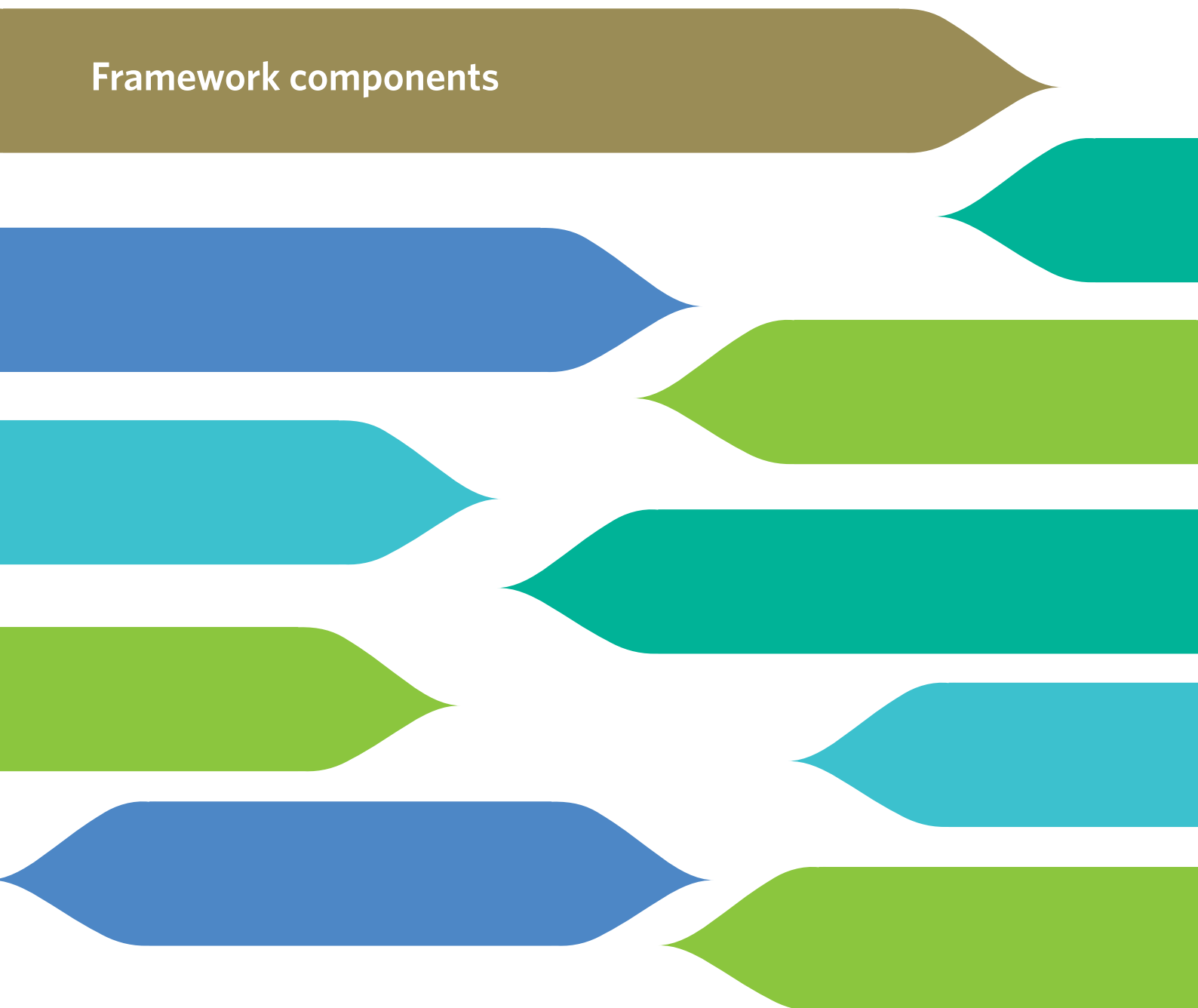




Cambridge English Teaching Framework

Framework components



Framework components

Each category and sub-category of the framework is made up of components. The explanations below set out what is meant by these components in the framework. They are intended to be indicative of the key principles and concepts relevant to each component and are not meant to be comprehensive.

1. Learning and the Learner

The following areas of knowledge and competence are grouped under the heading 'Learning and the Learner', and are important in that they provide a conceptual and theoretical basis on which teachers consciously or unconsciously develop their personal understandings of teaching and learning.

Learning theories; this refers to:

- general learning theories (i.e., constructivism, humanism, behaviourism, social-constructivism)
- concepts (such as multiple intelligences, motivation, scaffolding, experiential learning, higher-order thinking skills, meta-cognition, stages of cognitive development, etc.), and factors which affect these
- demonstration of practical application for language learning and teaching.

FLA and SLA; this refers to:

- theories of first (FLA) and second language learning (SLA)
- concepts (such as critical period, noticing, interlanguage, immersion, information processing, implicit/explicit learning, comprehensible input, etc.)
- classroom SLA research findings (with regard to L1 transfer, corrective feedback, individual differences, similarities and differences between first language acquisition in an immersion environment and additional language acquisition in a classroom environment, etc.)
- demonstration of practical application for language learning and teaching.

Language-teaching methodologies; this refers to:

- approaches and methods for teaching language (i.e., communicative approach, task-based learning (TBL), audio-lingual, grammar-translation, etc.)
- concepts (such as explicit teaching, discovery learning, noticing, error correction, L1 interference)
- demonstration of practical application for language learning and teaching.

Understanding learners; this refers to:

- concepts such as learning styles (e.g., visual, auditory, kinaesthetic), multiple intelligences, learning strategies, special needs, affect
- differences in types of learners and teaching contexts (such as young learners vs. adults, monolingual vs. multilingual classes, large classes, beginners vs. advanced learners, mixed ability classes, etc.)
- demonstration of practical application for language learning and teaching.

2. Teaching, Learning and Assessment

The following areas of knowledge and competence are each important in their own right, but have been grouped together under the six sub-categories within the overall heading 'Teaching, Learning and Assessment' for ease of reference. Teachers' abilities in these different aspects of teaching involve not only the practical application of knowledge (as expressed in category 1 above), but also familiarity with and practice in using a range of different teaching techniques.

2.1 Planning language learning

Lesson planning; this refers to:

- key concepts and principles (i.e., identifying learner needs, setting aims, anticipating learners' difficulties, staging and timing, selecting appropriate activities/materials/resources and interaction patterns, sequencing of activities/lessons, learner differentiation, etc.)
- following/adapting appropriate templates for individual lessons and a series of lessons
- demonstration of practical application for language learning and teaching when planning and in class
- awareness of how effective teaching leads to learning
- learning to respond appropriately according to the flow of a lesson and learners' responses.

Course planning; this refers to:

- key organisational principles in course planning (i.e., needs analysis, setting objectives, sequencing, assessment, evaluation, etc.)
- the demonstration of practical application for language learning and teaching when planning a series of lessons and/or a whole course, including the ability to work creatively within the constraints of a prescribed syllabus.

2.2 Using language-learning resources and materials

Selecting, adapting, supplementing and using learning materials; this refers to:

- key principles for critically evaluating, selecting, adapting, supplementing and exploiting coursebook and supplementary materials
- the demonstration of how to apply these principles to a selected coursebook unit or set of learning materials for a specified context in order to achieve desired learning outcomes
- demonstrating the ability to improvise when certain learning materials, resources and technology are limited, unavailable or not working.

Using teaching aids; this refers to:

- core techniques for using the board, visuals, realia and audio/visual equipment, as well as techniques for teaching without such aids
- core techniques for using digital teaching aids (i.e., interactive whiteboards, PowerPoint, etc.)
- demonstration of the ability to use these techniques effectively in a specified context in order to engage and motivate learners.

Using digital resources; this refers to:

- familiarity with key concepts related to digital teaching/learning (i.e., blended learning, flipped classroom, etc.)
- core principles and techniques for selecting and using digital/online resources, where available, as a resource for learning (i.e., digital videos, podcasts, learning platforms such as Moodle, downloading tasks onto mobile devices, etc.)
- key practical skills (i.e., computer skills, typing, searching the internet, finding web-based materials, use of social media, etc.)
- demonstration of the ability to use some or all of these techniques and skills effectively in a specified context in order to achieve desired learning outcomes and promote learner autonomy, and the ability to improvise when such digital resources are unavailable or not working.

2.3 Managing language learning

Creating and maintaining a constructive learning environment; this refers to:

- key concepts and principles for learner-centred teaching, establishing rapport, classroom management, maintaining discipline (especially in large classes and/or with young learners), creating a positive learning environment, motivating, involving and engaging learners, keeping learners on task, ensuring a suitable pace, managing transitions between stages in a lesson, etc.
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Responding to learners; this refers to:

- key concepts and principles for teacher talk, wait time, question types (i.e., genuine/display, open/closed), nominating, elicitation, use of L1, grouping of learners, oral feedback, interaction patterns (i.e., whole class, pair work, group work), etc.
- understanding of learner differences, styles, preferences and difficulties
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Setting up and managing classroom activities; this refers to:

- key activity formats for starting and ending lessons (such as warmers, fillers, etc.)
- key principles for giving and checking instructions, demonstrating activities, giving preparation time before activities, grouping learners, monitoring and checking learning, encouraging interaction with and between learners, etc.
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Providing feedback on learner language; this refers to:

- key principles and techniques for providing positive and corrective feedback:
 - on learners' spoken language (i.e., teacher-led correction, learner self-correction, peer correction, reformulation, etc.)
 - on learners' written language (such as use of drafting, peer-checking, error codes, etc.)
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

(The ability to recognise these errors is covered in category 3 Language Ability below.)

2.4 Teaching language systems

Teaching vocabulary; this refers to:

- key principles and techniques for introducing and practising vocabulary (i.e., inductive/deductive presentation, creating a context, form/meaning/use, concept-checking, drilling, controlled/freer practice, recycling/revision, use of visuals, use of concordances, etc.)
- understanding of corpus linguistics and frequency, learning strategies (such as vocabulary journals, mnemonics, dictionary skills, etc.)
- concepts such as synonymy/antonymy/hyponymy, collocation, lexical phrases, etc.
- demonstration of practical application of all the above through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching grammar; this refers to:

- key concepts, principles and techniques for introducing and practising grammar (i.e., inductive/deductive presentation, creating a context, use of timelines, form/meaning/use, concept-checking, drilling, controlled/freer practice, recycling/revision, etc.)
- understanding of different lesson shapes (such as Presentation Practice Production (PPP), Test Teach Test (TTT), Task-based Learning (TBL, etc.)
- key terms for describing grammar
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching phonology; this refers to:

- key concepts, principles and techniques for raising awareness of and practising phonology, for the purposes of both listening and speaking, (i.e., sounds/phonemes of a chosen variety of English, use of phonemic script/chart, stress and weak forms, connected speech, intonation, etc.)
- key terminology for describing sounds (i.e., plosives/fricatives/bi-labials, etc.), stress (i.e., word and sentence stress, schwa, etc.), connected speech (i.e., liaison/juncture/intrusion, etc.), and intonation (i.e., rhythm, rising/falling intonation, etc.)
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching discourse; this refers to:

- key concepts, principles and techniques for raising awareness of and practising discourse features (i.e., genre, coherence, cohesion, speech acts, turn-taking, etc.)
- key terminology (such as substitution, ellipsis, conjunction, etc.)
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

2.5 Teaching language skills

Teaching listening; this refers to:

- key concepts, principles and techniques used in teaching listening skills (such as top-down vs. bottom-up processing, genres and text types, pre-/while-/post-listening activities, sub-skills, strategies, etc.)

- understanding of different genres, types of listening texts and their purposes
- difficulties learners face
- ability to select appropriate texts
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching speaking; this refers to:

- key concepts, principles and techniques used in teaching speaking skills (such as genres and text types, pre-/while-/post-speaking activities, sub-skills, strategies, etc.)
- key principles and techniques for correcting learners' spoken language (i.e., explicit/implicit techniques, teacher-led correction, learner self-correction, peer correction, reformulation, etc.)
- understanding of different genres, types of speaking and their purposes, levels of formality, differences between spoken and written English, difficulties learners face
- ability to select appropriate models and tasks
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching reading; this refers to:

- key concepts, principles and techniques used in teaching reading skills (such as top-down vs. bottom-up processing, genres and text types, pre-/while-/post-reading activities, sub-skills, strategies, etc.)
- understanding of different genres, types of reading texts and their purposes
- difficulties learners face
- ability to select appropriate texts
- dictionary skills (mono- and bi-lingual)
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Teaching writing; this refers to:

- key concepts, principles and techniques used in teaching writing skills (such as genres and text types, pre-/while-/post-writing activities, sub-skills, strategies, etc.)
- key principles and techniques for supporting and giving feedback on learners' written language (i.e., process writing stages, peer-checking, drafting, use of error code, etc.)
- understanding of different genres, types of writing and their purposes, differences between spoken and written English, levels of formality, difficulties learners face
- ability to select appropriate models and tasks
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

2.6 Assessing language learning

Assessment principles; this refers to:

- key concepts and principles (i.e., formative vs. summative assessment, validity and reliability of items, direct/indirect testing, etc.)

- terminology (such as multiple choice, impact, etc.)
- familiarity with a range of external examinations (such as *Cambridge English: Preliminary*, *Cambridge English: First*, *IELTS*, *TOEFL*, etc.)
- awareness of assessment types (such as progress, achievement, proficiency, etc., and their purposes) and tools for the classroom (i.e., classroom based, formal exams, quizzes, etc.)
- demonstrating the practical ability to select, design and implement appropriate assessment tools in a specified context in order to facilitate language learning.

Using assessment to inform learning; this refers to:

- familiarity with different kinds of assessment evidence (i.e., test results, homework, classroom performance, etc.) and different options available (such as feedback, consolidation, recycling, etc.) to help learners become more autonomous and develop better language learning strategies
- demonstrating the practical ability to effectively use assessment evidence to make appropriate planning decisions for individual and groups of learners, in a specified context in order to facilitate language learning, both in class (assessing learning while it is happening) and after more formal assessment.

3. Language Ability

The following aspects of teacher language are grouped together under the heading 'Language Ability', and are important in that together they constitute teachers' ability to use English effectively and appropriately in their daily work. *Language knowledge (such as knowledge of grammatical terminology) and language awareness (ability to analyse language) are dealt with separately under category 4 below.*

Classroom language; this refers to:

- demonstrating the practical ability to fluently and accurately use classroom language (such as introducing the topic of the lesson, instructions for activities, classroom management, explaining language, helping learners with their learning problems in class, talking with learners about their progress, etc.), and to use such classroom language effectively for different classroom events and situations
- demonstrating the practical ability to respond to learners' output in class (whether answering learners' questions or correcting their utterances), in both planned situations as well as the ability to respond spontaneously to unexpected learner output during the lesson.

Language models; this refers to:

- demonstrating the practical ability to provide accurate examples of the language points being taught (such as model sentences), to highlight the form, meaning, use and pronunciation of the target language.

Recognising learner errors; this refers to:

- demonstrating the practical ability to identify errors made by learners both in the classroom and in written work done outside class; in other words being able to identify whether the learner's output is accurate or not in terms of form, meaning, use and pronunciation.

(The ability to respond appropriately to these errors is covered in sub-category 2.3 Managing Language Learning above).

Communicating with other professionals; this refers to:

- demonstrating the practical ability to interact in English with colleagues and other teaching professionals in a variety of contexts (such as the staffroom, staff meeting, lesson planning with teaching partners, workshops, seminars, conferences, etc.).
- demonstrating the practical ability to use language effectively when giving advice and making suggestions to other teachers, when meeting new teachers and talking about themselves, when presenting a task, when reflecting on and/or evaluating their lessons, and when participating in face-to-face and/or online discussions.

CEFR level: while a certain level of language proficiency is clearly required in order to teach language effectively, the minimum language level required of any teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught. See [CEFR levels](#)¹ for guidance on language proficiency.

4. Language Knowledge and Awareness

The following areas of knowledge and competence, presented together under the heading 'Language Knowledge and Awareness', provide the linguistic basis on which teachers develop their personal understandings of teaching and learning, and also play a critical role in how teachers make sense of and facilitate learning in the classroom.

Language awareness; this refers to:

- the ability to analyse spoken and written language form, meaning and use at sentence, word and discourse level, when planning, teaching and marking learners' written work
- the awareness to be able to analyse classroom language used by the teacher and learners
- demonstrating the practical application of this ability and awareness for language learning and teaching when planning and in class.

Terminology for describing language; this refers to:

- key terms used to describe language form, meaning, use and phonology at sentence, word and discourse level
- demonstration of practical application for language learning and teaching when planning and in class.

Reference materials; this refers to:

- awareness of a range of relevant print and digital resources for researching language form, meaning, use and pronunciation
- demonstration of practical application for language learning and teaching when planning and for guiding learners both in class and outside class.

5. Professional Development and Values

The following areas of knowledge and competence are grouped under the heading 'Professional Development and Values', and are important in that they provide a link between teachers' existing knowledge and awareness (as expressed in categories 1, 'Learning and the Learner', 3, 'Language Ability', and 4, 'Language Knowledge and Awareness' above), their current ability to apply this

¹ <http://www.cambridgeenglish.org/cefr>

knowledge and awareness in their classroom teaching (as expressed in category 2, 'Teaching, Learning and Assessment'), and their future aspirations, as well as providing a vehicle for improving teachers' classroom practice, their professional satisfaction and ultimately their students' learning.

Classroom observation; this refers to:

- different types of classroom observation (i.e., peer observation of and/or by a colleague, self-observation, observation of and/or by a more experienced teacher, mentor, trainer or manager)
- recognising their relative importance for one's own professional development
- developing the habit of seeking opportunities for constructive feedback and learning, and of how to learn and develop from such feedback.

Reflecting on teaching and learning; this refers to:

- key issues and concepts related to teacher learning (such as critical reflection, reflective practice, experimental practice, teacher beliefs, meta-cognition, teacher expertise, etc.)
- reflecting on and questioning existing beliefs about teaching and learning (and exploring any beliefs which may conflict with good practice or with one's own teaching experiences, observations of learners, reading or learning on training courses)
- critically reflecting (and verbalising this reflection) on teaching
- developing the habit of regularly reflecting (during and after the lesson), and using these reflections as a basis for planning personal professional development activities
- recognising the importance of learner feedback and evaluation
- developing the habit of seeking regular feedback and acting on the results to ultimately improve student learning.

Planning own development; this refers to:

- awareness of a range of available professional development options and activities
- recognising the importance of identifying personal needs
- developing the habit of self-assessing one's own development as a teacher related to one's career goals, and using this to select appropriate professional development activities (e.g., formal qualifications such as *TKT*, *CELTA*, *ICELT*, *Delta*, *IDLTM*, *MA*, etc., courses, workshops, conferences, webinars, observations, reading, etc.) and participating in them in an appropriate way in order to achieve one's own goals.

Teacher research; this refers to:

- key issues and concepts related to teacher research (i.e., action research, experimental teaching, reflective practice, classroom research, formal research)
- recognising ways in which engagement in teacher research (whether formal or informal) can improve teaching
- using this understanding to carry out small-scale informal teacher research with the aim of learning about and improving one's own teaching and/or that of other colleagues.

Teamwork and collaboration; this refers to:

- awareness of:
 - the importance of teamwork and collaboration in teachers' professional lives (teachers in many contexts often share classes and need to work together to plan lessons, exchange activities/materials, etc.)
 - communication skills and interaction with others (teachers, learners, managers, clerical staff, etc.)
 - seeking support and guidance from others
 - providing support and guidance to other teachers where necessary
- using this understanding to foster effective teamwork and collaboration for the good of the individual, others and the school/institution.

Professional roles and responsibilities; this refers to:

- awareness of:
 - the professional, social and moral responsibilities of teachers in the modern world
 - issues related to educational/school management (i.e., the role of the teacher within a school/educational institution, concepts such as professionalism and professional conduct, etc.)
 - opportunities within their school/institution (such as materials writer, tester, mentor, teacher trainer, senior teacher, head of department, manager, etc.), and within the wider profession (by, for example, attending conferences or joining professional organisations)
- using this understanding to contribute effectively to their school/institution and actively seeking and taking on responsibilities and roles according to their interests, skills and level of development.