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Redefining the Professional Profile of Foreign Language Instructors

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Abstract

This presentation redefines the professional profile of foreign language instructors within the evolving quality culture of higher education language teaching. This challenges the traditional notion that language proficiency and methodological knowledge alone ensure teaching languages, advocating for an expanded competency framework integrated with institutional quality assurance systems. The shift from autonomous classroom practitioners to systemic quality actors is driven by global pressures, including government accountability, internationalisation, accreditation, and increased student expectations. The "New Model" instructor embodies multifaceted roles—teacher, assessor, curriculum implementer, reflective practitioner, and data-informed decision-maker—requiring competencies in assessment literacy, constructive alignment, evidence-based teaching, quality documentation, and collaborative engagement. Without these, teaching languages remains inconsistent and unverifiable. The presentation highlights significant implications for teacher education, emphasising the integration of quality assurance competencies with traditional pedagogical skills to prepare instructors as competent quality professionals capable of navigating institutional frameworks while maintaining instructional excellence. It acknowledges challenges, such as bureaucratisation and tensions between compliance and pedagogy, and recommends reflective, evidence-based feedback practices that support formative assessment cycles and continuous improvement. Ultimately, the future foreign language instructor is envisioned as a transparent, accountable, and quality professional whose practice aligns with institutional and international standards, fostering equitable and effective language learning outcomes in a globalised educational landscape.

Keywords: Assessment Literacy; Constructive Alignment; Evidence-Based Teaching; Quality Culture; Quality Professional