

# **Constructing Professional Competency Indicators for Content and Language Integrated Learning (CLIL) Teachers in Taiwan**

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Originally from Europe, Content and Language Integrated Learning (CLIL) has been adopted as the mainstream bilingual education model for Taiwanese primary and secondary schools in recent years due to its dual content-and-language focus and the flexibility with which it can be adapted to local educational contexts.

In response to Taiwan's "2030 Bilingual Nation" policy, 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 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, the LTTC initiated the present study. It encompassed document analysis, panel discussions, surveys and interviews to create a proposed set of professional competency indicators for local CLIL teachers.

In this presentation, we will provide a description of the professional competency indicators, covering how they are aligned with existing competency frameworks for CLIL teachers (e.g., Bertaux et al., 2010; Marsh et al., 2010), while at the same time supplemented by professional standards developed specifically 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). These indicators serve as a point of reference for discussions pertaining to CLIL teaching, teachers' professional development, and related research in an EFL context such as Taiwan. Since they are meant to be of use in the Taiwanese context and to inform local teacher training, we will also elaborate on how the indicators address local needs to support learner-centered teaching and assessment practices.

## References

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