



The TEFE Consortium – a collaborative network of education institutions, organisations, and stakeholders within the European Union (EU) dedicated to promoting and implementing ITP, mobility, and future employability of English teachers.

The TEFE Glossary

Output leads: TEFE Consortium

Outputs objectives:

To ensure understanding by defining and clarifying terminology used in TEFE as a project and its publications. The TEFE Glossary increases transparency, eliminates misconceptions and misunderstandings created by culturally diverse education systems and their unique terminology, and supports the TEFE agenda for international teaching practice (ITP) and employability competences.



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A

- academic mobility – mobility for academic purposes, e.g., to study, to teach, etc. (see [mobility](#); compare [blended](#), [physical](#), [staff](#), student, and virtual mobilities)
- academic staff – teachers and researchers in institutions of HE
- AmE – American English
- approach – the set of principles, beliefs, and practices that inform a teacher's methods and techniques to facilitate learning (compare [technique](#))
- attitude – a person's positive or negative evaluation or feeling towards a particular object, person, or situation; based on [beliefs](#), [values](#), and personal experiences; can be shaped by [social conventions](#), [culture](#), and media

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B

- belief – a specific conviction or opinion held to be true by an individual, group, or society; often based on personal experience, cultural, or religious teachings, or other sources of information (compare [attitude](#) and [value](#))
- blended mobility – any structured combination of [virtual](#) and [physical](#) mobilities (see [mobility](#); compare [academic](#), [physical](#), [staff](#), [student](#), and virtual mobilities)
- BrE – British English

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C

- charter – a written statement by a grantor acknowledging the grantee's right to exercise specific rights and/or privileges which are the grantor's to permit; The TEFE Charter is the voluntary, public expression of intent made by teacher education institutions to join the TEFE Consortium, actively support and adhere to the TEFE vision, and embrace the TEFE Framework for the Internationalisation of Teaching Practice and Employability.
 - TEFE Charter members commit to creating positive, professional, and intercultural learning environments for future teachers of English, as well as to promoting the status of teachers and the teaching profession through initiatives such as ITP, the facilitation of teacher mobility and future employability across the EU, and the provision of CPD opportunities.
 - The TEFE Charter carries no legal or academic weight for enforcement.
- civic engagement – the active participation of an individual in the public life and affairs of their community or society to address critical concerns, with the goal being the betterment of society as a whole (e.g., teachers' association membership, volunteering, community service, activism)
- college – as is used in the UK, an educational institution that offers both academic and vocational courses to students aged 16-19 to prepare them to enter university or the workforce (compare [grammar school](#) and [upper secondary](#))
- communications strategy (CS) - A plan for effective information exchange and engagement (see [COIL](#))
- competence – the ability to combine one's knowledge, behaviours, and [skills](#) to understand and adapt to various contexts, while interacting with others, in order to perform a job or task effectively (compare [skill](#))
- constructive feedback – specific and detailed observations made in a supportive and helpful manner to help another individual improve their performance, [skills](#), and/or knowledge

- COIL (collaborative international learning platform) – in TEFE, a virtual platform used to promote and encourage sustained intercultural and transnational collaboration for the purpose of improving ICC
- CPD (Continuous Professional Development) – the process of seeking out and participating in learning opportunities to develop new skills, competences, and knowledge and improve one's professional practice; can also refer to activities that provide such
- consortium – an organisation of individuals or institutions that have agreed to cooperate with each other in order to achieve a shared objective, usually on the basis of an cooperation agreement; The TEFE consortium is a collaborative network of educational institutions, organisations, and stakeholders within the European Union (EU) dedicated to promoting and implementing ITP, mobility, and future employability of English teachers. The consortium's primary objective is to provide international, practice-focused professional development opportunities that equip pre-service teachers with practical skills, knowledge, competences, and ICC which are essential for effective English language instruction. By prioritising ongoing international professional development, TEFE aims to elevate the profession of teaching of English to a respected position, ensuring high-quality education for students and supporting the CPD of English teachers throughout their careers.
The founding TEFE consortium, consisting of Aston University (United Kingdom), Comenius University in Bratislava (Slovakia), Jagiellonian University (Poland), The Public University of Navarra (Spain), The University of Passau (Germany), and The University of South Bohemia in Ceske Budejovice (Czech Republic), was established in 2020 as part of the EU funded Erasmus+ Strategic Partnership project.
- cooperation agreement – any official document between two legal entities confirming their decision to cooperate; may or may not be legally binding (see letter of interest, letter of intent, memorandum of understanding, memorandum of agreement)
- critical awareness – the ability to analyse, evaluate, and interpret information or situations from a critical perspective; includes being aware of underlying assumptions, biases, and values that may influence the way information is presented or interpreted
- critical thinking (strategies) – the systematic approaches used to analyse, evaluate, and synthesise information to make sound and logical decisions; includes making inferences, identifying biases, asking relevant questions, and considering implications
- cultural background – the social, ethnic, and historical context in which a person grows up, including family traditions, values, beliefs, customs, and practices; includes language, religion, nationality, socioeconomic status, education, and experiences
- cultural norm – see social conventions
- cultural practices - the customary beliefs, behaviours, and rituals characteristic of a particular culture or community (e.g., religious practices, traditional ceremonies, art and music, cuisine) (compare social conventions)

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D

- descriptor – a word, phrase, or description used in a questionnaire to ensure that respondents understand the meaning of a question or statement and can provide consistent and reliable responses
- diverse – including or involving individuals from a range of different backgrounds (e.g., race, ethnicity, gender, age, religion, culture, socioeconomic status, geographic location)

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E

- early years teacher – a teacher of children approx. aged infant to 5 years (see [preschool](#), [nursery](#), [kindergarten](#))
- education practitioner – a trained and qualified professional working in the field of education, e.g., instructional designer, education researcher, curriculum developer, and education consultant (compare [in-service teacher](#) and [FQT](#))
- EFL (English as a Foreign Language) – the study and teaching of English in countries where English is not the primary or official language and learners do not encounter it in daily use outside the classroom (compare [ESL](#) and [TESOL](#))
- ELF (English as Lingua Franca) – a variety of the English language used, as well as taught, by speakers of other languages to provide a common means of communication between people who do not share the same [L1](#)
- ELT (English Language Teaching) – the teaching of English to learners whose first language is not English (compare [TESOL](#))
- employability – the combination of [skills](#), [competences](#), knowledge, abilities, personal qualities, and experiences that make an individual suitable for employment in a specific profession (e.g., technical and digital skills, communication skills, teamwork and/or leadership skills, problem-solving skills, adaptability, self-motivation, initiative, a positive attitude)
- ESL (English as a Second Language) – the study and teaching of English in countries where English is the primary or official language and learners need it for their daily lives (compare [EFL](#) and [TESOL](#))

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F

- facilitate (facilitation) – to create an environment in which students are encouraged to participate actively in the learning process, to ask questions, to explore ideas, and to collaborate with others
- FFA (Foreign Language Professional Education) – subject-specific foreign language training offered to students as a part of their university studies in Germany
- free mover – a degree-seeking or non-degree seeking student participating in a [physical mobility](#) activity which they have arranged themselves, outside official institution and [mobility](#) programmes (see [international student](#))
- fully qualified teacher (FQT) – an individual who has met all the requirements to teach in an official setting; requirements differ by country (compare [newly qualified teacher](#))

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G

- Global Civic Competence (GCC) – the ability to combine one’s knowledge of global issues and skills (e.g., critical thinking, communication, collaboration, problem– solving) to understand and effectively address global issues, engage with diverse perspectives and cultures, and promote and participate in democratic decision-making processes to effect positive change
- global issues – the far-reaching and long-term complex challenges facing humanity and the planet as a whole, the solutions to which require coordinated efforts and collective action (e.g., climate change, poverty and inequality, access to education and healthcare, human rights violations, international conflicts and wars, migration and displacement, infectious diseases)
- grammar school – as used in the UK, a combined lower and upper secondary school that selects students based on academic achievement

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H

- HE (higher education) – university level institutions
- home student – a degree-seeking and non-degree seeking student not currently participating in physical mobility, who may or may not be involved in laH at their home institution

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- ICC (Intercultural Communicative Competence) – the ability to adapt one’s knowledge, behaviours, and skills to effectively and appropriately communicate and interact with people from diverse cultural backgrounds while respecting different cultural norms, values, beliefs, and communication styles; includes the ability to navigate potential misunderstandings or conflicts that may arise from cultural differences
- ICT (information and communication technology) – the use of information and communication technologies to facilitate and improve the teaching and learning processes
- incoming – describes an international student or member of academic staff who is coming into an institution on mobility (compare outgoing)
- induction – professional development for a period of time (often over a year or more) at the beginning of a NQT or novice teacher’s career in which they receive support, guidance, and feedback from one or more mentor teachers (compare teaching practice)
- in-service teacher – an FQT who is employed and actively teaching (compare education practitioner, pre-service and student teacher)
- international student – a degree-seeking or non-degree seeking student who participates in physical, student mobility (compare free mover)
- internationalisation – the process of integrating international perspectives, experiences, and cross-cultural competencies into the design and delivery of educational programmes and activities in order to better prepare students to be globally competent and to function effectively in an interconnected and diverse world; “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, J., 2003, p.2).
- internationalisation abroad (IA): all academic mobility outside one’s home institution; “all forms of education across borders, including movement of students, staff, and programmes” (Mittelmeier, J., et.al., 2019, p.2) (compare laH)
- internationalisation at home (laH): all comprehensive and institutionally developed academic mobility for both academic staff and students within their home institution, whether virtual or blended, including language and culture courses, as well as the integration of international students’ into the learning process; “the holistic integration of international dimensions into the higher education experience, including formal, informal, and hidden curricula” (Mittelmeier, J., et.al., 2019, p.2) (compare IA)
- the internationalisation of teaching practice (ITP) – the process of student teachers doing their teaching practice in countries other than the one in which their university resides
- ISP (Intensive Study Programme) – a weeklong TEFE event, either physical, virtual, or blended, hosted by a TEFE Consortium member institution and at which student teachers from various TEFE universities worked in transnational teams while engaging in internationalisation activities, collaborating on various projects, and observing English language teachers in local schools
- IST (Intensive Staff Training) – a multi-day TEFE event, either physical, virtual, or blended, host by TEFE Consortium member institution and at which participating team members collaborated on the creation of the TEFE outputs

K

- kindergarten - early childhood education (ISCED 0); approx. ages 4-5

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L

- L1 – the first language one understands and speaks as a child, also referred to as native language
- L2 – the language(s) one acquires after their L1
- letter of interest – in HE, an official, written proposal expressing the interest of one party—e.g., a department chair, a faculty dean, or a university’s international office— in collaboration of some kind with another party; the initial step towards establishing a cooperation agreement; not legally binding (compare letter of intent, memorandum of understanding, memorandum of agreement)
- letter of intent (LOI) –the first official written agreement between two or more parties; follows the letter of interest in establishing a cooperation agreement; outlines the proposed project and its objectives in broad terms; used as the basis for detailed negotiations among all parties involved; signed by the principle participants and/or institution head; not legally binding (compare letter of interest, memorandum of understanding, memorandum of agreement)
- lower secondary – ISCED 2 of education; approx. ages 11– 15 (compare primary and upper secondary)

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M

- major – to specialise in a specific field of study at university degree level; also, the specialised field of study. Many university students have one major while students of teaching often have two, such as secondary education and a subject field like English as a foreign language.
- master teacher – an experienced and highly skilled FQT, often considered an expert in their subject area or grade level, and known for their ability to inspire and motivate students, create engaging and effective lesson plans, and support the professional development of other teachers (compare teacher educator and mentor teacher)
- mediate (n. mediation) – to intervene in a disagreement or conflict in order to bring resolution or reconciliation between two or more parties (compare negotiate)
- memorandum of agreement (MOA) – the final, formal version of a cooperation agreement after further discussions and compromises agreed upon by all parties involved; based on the MOU; signed by the chief executive officer of the institution (i.e., the university rector, president, or vice chancellor); a legally binding contract (compare letter of interest, letter of intent, and memorandum of understanding)
- memorandum of understanding (MOU) – the second official written agreement between two or more parties; follows the letter of intent in the process of establishing a cooperation agreement; provides a written framework of the proposed project including the parties' roles, the scope of work, the timeline, financial arrangements, and any other relevant details; is the result of negotiations among all parties involved; signed by the chief executive officer of the institution (i.e., the university rector, president, or vice chancellor); not a contract so not legally binding but content can be binding for MOA (compare letter of interest, memorandum of agreement)
- mobility – any international and/or intercultural activity by students and/or teachers in HE that involves communication and collaboration with those from other cultural contexts for the purpose of study, research, and/or teaching; in the EU context, the freedom of movement between member states (see academic, blended, physical, staff, student, and virtual mobilities; also see mobility window)
- mobility window – a limited period of time, e.g., a specific semester, in a university programme set aside for student mobility in order to avoid lengthening students' studies; often a semester with few compulsory (see mobility)

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N

- negotiate (n. negotiation) – to come to an agreement or compromise on a point of conflict; or to find a way through a challenging situation (compare mediate)
- novice teacher – an in-service teacher who has been teaching full-time for up to two years (compare NQT, in-service, FQT, and master teacher)
- newly qualified teacher (NQT) – an individual who has recently met all initial requirements to begin teaching in an official setting but possibly still has other requirements (e.g., induction) to meet before gaining full qualification; requirements differ by country (see novice teacher and pre-service teacher; compare FQT)
- nursery – early childhood education (ISCED 0); approx. ages 0-2

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O

- outgoing – describes an international student or member of academic staff who is leaving their home institution to go on mobility (compare incoming)

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P

- PASCH – an initiative of several German governmental ministries and agencies to promote Germany and the German language through a global network of schools that specialise in teaching German as a foreign language and the history and culture of Germany; offers CPD, mobility opportunities, and intercultural exchange projects to member schools
- physical mobility – mobility that involves a stay at an institution of higher education outside one's own (see mobility; compare academic, blended, staff, student, and virtual mobilities)
- portfolio – a collection of one's own work which their learning or achievement over time
- pre-service teacher – a student enrolled in an accredited teacher education programme in order to become a licensed or qualified teacher in an education system (compare student teacher and novice teacher)
- preschool – early childhood education (ISCED 0); approx. ages 2-3
- primary – ISCED 1 of education; approx. ages 6– 10 (compare lower secondary and upper secondary)
- professional development – see CPD
- professional growth – see CPD
- professionalism – the appropriate conduct, attitude, and behaviour of a person expected in a particular profession or workplace; includes competence, ethical behaviour, responsibility, reliability, collaboration, and continuous learning
- proxemics – the study of how people use and interpret the space between them in social contexts
- PTCI (Professional Teacher Competence for Internationalisation) – the ability to apply the skills, competences, knowledge, attitudes, and behaviours necessary for educators to effectively teach and prepare students for a globalised world; this includes understanding and appreciating cultural diversity, developing ICC, promoting global awareness and understanding, using technology responsibly and ethically for international communication and collaboration, engaging in CPD, and applying new learning to improve teaching and student outcomes

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R

- reflect – to think deeply and carefully about something in order to gain a better understanding of it and take steps for positive change; includes examining and analysing one's own thoughts, feelings, or behaviours in those circumstances, and considering the larger context in which the experience occurs

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S

- safe space – a physical or virtual environment where individuals feel physically and emotionally secure, and can express themselves freely and without fear of judgment, criticism, and/or harassment
- SEN (Special Educational Needs) – the educational needs of children or young people who have a learning difficulty or disability that requires additional support to access education
- skill – the ability to apply specific knowledge or a learned and trained technique to complete a task or activity (compare [competence](#))
- SMART – an acronym referring to the following criteria for goals and objectives: specific, measurable, assignable, realistic and relevant, and timely and time-bound;
- social conventions – a sets of unwritten rules or norms that govern social behaviour in any given culture or society (e.g., greetings, dress code, acceptable public behaviour); subject to change over time (compare [cultural practices](#))
- social norms – also, cultural norms (see [social conventions](#))
- staff mobility – mobility for [academic staff](#) to teach and/or conduct research outside their home institution; often involves collaborative projects (see [mobility](#); compare [student mobility](#))
- STE (student teacher of English) – see [student teacher](#)
- student mobility – any opportunity for a student to study and/or do an internship outside their home institution during their studies (see [mobility](#); compare [staff mobility](#))
- student teacher – a student enrolled in an accredited teacher education programme who is doing their teaching practice in a classroom setting under the supervision of a mentor teacher (compare [pre-service](#), [NQT](#), and [novice teacher](#))
- supply teacher – a teacher who is employed to take over a lesson or class for a teacher who is absent for any reason; also called a cover teacher or a substitute teacher

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T

- TCK (third culture kid) – a child who is raised in a culture other than their parents' during a significant period of their childhood
- teacher educator – a professional who involved in the preparation, training, and ongoing professional development of pre-service and in-service teachers; may work in a university, college, school, government agency, or professional organisation (compare [mentor teacher](#) and [master teacher](#))
- teacher mentor – an experienced, FQT who provides guidance, support, [feedback](#), and advice to a [pre-service](#), [NQT](#), or [novice teacher](#), helping them to develop teaching [skills](#), [competences](#), knowledge, and confidence, and to navigate the challenges and opportunities of the teaching profession (compare [teacher educator](#) and [master teacher](#))
- teacher trainer – see [teacher educator](#)
- teaching practice – the supervised teaching experience with a mentor teacher in a real- world classroom which is required of pre-service teachers in order to get their teaching degree or qualification; requires the application of theoretical knowledge, [skills](#), and [competences](#) (compare [induction](#))
- teaching practicum – see [teaching practice](#)
- teacher qualifications – the academic and professional requirements necessary for someone to become a certified or licensed teacher, both [pre-service](#) and [in-service](#), in a particular region or country; also called educator certification or teaching license

- technique – a specific tool or strategy used by a teacher to facilitate learning and achieve educational objectives (e.g., drills, interactive games, class discussions, lectures, group work, pair work, role plays, songs, multimedia presentations) (compare [approach](#))
- TESOL (Teaching English to Speakers of Other Languages) – the study and teaching of [EFL](#) or [ESL](#) to learners whose L1 is not English (compare [ELT](#))
- transnational – involving participants from two or more countries

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U

- upper secondary – ISCED 3 of education; approx. ages 16– 19 (compare [primary](#) and [lower secondary](#))

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V

- value – a guiding principle or standard that is considered important or desirable by an individual, group, or society (compare attitude and belief)
- virtual mobility – any activity that uses online technologies to enable mobility (see [mobility](#); compare [academic](#), [blended](#), [physical](#), [staff](#), [student](#), and [virtual](#) mobilities)

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