



Report on Language Learning Discussion

Outline

- **Teacher Capacity Building**
- **Standards**
- **Assessment**
- **Use of ICT**
- **Policy**

Teacher Capacity Building

- Adequate numbers of teachers (recruitment, retention)
- Training of elementary school teachers to teach languages
- Framework for best practices
- Teacher competency
 - Language proficiency
 - Pedagogy (motivating learners, managing large classes, content-based or task-based language teaching)
 - Use of ICT
 - Appropriate assessment
 - Understanding & applying standards
 - Content knowledge (SLA, language, culture)

Teacher Capacity Building (Con.)

- Development of lesson study or video exemplars
 - In & for diverse contexts, languages, levels, & regions
 - Enable close study of professional practices
 - Integrate standards, curriculum, assessment, & pedagogy
 - Include annotation & reflective questions
 - Use ICT as a tool for collaboration & dissemination across economies
- E.g. math lesson study exemplar

Standards

- Developing standards that are sensitive to APEC contexts & 21st century competencies
 - Consider three circles of English use
 - English dominant, English bilingual/lingua franca & English as a foreign language
 - Investigate the suitability & adaptation of CEFR
- Learners
 - Communicative, intercultural competency
- Teachers
 - Teacher training (undergraduate & graduate levels)

Assessment

- Appropriate assessment for diverse contexts, learners, & purposes
- Share assessment practices & tools in use across economies
- Link assessment to standards (especially high-stakes assessment)
- Assessment of both teachers' and students' language proficiency

Use of ICT

- Teaching and learning
- Teacher development
- Assessment
- Resource sharing within & across economies
- Evaluating effectiveness of ICT

Policy

- Status of multilingualism & multiculturalism in APEC Economies
 - In general contexts
 - In educational contexts
- Effect of policy on national & local identity and global citizenship
- Effects of existing policy regarding curriculum, starting age, medium or subject on learning outcomes
- Promoting teaching & learning of languages other than English, including local languages

Conclusion

- High degree of consensus on teacher capacity building issues being important to most economies
- Momentum to see projects emerge from this discussion (E.g., lesson study, CEFR potential, language-related policy research)