

# **An exploratory study on constructing competence indicators for Content and Language Integrated Learning (CLIL) teachers in Taiwan**

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In response to the Taiwanese government's Bilingual Education initiative, the Language Training and Testing Center (LTTC) has been working closely with city education bureaus and university-affiliated bilingual education centers on the development of resources for Content and Language Integrated Learning (CLIL) teacher training and classroom assessment. To further align the center's previous efforts and to fill the gap in CLIL-related research conducted so far in Taiwan and other EFL contexts, the LTTC has undertaken this research project by carrying out document analysis, panel discussions, and surveys to create a proposed set of competence indicators for local CLIL teachers.

In this presentation, a description of the indicators will be provided, including how they are structured in alignment with existing competency frameworks for CLIL teachers (e.g., Bertaux et al., 2010; Marsh et al., 2010), and supplemented by the development of professional standards for teachers in Taiwan (e.g., Chen 2014; Chung et al., 2012) as well as literature related to CLIL teacher professional development in other countries and regions (e.g., Lo, 2020; Rutgers et al., 2020). In addition, since this set of competence indicators is meant to be of use in the Taiwanese context and to inform local teacher training, how these indicators address local needs to support learner-centered teaching and assessment practices and how they are revised based on stakeholders' perceptions will be elaborated.

The construction of CLIL teachers' competence indicators, a key aspect of CLIL education, has been under-researched and under-explored. The proposed indicators therefore may serve as a point of reference for discussions pertaining to CLIL teaching, teacher's professional development, and related research in an EFL context such as Taiwan.