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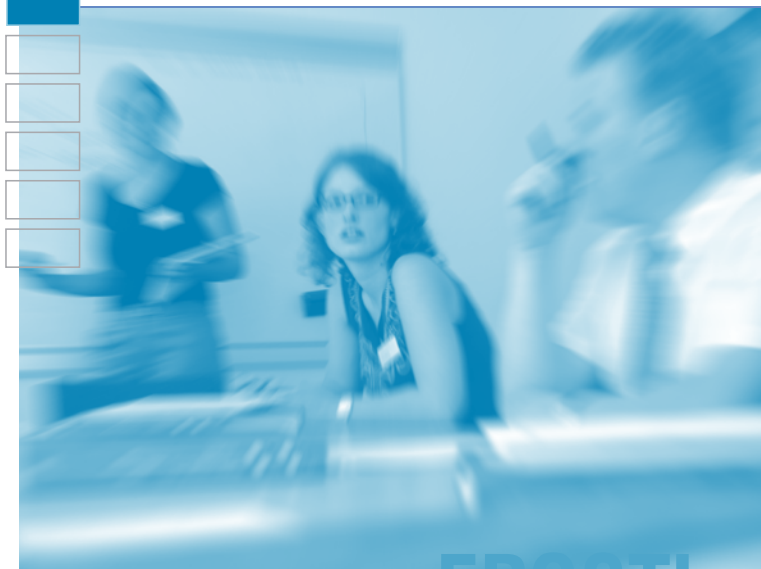
# European Portfolio for Student Teachers of Languages

A reflection tool for language teacher education

Authors: David Newby, Rebecca Allan,  
Anne-Brit Fenner, Barry Jones, Hanna Komorowska,  
Kristine Soghikyan

## Why use the EPOSTL?

1. Highlights the European dimension of teacher education.
2. Provides comprehensive and systematic competence-based descriptors.
3. Promotes reflection in teacher education.
4. Makes competences, aims and content transparent.
5. Facilitates student teachers' self-assessment.
6. Encourages dialogue and discussion between educators, mentors and students.
7. Creates a bridge between teacher education institutions and schools.
8. Supports teaching practice.



# EPOSTL

European Portfolio for Student Teachers of Languages

<http://epostl2.ecml.at>

[www.ecml.at](http://www.ecml.at)

European Centre for Modern Languages  
Centre européen pour les langues vivantes  
Europäisches Fremdsprachenzentrum



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## Authors

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## What is the EPOSTL?

The European Portfolio for Student Teachers of Languages (EPOSTL) is a didactic portfolio which helps to prepare student teachers of modern languages for their future profession by providing a framework for reflection during their teacher education course. It builds on insights from the *Common European Framework of Reference for Languages* and the *European Language Portfolio* as well as the *European Profile for Language Teacher Education*.



## The structure and purpose of the EPOSTL

- Designed to help student teachers reflect on and assess their developing knowledge, skills and values in a systematic and comprehensive way the EPOSTL comprises:
- a **personal statement** which asks the student teacher at the beginning of a course to reflect on general questions related to teaching
- a **self-assessment** section which identifies a core of 195 didactic competences expressed as 'can-do' descriptors, which enable reflection and self-assessment at different stages of teacher education
- a **dossier** which encourages the student to provide evidence of progress and to record examples of work relevant to teaching
- a **glossary** of the most important terms used in the EPOSTL
- a **users' guide** which provides detailed information about the EPOSTL

## The aims of the EPOSTL

- to make didactic competences explicit and transparent
- to encourage students to reflect on the underlying knowledge which feeds these competences
- to promote discussion between students and between students and their teacher educators and mentors
- to facilitate self-assessment of students' competences
- to provide an instrument which helps chart progress

In addition, the explicit descriptors of the EPOSTL serve to facilitate discussions of aims, course content and curricula between teacher educators working in different national contexts. The EPOSTL is widely used in many European countries and in other continents too. It has been translated into 12 different languages.

## Where is the EPOSTL available?

- Downloads in various languages are available from the EPOSTL website:
- <http://epostl2.ecml.at>

Further information is available from the ECML or from the EPOSTL coordinator David Newby: [david.newby@uni-graz.at](mailto:david.newby@uni-graz.at)