moral values and behaviour, non-participation among Saudi females, shame in certain contexts, self-efficacy and support in Hong Kong, LL strategies, motivation in female adult ESOL Ss, English for empowerment of women in Turkey, the importance of interpersonal relationships, autonomy in Turkey.

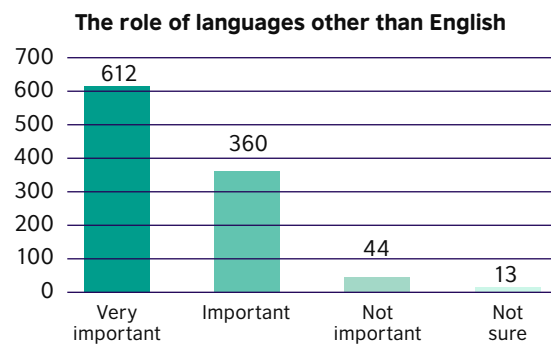
Vocabulary and lexis (corpora included here): and subtitles, corpora, collocations. Quizzes, collocations, derived words, teacher beliefs, linguistically diverse science students, formulaic expressions, comprehension in listening, coping strategies, multimodal glossing, lexical coverage, formulaic sequences, vocabulary size and writing, phrasal verbs, vocab uptake, lexico-grammatical approaches, lexical processing in dual language learners. Collocations, various (SI), bilingual vocab. assessments, making correct semantic choices, articles, metaphors for idiomatic expressions, teacher beliefs and practices, word stress, in ESP.

Young learners: critical pedagogies, languages used, plurilingual and pluricultural practices, views of digital games, using metaphor, flipped classroom, gender, and student teachers, teacher code-switching, multimodal texts, English in Africa and EMI. Translanguaging in China, speaking tests, Google translate for writing, reading identity and social status, writing, reading development. Online translanguaging and multiliteracies, supporting multilingual learners, resilience during Covid, motivation in Turkey, vocabulary instruction, creativity in SMART language environments, self-efficacy in Indonesia, readalouds, creativity in Colombia, using songs.

Appendix C: Individual data for the teacher

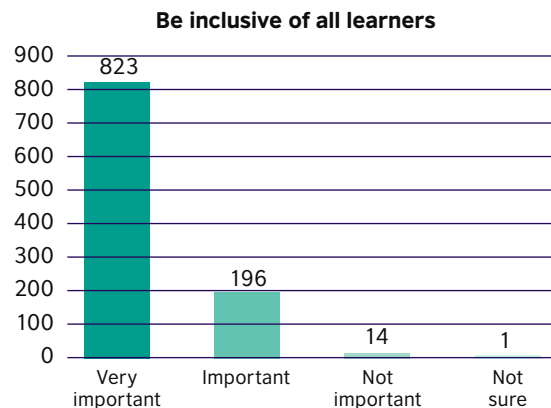
In this section of the questionnaire, teachers talked about how important it was for them to:

1. Understand the role of languages other than English in the classroom (n=1029)



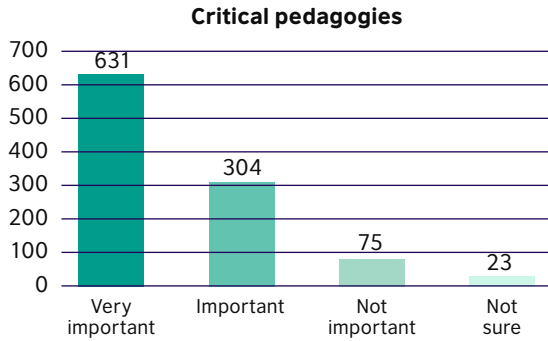
95% of teachers in this survey understand that the role of languages other than English in the classroom is very important or important.

2. Be inclusive of all the learners in their classroom (n=1034)



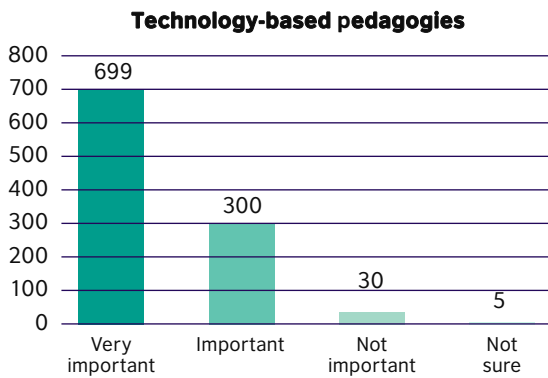
99% of teachers believe that it is very important or important that classrooms be inclusive of all learners.

3. Use critical pedagogies in their classroom
(n=1033)



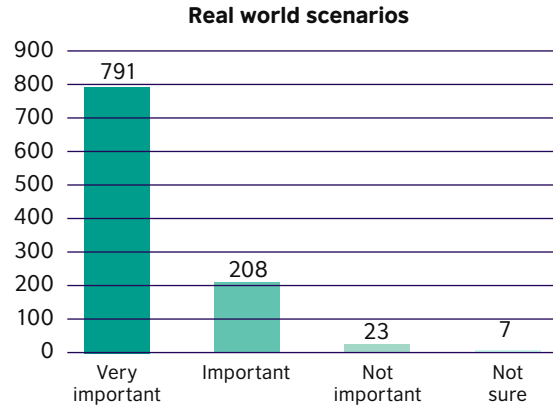
91% of teachers believe that it is very important or important that they should take a critical stance on pedagogies in their classrooms.

4. Make use of new technology-based pedagogies
(n=1034)



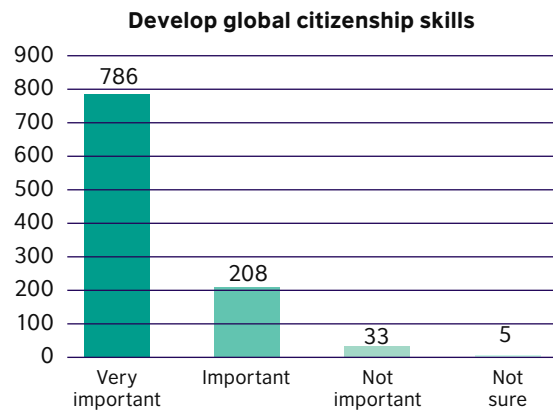
97% of teachers believe that it is very important or important to make use of technology-based technologies in their classrooms.

5. Make use of real world scenarios in lessons
(n= 1030)



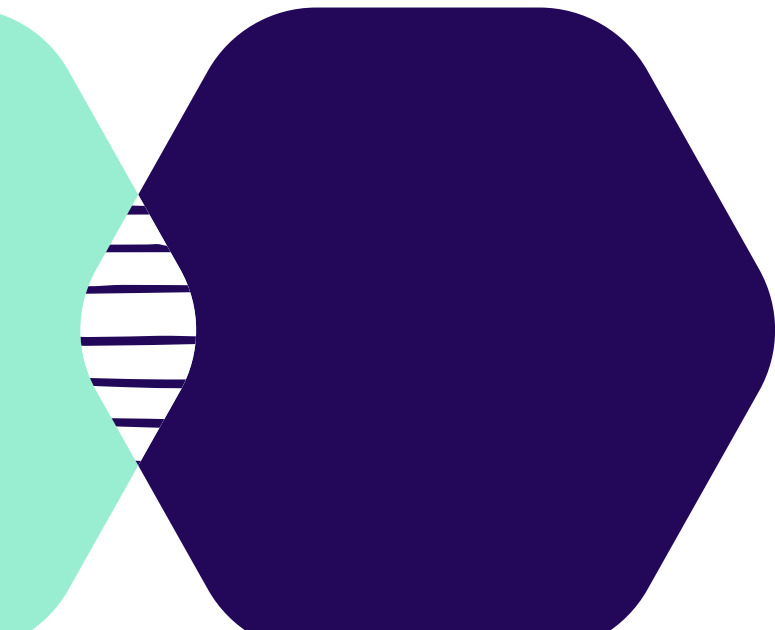
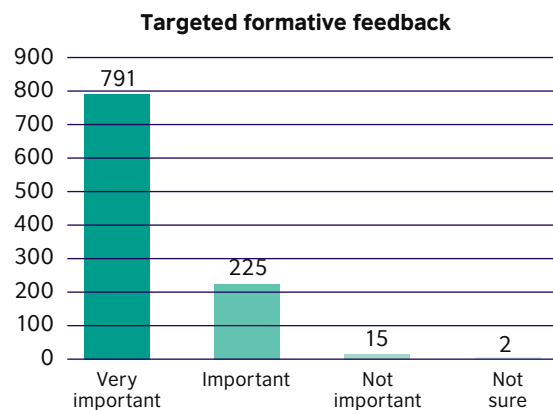
97% of teachers believe that it is very important or important to make use of real world scenarios in lessons.

6. Develop students' global citizenship (n=1032)



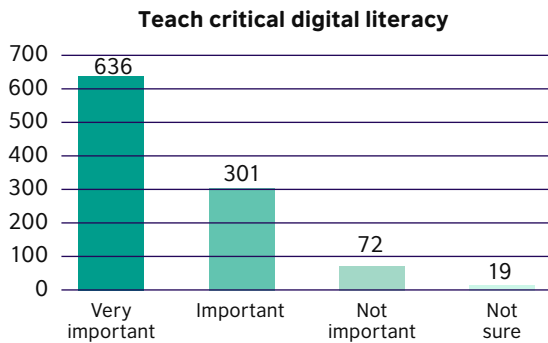
96% of teachers believe that it is very important or important to develop students' global citizenship.

7. Provide accessible and targeted formative feedback (n=1033)



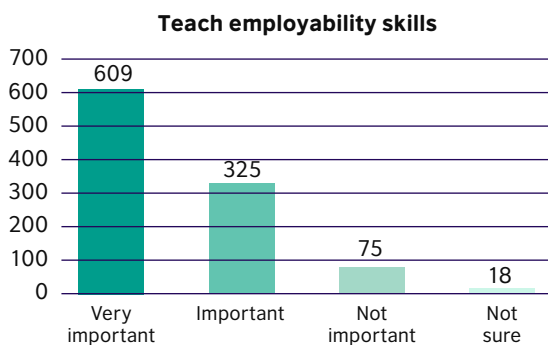
98% of teachers believe that it is very important or important to provide formative feedback.

8. Teach critical digital literacy (n=1028)



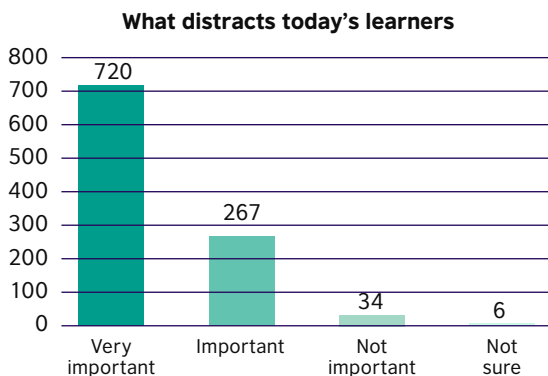
91% of teachers believe that it is very important or important for teachers to teach critical digital literacy.

9. Teach employability skills (n=1027)



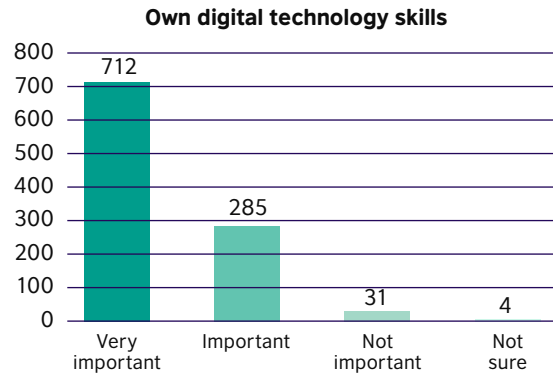
91% of teachers believe that it is very important or important for teachers to teach employability skills.

10. Understand what distracts today's learners (n=1027)



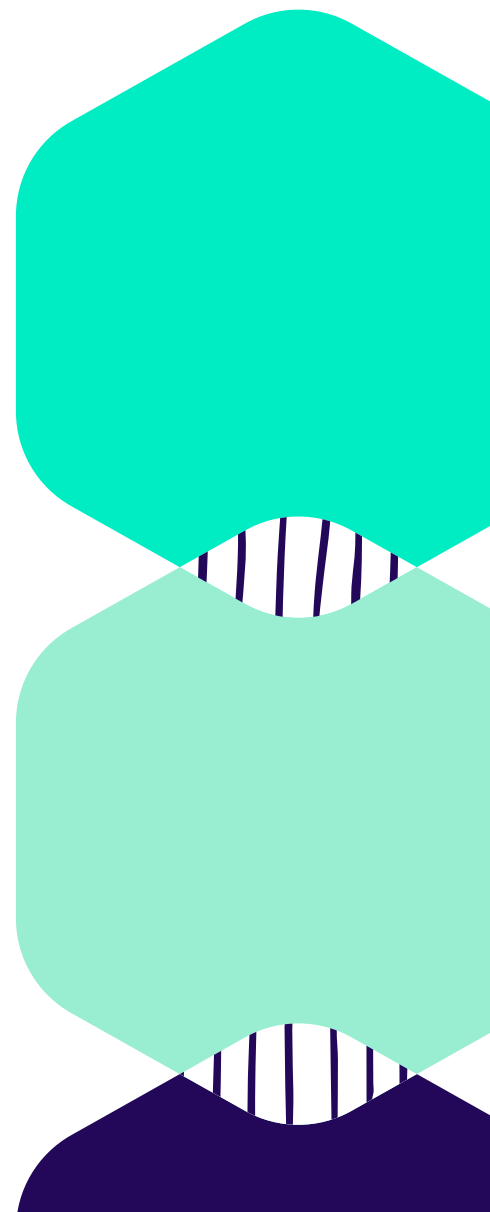
96% of teachers believe that it is very important or important for teachers to understand what distracts today's learners.

11. For teachers to continue to develop their digital technology skills (n=1032)



97% of teachers believe that it is very important or important for them to continue to develop their own digital technology skills.

The high levels of percentages here show that the teachers are in agreement with the topics that are to be included in the updated framework.

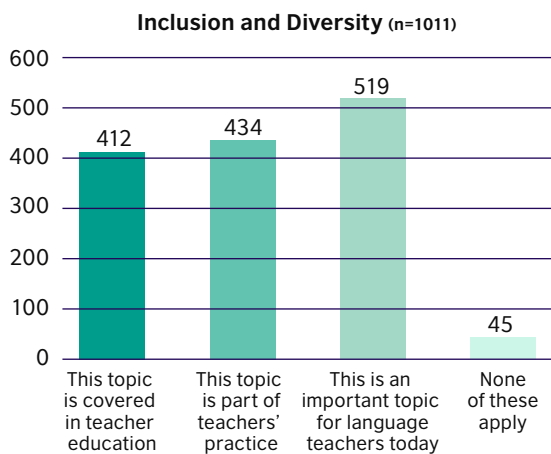


Appendix D: Teacher Education individual topic data

Inclusion and diversity

The first question asked about inclusion and diversity. 1015 participants responded to this question. 4 responses were deleted because they had various answers including 'none of these apply', which means the total responses analysed are 1011.

Overall, 96% of respondents (966) affirmed that inclusion and diversity is a topic that features or is important in their context, with only 4% (45 respondents) saying that this topic is not applicable.

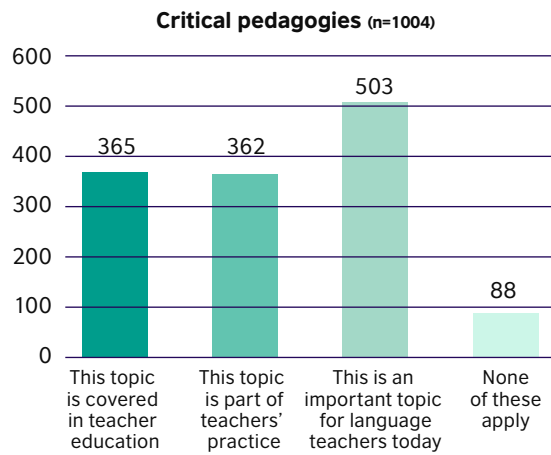


The chart shows that 519 participants (51%) believe that inclusion and diversity is an important topic for teachers today. There were 434 participants (43%) who said that this topic is part of teachers' practice in their context, and 412 (51 %) said it is covered in teacher education.

Critical pedagogies

For critical pedagogies, the total number of responses was 1016. There were 12 invalid answers which were deleted, so the final number of valid responses was 1004

Overall, 91% of respondents (916) affirmed that critical pedagogies is a topic that features or is important in their context, with 9% (88 respondents) saying that this topic is not applicable.

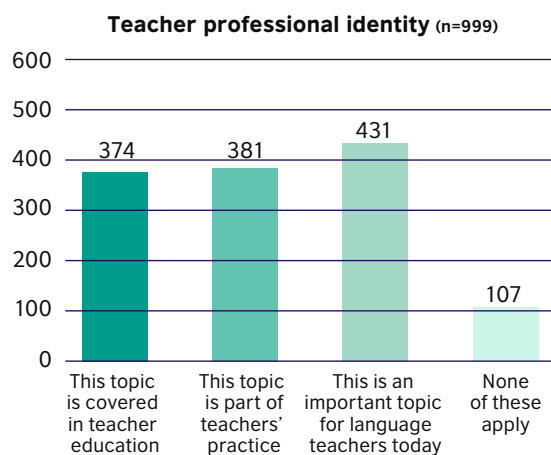


The chart shows that 503 participants (50 %) believe that critical pedagogies is an important topic for teachers today. There were 365 (36 %) said it is covered in teacher education, and 362 participants (36%) who said that this topic is part of teachers' practice in their context.

Teacher professional identity

For teacher professional identity, the total number of responses was 1012. There were 13 invalid answers which were deleted, so the final number of valid responses was 999.

Overall, 89% of respondents (892) affirmed that teacher professional identity is a topic that features or is important in their context, with 11% (107 respondents) saying that this topic is not applicable.

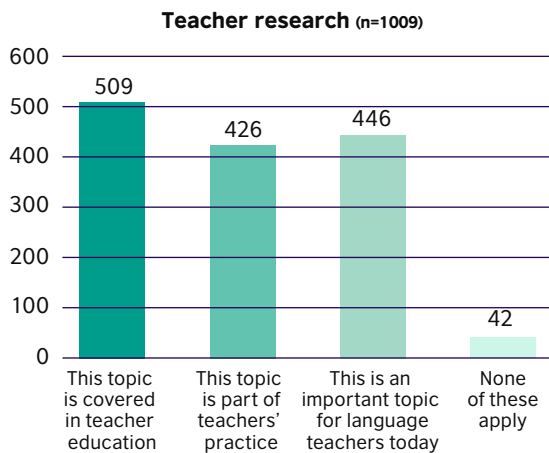


The chart shows that 431 participants (43%) believe that teacher professional identity is an important topic for teachers today. There were 374 (37%) who said it is covered in teacher education, and 381 participants (38%) who said that this topic is part of teachers' practice in their context.

Teacher research

For teacher research, the total number of responses was 1017. There were 8 invalid answers which were deleted, so the final number of valid responses was 1009.

Overall, 96% of respondents (967) affirmed that teacher research is a topic that features or is important in their context, with 4% (42 respondents) saying that this topic is not applicable.

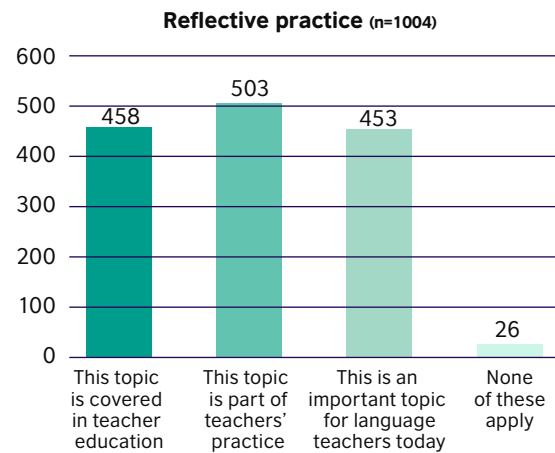


The chart shows that 50% of respondents (509), believe that teacher research is covered in teacher education. There were 44% (446) who believe it is an important topic for teachers today and 42% (426) who think this is part of teachers' practice.

Reflective practice

For reflective practice, the total number of responses was 1013. There were 9 invalid answers which were deleted, so the final number of valid responses was 1004.

Overall, 97% of respondents (978) affirmed that reflective practice is a topic that features or is important in their context, with 3% (26 respondents) saying that this topic is not applicable.

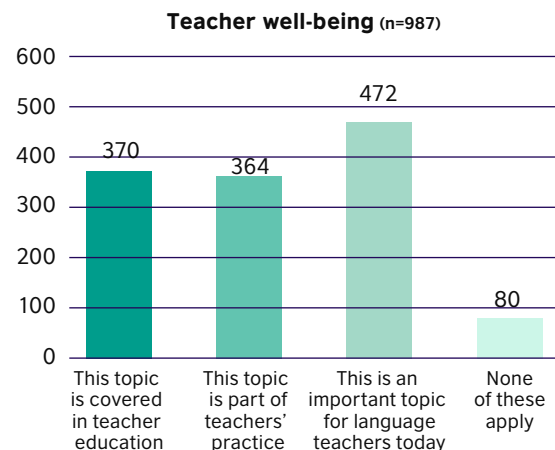


The chart shows that 50% of respondents (503) say that reflective practice is part of teachers' practice and 46% (458) believe it is covered in teacher education. There were 45% of respondents (453), who said this is an important topic for teachers today.

Teacher well-being

For teacher well-being, the total number of responses was 1003. There were 16 invalid answers which were deleted, so the final number of valid responses was 987.

Overall, 92% of respondents (907) affirmed that well-being is a topic that features or is important in their context, with 8% (80 respondents) saying that this topic is not applicable.



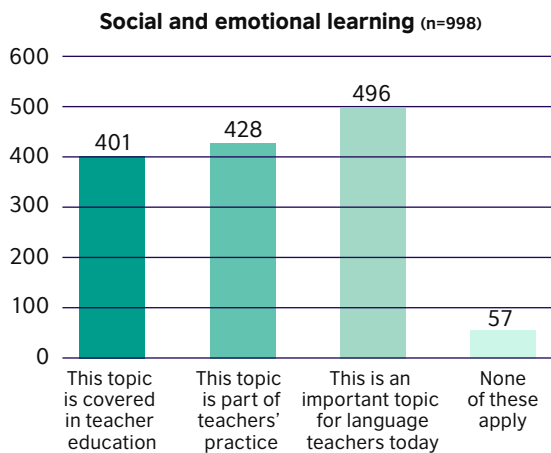
The chart shows that 48% of respondents (472) think that teacher well-being is an important topic for today's teachers. There were 37% who said this topic is covered in teacher education (370 respondents) and also 37% who say it forms part of teachers' practice (364 respondents).



Social and emotional learning

For social and emotional learning, the total number of responses was 1007. There were 9 invalid answers which were deleted, so the final number of valid responses was 998.

Overall, 94% of respondents (941) affirmed that social and emotional learning is a topic that features or is important in their context, with 6% (57 respondents) saying that this topic is not applicable.

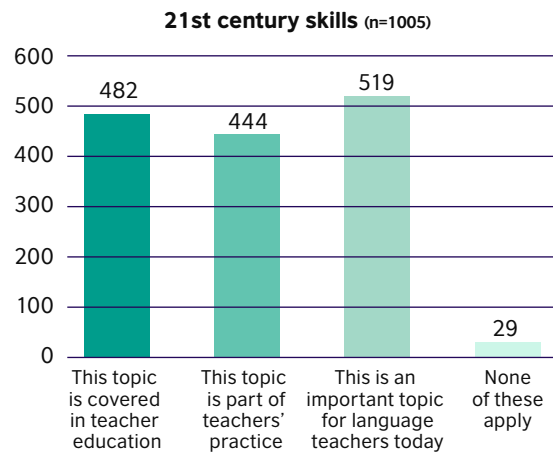


The chart shows that 50% of respondents (496) think that social and emotional learning is an important topic for teachers today. There were 43% (428) who said it is part of a teachers' practice and 40% (401) who say it is covered in teacher education.

21st century skills

For 21st century skills, the total number of responses was 1015. There were 10 invalid answers which were deleted, so the final number of valid responses was 1005.

Overall, 97% of respondents (976) affirmed that 21st century skills is a topic that features or is important in their context, with 3% (29 respondents) saying that this topic is not applicable.

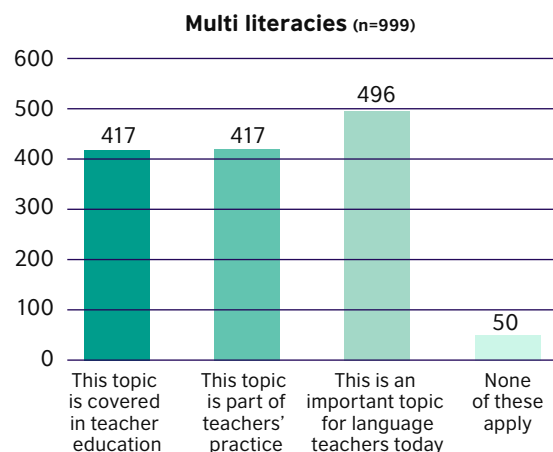


The chart shows that 52% of respondents (519) believe that 21st century skills are important for language teachers today. There were 48% (482) who said that this is covered in teacher education and 44% (444) who said this is part of teachers' practice.

Multi literacies

For Multi literacies, the total number of responses was 1010. There were 11 invalid answers which were deleted, so the final number of valid responses was 999.

Overall, 95% of respondents (949) affirmed that multi literacies is a topic that features or is important in their context, with 5% (50 respondents) saying that this topic is not applicable.



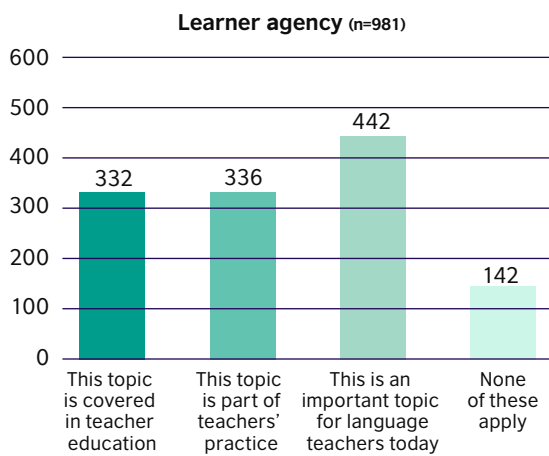
The chart shows that 50% of respondents (496) said that multi literacies are important for today's teacher. There were 42% of respondents (417) who stated that multiliteracies are covered in teacher education and also are part of teachers' practices.



Learner agency

For learner agency, the total number of responses was 995. There were 14 invalid answers which were deleted, so the final number of valid responses was 981.

Overall, 86% of respondents (839) affirmed that learner agency is a topic that features or is important in their context, with 14% (142 respondents) saying that this topic is not applicable. This was considered the least applicable topic by respondents.

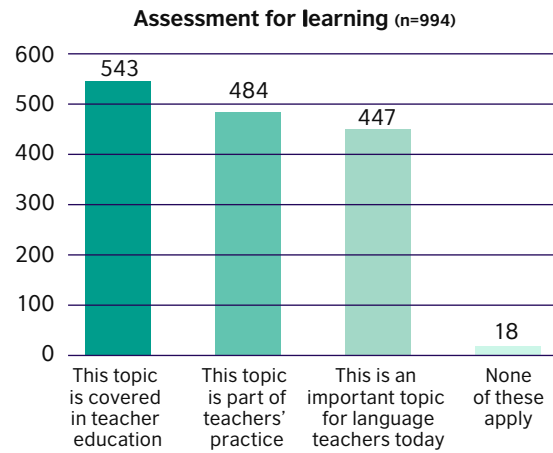


The chart shows that 45% of respondents (442) said that learner agency is an important topic for today's teachers. There were 34% who stated that this is a part of teachers' practice (336) and covered in teacher education (332).

Assessment for learning

For assessment for learning, the total number of responses was 1005. There were 11 invalid answers which were deleted, so the final number of valid responses was 994.

Overall, 98% of respondents (976) affirmed that assessment for learning is a topic that features or is important in their context, with 2% (18 respondents) saying that this topic is not applicable.

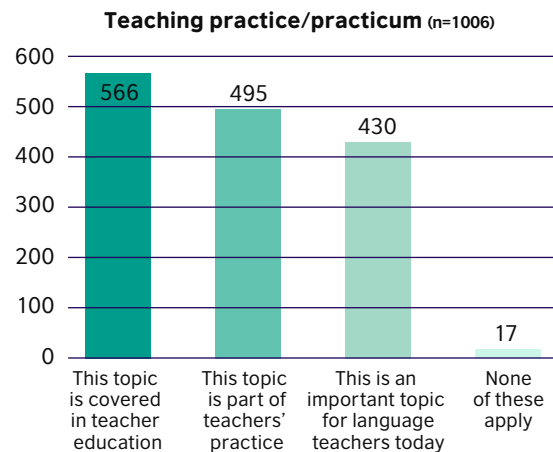


The chart shows that 55% of respondents (543) said that assessment for learning is covered in teacher education and 49% (484) saying it is part of teachers' practice. There were 45% (447) who think it is an important topic for today's teachers.

Teacher practice (practicum)

For teacher practicum, the total number of responses was 1014. There were 8 invalid answers which were deleted, so the final number of valid responses was 1006.

Overall, 98% of respondents (959) affirmed that teacher practicum is a topic that features or is important in their context, with 2% (17 respondents) saying that this topic is not applicable.



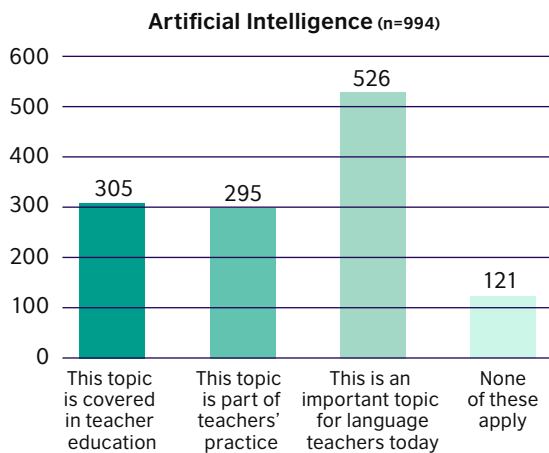
The chart shows that 55% of respondents (566) say that teaching practice forms part of teacher education and 49% (495) saying that it is part of teachers' practice. There were 43% of respondents (430) who considered it an important topic for today's language teacher.



Artificial intelligence

For artificial intelligence, the total number of responses was 1011. There were 17 invalid answers which were deleted, so the final number of valid responses was 994.

Overall, 88% of respondents (873) affirmed that artificial intelligence is a topic that features or is important in their context, with 12% (121 respondents) saying that this topic is not applicable.

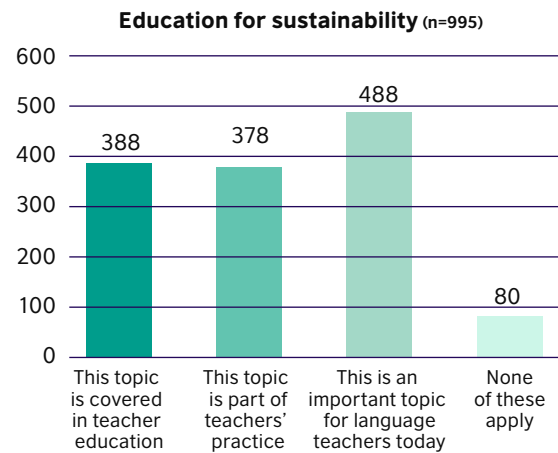


The chart shows that 53% of respondents (526) think that AI is important for today's language teacher. This topic has lower levels of respondents stating that it is covered in teacher education (31%) and 30% say that it forms part of teachers' practice.

Education for Sustainability

For Education for Sustainability, the total number of responses was 1012. There were 17 invalid answers which were deleted, so the final number of valid responses was 995.

Overall, 92% of respondents (915) affirmed that education for sustainability is a topic that features or is important in their context, with 8% (80 respondents) saying that this topic is not applicable.

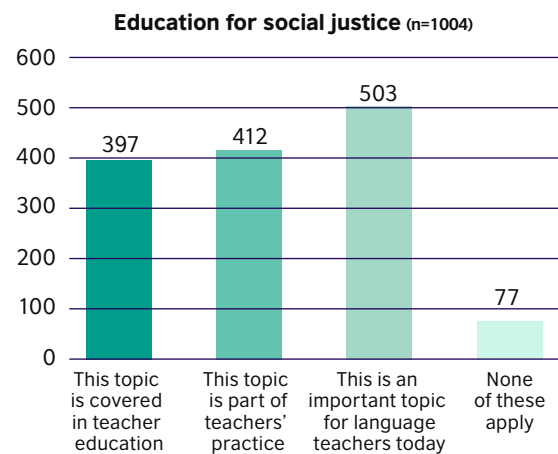


The chart shows that 49% of respondents (488) think that Education for sustainability is important for today's language teacher. A total of 388 respondents stated that it is covered in teacher education (31%) and 38% (378) say that it forms part of teachers' practice.

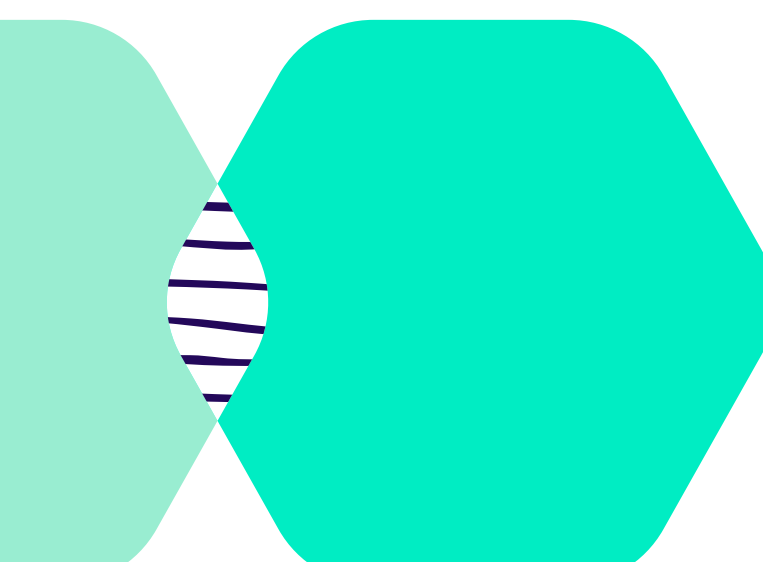
Education for social justice

For Education for Social Justice, the total number of responses was 1017.

Overall, 92% of respondents (927) affirmed that education for social justice is a topic that features or is important in their context, with 8% (77 respondents) saying that this topic is not applicable.



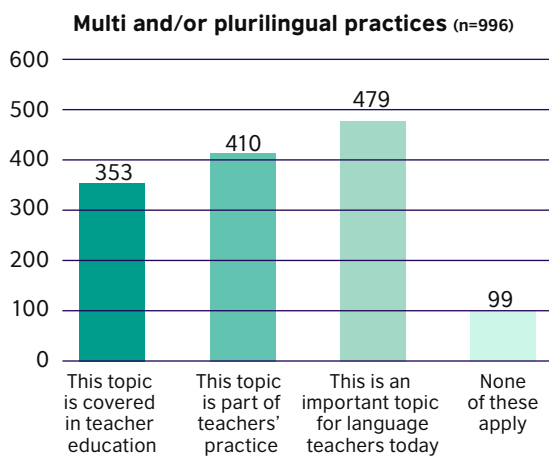
The chart shows that 50% of respondents (503) think that Education for social justice is important for today's language teacher. A total of 397 respondents stated that it is covered in teacher education (39%) and 41% (412) say that it forms part of teachers' practice.



Multi and/or plurilingual practices

For multi and/or plurilingual practices, the total number of responses was 1012. There were 16 invalid answers which were deleted, so the final number of valid responses was 996.

Overall, 90% of respondents (897) affirmed that multi and/or plurilingual practices is a topic that features or is important in their context, with 10% (99 respondents) saying that this topic is not applicable.



The chart shows that 48% of respondents (479) believe that multi and plurilingual practices are important for language teachers today. There were 35% (353) who said that this is covered in teacher education and 41% (410) who said this is part of teachers' practice.

In education, the past decade has witnessed unprecedented change, presenting equally significant opportunities and challenges. How we understand, adapt and respond to these can determine the extent to which the international community can reach some of its shared aims: ensuring access to inclusive and equitable quality education, and promoting lifelong learning for all.

