THE IMPLEMENTATION OF THE EUROPEAN PORTFOLIO FOR STUDENTS TEACHERS OF LANGUAGES AS A SELF ASSESSMENT GUIDE IN A PRE-SERVICE ENGLISH LANGUAGE TEACHING PROGRAM

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UNIVERSIDAD TECNOLÓGICA DE PEREIRA FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LENGUA INGLESA

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Trabajo de grado presentado como requisito para obtener el título de Licenciado en Lengua Inglesa

UNIVERSIDAD TECNOLÓGICA DE PEREIRA FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LENGUA INGLESA
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Abstract

As future language teachers who reflect on their teaching practices, students of the program should acquire familiarity with some aspects connected to the teaching field as might be self-assessment, curriculum, methodology, resources, lesson planning, conducting a lesson, independent learning and assessment of learning. Among the ways to foster the examination of such elements, a number of questions were answered by the student in order to analyze and explore them through reflection and with the help of the student’s own pedagogical experiences. Along with the aspects mentioned, the student proves and widens her didactic knowledge and skills necessary to teach English in the Colombian educational context.

Resumen

Como futuros profesores de inglés que reflexionan sobre sus prácticas pedagógicas, los estudiantes del programa de licenciatura en lengua inglesa deben estar familiarizados con algunos elementos destacados en el campo de la enseñanza como: Autoevaluación, currículo, metodología, recursos, planeación de clases, procedimientos de la clase, aprendizaje independiente y evaluación del aprendizaje. Para examinar dichos aspectos varias preguntas han de ser respondidas con el fin de analizarlos y explorarlos a través de la reflexión y de las experiencias de la estudiante-practicante. Además de los aspectos mencionados, la estudiante pone a prueba y expande su conocimiento sobre la didáctica y las habilidades para enseñar el inglés en el contexto educacional colombiano.
Rationale

This portfolio presents a number of useful strategies for English teachers as how they could implement lessons in a better way and as how to answer students’ questions that are concerned with the course content. Additionally, these strategies can help teachers to give feedback in a sensitive, respective way which could result in an increase of learners’ motivation and interest in the activities that ma be proposed by the facilitator. On the other hand, it is worth mentioning that reflection does play an important role in teaching; hence, this project promotes the need that teachers have in terms of preparing lessons and what is to be carried out in the classroom.

As stated by Moon (2005:1), reflection is applied to gain a better understanding of relatively complicated or unstructured ideas”. Schön (1996) also highlights that a way of developing the starting point of teaching and learning is reflection, where the teachers observe and monitor themselves and the group, and then write notes on the completion of the session, thus the importance of becoming reflective facilitators.

With the aim of responding to the needs of society, the present paper ensures that the beginner teacher operates in a new educational paradigm that centers upon students’ need of guidance, support and appropriate feedback to overcome difficulties. Teaching is strongly influenced by the educational society and by society in general; thus, aspects such as the curriculum need to be modified in such a way that learners do achieve the goals that have been formulated by the teacher. This being so, this portfolio prompts and informs about the inclusion of fundamental elements that fortify teaching and learning (the sociocultural component, the linguistic component, and the pragmatic component).

In relation with learners’ needs, it has been proved that it is necessary to develop a curriculum that does not make learners feel afraid to memorize and be perfect in their learning process. Fortunately, we are living in the age of technology where
new resources for teaching are available, where a more humanistic, learner-centered approach is being spread and known by new teachers interested in adapting the current paradigm in this field. Some of the needs that this paper helps teachers to reflect on are teaching students to be inventive and to share their opinions and ideas to the society.

Developing this project helps teachers to be more self-critical as to shed light in the aspects that might need improvement: skills for providing feedback, lesson planning, teachers’ roles, classroom and time management during classes, and learners’ needs and learning styles; consequently, it is a way to become a better professional that is going to change the minds of the students to make them become autonomous thinkers.

Educational goals need to be aligned with the aforementioned information. Every student learns at their own pace. Every one of them has a different learning style. A curriculum that focuses more on a better learning environment and less on exams and grades allows for learners to feel free in their personal process. In the end, a collaborative perspective in teaching is useful and fruitful, but teachers should also start to emphasize individuals’ skills and to encourage each one to continue learning.

In the 21st century education should aim at improving the quality of life for all students by fostering knowledge, learning, and innovation. Another important goal is to provide learners with opportunities to face nowadays challenges confidently. Schools - and most importantly teachers – play a vital role in fostering the physical, the social, spiritual, moral, intellectual aspects of human life.

The aim of education is to create citizens that are able to be of advantage in a highly competitive, globalized, technological world. Thence, the development of a civic, moral society should be promoted as for individuals to be aware of the importance of honesty and the interest towards working.
In this sense, it is an indispensable commitment on the part of teachers to actively participate in the theoretical, methodological and ideological settlement of teaching, in order to ensure that there is a didactic that meets the demands of the current moment in this aspect.

2. Objectives

**Main aim of the EPOSTL 1:** To encourage teachers to reflect on the competences that they are striving to attain through the reflection of personal teaching experiences in the Licenciatura Program and apply this knowledge in future practices.

**Main aim of the EPOSTL 2:** To establish to what extent can technology be applied to teaching in order to foster creativity in learners along with collaborative work.

**Main aim of the EPOSTL 3:** To raise own awareness of how aspects such as classroom management were and can be handled in future teaching contexts.

**Main aim of the EPOSTL 4:** To be conscious of the necessary skills that have to be developed in order to be able to teach competently.

**Main aim of the EPOSTL 5:** To reflect on the importance of promoting the use of portfolios in the classroom with regards to learners' academic improvement.

**Main aim of the EPOSTL 6:** To have a look at how the different language skills are approached and how these can be taught.
DESCRIPTORS

3. Personal Statement

As learners of language in school, you already have had a lot of contact with teaching. What aspects—teacher’s qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

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<td><strong>Positive:</strong> During the process of being in secondary school learning English, I noticed that I could understand easier any topics that had to do with English lessons, more than any other subject from high school. In that moment of my life I started analyzing that, I was good at learning foreign languages.</td>
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<td><strong>Negative:</strong> When I started receiving my English classes, at secondary school, it was quite difficult for me since I was not used to the second language, so I felt weird and that made me feel inhibited of participating in class. I felt shy because I was not able to achieve a good grade at the beginning of my process of learning English. On the other hand, I think that instead of feeling that I was lost in class, I should have asked for extra help to my English tutor and looked through other tools that had to do with the target language; in that sense, I could have achieved a good knowledge and experience of becoming a bilingual student. I consider that, learning a second language for me was quite demanding since I was not so exposed to it, thus, at the time I was taking my English classes I could not understand any instructions, words, commands, requests and other things given by my English teacher. Besides this, I was not able to ask for my doubts to my teacher because of my lack of knowledge. I felt afraid of asking wrongly any questions in English; therefore, I considered that the best way for me to avoid feeling afraid during that time, was to start solving all the doubts that I had with my teacher.</td>
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a) What aspects of teaching are you most looking forward?

First, what I am most looking forward is learning about how to deal with classroom management, teacher’s role, methodologies for carrying out the English lessons, strategies of getting students’ attention and knowing how to deal with learners’ attitudes. In fact, I expect to be able to know how to deal with disciplinary issues and to know new resources for teaching English in order to avoid becoming monotonous when teaching in any school.

b) What aspects of teaching are you least looking forward?

The aspects that I am least looking forward have to do with students’ behavior, in relation to their discipline inside the classroom and learners’ negative attitude when they are exposed to a second language.

3. Expectations of your teacher education course

a) What do you expect most from your teacher education?

What I expect the most from my teacher education is to be humanistic with the whole group, to be polite, to be prompter, to be responsible, to be respectful. Additionally, it should recognize students’ difficulties and understand their cultural backgrounds, interests, needs, and perspectives and, equally important, to create flexible classroom routines and procedures that attend to learners’ needs. Finally, I do expect to be analytical and patient.

b) What do you want most from your teacher education?

What I want most from my teacher education is to receive good models to follow for teaching a foreign language that makes me feel comfortable in the classroom, provides me chances of improving my process of learning and teaching. In terms of the teachers, I want to see facilitators with strategies to make rapport among students, such as, having good sense of humor in the class, audiovisual aids, kinesthetic activities, digital sources, etc.

It is very important that my teacher is always on time, to have different strategies of teaching, to explain in a clear way the concepts from the program, to give feedback, to have experience in what is teaching, to provide appropriate guidelines for homework assignments, to be enthusiastic, etc.
c) **What do you think your teacher educators expect from you?**

I consider that my educators expect dedication, discipline and willingness to learn what they teach me in relation to the language, as well as the features related to the second language learning process. Furthermore, I assume that they expect respect, punctuality, and responsibility during my education process, as well as autonomy and self-awareness of my own development as a teacher and as a learner.
SELF ASSESSMENT CONTEXT

A. CURRICULUM

1. I can understand the requirements set in national and local curricula

Yes, I can understand the requirements of the national and local curricula. The national standards for the national curricula are embedded in the guideline “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” in which the Ministry of Education states the requirements that English teachers must follow during the design of the curricula. In the same way, it also refers to the competences that learners should achieve at the end of a learning course. In local terms, the institutions design their own curricula based on the national standards.

2. I can design language courses around the requirements of the national and local curricula

Yes, I can design language courses around the requirements of the national and local curricula. Considering that, I have notions on courses designs as well as the structure of the standards provided by the Ministry of Education. In addition, I can also adapt my English course depending on the PEI (Institutional Education Project) that is designed based on the local needs of the community around the school basing the class design on the standards and requirements provided by the Ministry of Education.

3. I can understand the principles formulated in relevant European documents (e.g. Common European framework of Reference, European language Portfolio).

Yes, I can understand the principles formulated in the relevant European documents. The most common example is the CEFRL; however, I also have notions of proficiency tests such as the Test of English for International Communication (TOEIC) and the International English Language Testing System (IELTS). Those tests are designed to measure the language proficiency skills required to help learners (and teachers) to improve their level. In a similar way, I have notions of the European Language Portfolio (ELP) which is a self-assessment instrument based on the standards of the CEFRL. This instrument can be used by teachers as well as by learners to ensure the competence level of the language user.

I have in mind that in the CEF are three main principles such as:

- The cultural ancestry of European countries is a meaningful source, that must include an education to consider these diversifications, not as an obstacle, but as a chance of improvement.
- To support the education of modern European languages to make easier the collaboration and the bilateral increase.
The representatives of the European Union, when adopting policies in the field of modern languages, can acquire instruments for the cooperation and distribution of development policies.

Based on these principles, the CEF contemplates the convention of plurilingualism, which conveys the integration of multiple languages in coexistence, contemplating the cultural background of the languages to be learnt. In this plurilingualism principle, it is intended for the language learner to develop a linguistic repertoire, that facilitates the communication among people from countries who have a different mother tongue, as well as having notions of the cultural background of each country.

4. I can understand and integrate content of European documents (e.g. Common European framework of Reference, European language Portfolio) as appropriate in my teaching.

Yes, I can understand and integrate content of European documents as appropriate in my teaching because I associate the standards of the CEFRL with the national standards when designing the curricula. The communicative competences stated by the Ministry of Education are useful to comprehend what the learner needs to integrate the sociolinguistic, pragmatic and linguistic aspects of the language used in the classroom.
B. AIMS AND NEEDS

1. I can understand the personal, intellectual and cultural value of learning other languages.

   Yes, I can. Since Pulverness (2003) states that without the study of culture, the process of learning other languages is inaccurate and incomplete. For instance, for L2 learners this process seems to be meaningless if they do not know anything related to the target culture. Furthermore, Girouard and Drzystek (2013) defend that being a language learner requires people to be multicultural learners, which eventually helps them to become world citizens. Intellectually speaking, the aforementioned authors consider that learning another language allows the brain to become more effective by increasing mental awareness.

   According to Saul (2013), learning other languages is a socially unifying process because students need to be supported, encouraged and motivated in order for them to succeed in this aspect, and this is the personal dimension of learning a different language.

2. I can take account of overall, long-term aims based on needs and expectations

   Yes, I can take account of overall, long-term aims based on needs and expectations. According to the Council of Europe (2003), learning a different language is a process that takes time, where needs and expectations should be measured and considered progressively. For instance, specifying the language needs of certain group could be done by means of applying learners’ interviews, questionnaires, and observations of activities taking place in the classroom, and other different instruments that can shed information on this aspect. In this sense, we as teachers can establish the needs, whether overall and long-term, that characterize learners so that they match with their linguistic profiles. Regarding expectations, these also have to do with needs and motivation…
3. **I can take into account differing motivations for learning another language**

Yes, I can take into account differing motivations for learning another language, proposed by Harmer (2011), who named them Intrinsic and Extrinsic motivation. The Intrinsic motivation has to do with factors inside the classroom, such as homework, tasks, tests, etc. Following Gardner and Lambert (1972), anything that happens in the classroom holds a vital importance for learners to develop their motivation. On the other hand, extrinsic motivation is concerned with aspects outside the classroom. Additionally, Harmer divides, this kind of motivation into two sub-categories, namely: A) instrumental, where language is a tool that helps learners to achieve a goal (e.g. passing an exam) and B) integrative motivation, which means that learners aim at developing a second language in order to be able to communicate with foreign people.

4. **I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).**

No, I cannot. Although I recognize the importance of taking into account the cognitive needs of learners, in my experience with the teaching practicum it was so demanding for me to analyze and comprehend the students’ background in these terms, due to the lack of time and also because I did not know them beforehand.
5. **I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).**

   Yes, I can take into account the affective needs of learners given the fact that every student has a different personality and a different way of thinking, thus, it is highly important to know whom they are to make them feel comfortable in the classroom. In this way, they will be more likely to learn the target language more easily. Manor (1987) holds the view that, since school is an important basis for the development of socialization abilities of students, we, as teachers, should try to make the classroom environment optimal for their affective conditions and needs. This way, learners will show a higher degree of achievement and even motivation throughout their learning process.

6. **I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies etc.).**

   Yes, I can. From my point of view, all of these stakeholders are related with each other in terms of education. It is evident that teaching does not only take the action of teachers but it also has to do with other people involved in the process (employers, service teachers, funding companies, among many others) which aim at improving the quality of education and enriching the process of the learners. In addition to this, teachers have a great responsibility not only for meeting the aims of a course; it takes the reactions and implementations that higher entities may ask us to design and follow (e.g., syllabus). Finally, parents’ expectations need
also to be considered. Vygotsky (1962) explains that the higher the expectations of parents are, the greater the performance of the students seems to be, thus, we teachers should not leave this aside if we want our learners to succeed academically.

7. I can take into account attainment target levels set in curricula (e.g. deriving from the common European Framework of Reference).

Yes, I can. This factor is very necessary to motivate the students to achieve a good grade at the end of the period, so I can identify if the process of teaching was or not effective. In this matter, Trim (2011) argues that the CEFR is a central point for referencing to what extent learners are accomplishing the aims established, and which we, teachers, can use as a reliable guide.

C. THE ROLE OF THE LANGUAGE TEACHER

1. I can promote the value and benefits of language learning to learners, parents and others.

Yes, I can promote the value and benefits of language learning to learners. As a language teacher, I am able to do this by means of trying to engage students in a more dynamic and interesting course of learning and enrich this by using a social focus, which in turn will help them to see the importance of learning another language. Moreover, if I consider the participation of the parents of the students, the likeability of the learning aims being accomplished is higher, inasmuch as learners consider it important to have a supporting presence by their side; thus, engaging parents in the process is vital. In terms of promoting the values and benefits of learning a language to others, it can be done by extending these aspects to different sectors of the community in order to raise awareness on how crucial it is to be committed with this aspect.
2. **I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.**

   Yes, I can appreciate and make use of the value added to the classroom environment. During my experience teaching English for the university practicum, I have realized that it is fundamental for me, as a future teacher, to know the students’ background with the aim of establishing a good rapport with them and reach appropriate solutions to the difficulties that may arise throughout the lessons. Doing this is not only recognizing their cultural diversity, it also implies that we engage parents in this endeavor, and that we acknowledge that every student has something positive to contribute. Concerning this issue, Miller (1988) explains that teachers are in charge of promoting respect for other cultures in the classroom, which is viable by considering all the cultures at play as only one.

3. **I can take into account the knowledge of other languages learners may already possess and help them to build on this knowledge when learning additional languages.**

   Yes, I can take into account the knowledge of other languages, because it would be easier for students to understand the instructions, the commands, the rules, and other items, by these way students will not feel inhibited of participating in class, and they would feel more confident to be exposed to the context. Kovács and Mehler (2009) mention that bilingual learners are better at ignoring irrelevant information. For their part, Páez and Rinaldi (2006) state that linguistically diverse learners can easily transfer their knowledge about reading to their second language. The aforementioned are facts that can help teachers to facilitate the teaching of additional languages.

4. **I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.**

   Yes, I can draw on appropriate theories of language, learning, culture, etc. and relevant research findings to guide my teaching, considering that these elements are the basis for the teaching field itself. Besides, the theories related to the second language teaching are very useful for teachers in order to develop a right class and at the same time, they help teachers to feel more secure when teaching to any graders.
5. **I can critically assess my teaching based on experience, learner feedback and learning outcomes and adapt it accordingly.**

   Yes, I can. Learner feedback, learning outcomes and experience are three components of the teaching field that complement my development as a language instructor. I cannot conceive my profession without having an increasing degree of experience that can help me to learn and improve what I am doing in and outside of the classroom, with learners. Learner feedback can be seen as a way through which I can allow them to take account of their own process of learning, what they are doing well and what they should improve. Moreover, I believe that by doing this, I am also fostering their abilities for monitoring their personal progress. Learning outcomes are a means that I can use to have a clear idea of the results of learning, see where I might be failing, and what to do to better my teaching practices.

6. **I can critically assess my teaching in relation to theoretical principles.**

   Yes, I can. As I am a student of English as a foreign language teaching, I have been exposed to some theoretical bases that could help me to evaluate from the theory my teaching praxis. Indeed, I had the opportunity to teach in a 7th grade, and at the beginning, I was very motivated to bring classes full of happiness and fun. However, I saw negative reactions of my learners toward my
teaching strategies, so I started to explicitly teach them some grammatical aspects of the language. I felt demotivated for taking advantage of the explicit grammar teaching since I considered the best way of learning a language was fostering linguistic aspects by implicit lessons.

As a result of what I mentioned above, I could confront my teaching style with the theory, and theory supported me due to the fact that the age of the target population was appropriate to have developed high proficiency level in terms of the linguistic competence of their own language; so I used to connect the way they utilize their native tongue for teaching them the foreign. In fact, Celce-Murcia and Larsen-Freeman (1999) argue that a meaningful way of teaching teenager students is by making a stronger emphasis on explicit language instruction by connecting the way people use the language (e.g., its function) with the grammar (i.e., the form) they need to use in the communicative competence.

7. I can accept feedback from my peers and mentors and build this into my teaching.

Yes, I can. According to Shulman (1987), feedback is vital for improvement as it allows me to know if the job I am doing is okay. Therefore, I can accept constructive feedback from my peer and mentors as long as they have experience in this field. I believe they might provide me with good strategies to carry out during my classes, such as classroom management methods, some ideas of how to use digital devices, and how to design visual aids and worksheets.

8. I can observe my peers, recognize different methodological aspects of their teaching and offer them constructive feedback.

Yes, I can. Considering the fact that I have experience as a practitioner; also, I have been exposed to theories related to methodologies to conduct a lesson, how to design a lesson plan, and other features related to teaching. Moreover, as a teacher I have been taught how to provide constructive feedback to my learners. For example, I can apply the feedback proposed by Hattie and Timperley (2007) in which feedback is divided into four types (feedback about the task, feedback about the processing of the task, feedback about self-regulation, and feedback about the student as a person). Based on this method, I can provide feedback to my classmates as well.
9. I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.

Yes, I can locate relevant articles using tools such as Google scholar or infotopia, which are focused on finding articles, journals and researches. By using these tools, I am able to get enough information about different projects so it will be easier to carry out English classes in a real context.

10. I can identify and investigate specific pedagogical/didactic issues related to my learners or my teaching in the form of action research.

Yes, I can identify and investigate specific pedagogical issues as I have a deep theoretical background that can allow me to support and to assess my teaching performance. In addition, I consider I have the capacity to search on the internet for some documents that might help me out with the issues that can be found in class.
D. INSTITUTIONAL RESOURCES AND CONSTRAINTS.

1. I can assess how I might use the resources available in my school (OHP, computers, library etc.).

   Yes, I can interact with the principal and the coordinators of the institution, as well as with the in-service, teachers to ask them what resources can be found in the institution and which the requirements are for use them in class.

2. I can recognize the organizational constraints and resource limitations existent at my school and adapt my teaching accordingly.

   Yes, I can recognize the organizational constraints and resource limitations by reading the institutional rules and talking in advance with the school authorities so I can be aware of the restrictions before designing my lessons.

METHODOLOGY

A. SPEAKING/SPOKEN INTERACTION

1. I can create a supportive atmosphere that invites learners to take part in speaking activities.

   Yes, I can. According to Baker and Westrup (2003), speaking activities and games in pairs or groups can reinforce the learning of new vocabulary, grammar or function language. By doing this, learners will be able to reinforce their language as they build new lexis. Warming up activities were the moments of my class sessions in which I engaged learners, raised their attention, and made them participate actively in class. Music has also been one of the tools employed to support the learners and to stimulate them to participate. Learners are used to listening to music everyday and everywhere. They enjoy dancing and through movement they feel relaxed and ready to learn.
2. **I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.**

Yes, I can. Inasmuch as I can apply activities like surveys and core drill activities, oral presentations, drama representations, karaoke contest, bingos and lotteries. Learners had the chance to read, write, listen and move about for the performance of activities. Richards (2008) affirms that an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances, for instance, following a recipe to encourage learners to interact would eventually provide the input for the learners to produce spoken language in their own pace. Activities such as the one previously mentioned, also sets the environment for the appreciation of the roles language has depending on people’s age, sex, and status. In addition, the expressions of politeness are also part of the role played by learners during these speaking interactions.

3. **I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.**

Yes, I can. Placed on the fact that the speaking tasks lead to create a space in which learners can express their thoughts. Jones (1962), cited by Richards (2008) affirmed “In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together”. Colombia is a country which has different well recognized regions. Those are not only geographical but also cultural and linguistic regions. During my autonomous teaching practicum, students were given a task in which they had to recognize those regions and some of the regional and identity characteristics of those regions. In that sense, we use these type of activities to make learners speak and interact to freely express themselves.
4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role-play, problem solving etc.).

Yes, I can. De Jong (2007) states that gains in oral performance can be achieved through procedures that theoretically affect the processes of fluent production. Activities in which students play roles in pairs to show physical actions as daily routines is one example of selection in which the participants have to interact to perform the actions and develop some kind of fluency. Following Fredericks (2005), problem solving activities encourage learners to take responsibility of their own learning by discussing alternatives, thinking and acquiring knowledge in real-life scenarios, as well as to develop higher thinking levels.

5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.)

Yes, I can. For the reason that it helps learners to feel exposed to the real context and situation, so they will have the capacity to establish conversations with non native English speakers at this level of their instruction. Finch (2012) stated that students need to become aware of what native speakers do in conversations if they are themselves to achieve communicative competence in the target language. Conversational role plays in which pupils repeat the words uttered by the characters in a minidialogue can be addressed as one example of activities in which some type of awareness takes place.
6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).

Yes, I can. During the stage of lesson planning process, the materials must be selected and adapted. The types of materials that I selected for my teaching practicum engaged learners and exposed them to authentic situations in which they faced the target language in speaking activities. For instance, teachers could use a wide array of authentic materials such as newspaper articles, films, radio podcasts, books, among others. Teachers use visual aids: comic strips, cartoons, flashcards, puppets, story books, etcetera, that lend themselves to allow learners to practice such skill. Following Harmer (1994), using authentic materials in the classroom like the ones that have been mentioned, helps learners to excel in their reading abilities and to produce a better language. Moreover, their acquisition process of the second language becomes faster and easier for them. And finally, the same author holds that developing skills in the new language foster learners’ confidence and sense of accomplishment when facing real-life situations.

7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.

Yes, I can. Based on my awareness of the different functions of speaking – interaction, transaction, performance— (Richards, 2008). By knowing these functions, I can design and create activities that enhance the learner to have proper conversations and be aware of the type of conversations being conducted in order to answer and interact properly. In this way, conversations should be related to real-life situations that require communication. For their part, transactions aim at making learners able to interact with class materials to be learned and to create knowledge from them; therefore, they are not passively received but actively constructed by pupils by connecting past to new knowledge (Santrock, 2004).
8. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).

Yes, I can. One of the most important skills to help students to identify and use typical features of spoken language is listening. Richards (2008) affirms that listening is based on the assumption that the main function of listening in second language—or foreign in our case—learning is to facilitate understanding of spoken discourse. Additionally, there exist two different kinds of processes which are involved in the spoken discourse, named bottom-up and top-down processing. In terms of informal language, teachers can focus on taboo vocabulary such as slang, colloquialisms, phrasal verbs, interjections, and some others. In the same way, fillers must also be learned since they help students to carry out a more native-like speaking, or to give some time to think during speaking. Some common fillers are—among many—: "well", "ehm", "uhm", "you know".

9. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc.) when engaging in spoken interaction.

Yes, I can. Because communication provides learners an opportunity to apply in a real context what they have learnt, so they might be able to start speaking English although they make some mistakes. Furthermore, Lewis (2011, p.46) stated:

*Communication strategies train learners in the flexibility they need to cope with the unexpected and the unpredictable. At the same time, they help students get used to the non-exact communication, which is perhaps the*
real nature of all communication. In this way, they help to bridge the gap between the classroom and the
outside reality, between formal and informal learning...communication strategies encourage risk-taking
and individual initiative and this is certainly a step towards linguistic and cognitive autonomy.

As teachers, we should face learners with different situations in which they have to be able to
communicate appropriately, for instance, asking for clarification through using common English
expressions ("I am afraid I haven't understood what you said"), comprehension checks such as "is that
clear?", "do you know what I mean?", have you understood what I said?"). In addition to this, clarification
can also be achieved by paraphrasing, where students can use expressions such as "If I'm hearing you
right, you conveyed that...?" or "So, you're saying that...?", "If I understand you correctly..."

10. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help
them to pronounce sounds in the target language.

Yes, I can. By teaching explicitly those consonant phonemes that do not exist in the Spanish of
the Americas, such as the voiceless dental fricative phoneme (θ) and the voiced dental fricative sound
/ð/. That is to say, through this strategy, explicit teaching, I might show them some examples of English
words which include these phonemes for them to be aware of. Furthermore, I might teach them how to
use and articulate the phonemes of International Phonetic Alphabet (IPA) and other sources in order to
illustrate and explain the learners the differences between phonemes, and how they are pronounced.

11. I can evaluate and select a variety of techniques to make learners aware of and help them to
use stress, rhythm and intonation.

Yes, I can evaluate and select a variety of techniques that help them improve the suprasegmental
features of the language. For instance, I can teach them the rhythm of the language by practicing different
songs a capella or singing rap, hip hop, pop or rock. The stress could be taught by reciting poetry and
the intonation through performing role plays. The aforementioned actions are important to develop in a
class due to the fact that if an English sentence is pronounced without the appropriate weakening of
unstressed syllables and unaccented grammatical words, a serious loss of intelligibility would be
evidenced (Sabater, 1991). In fact, these techniques promote learners to become more fluent at
speaking English and they will feel confident to initiate a conversation.
12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).

Yes, I can. Even though I consider myself capable of assessing my students’ accuracy by role plays where they have to perform a language function, such as doing a request, apologizing, asking for permission and ordering food, etc, I do not give much importance to accuracy. But I do focus on fluency now that focusing on accuracy rather than on fluency during oral tasks can lead learners to restrain themselves from participation or the creation of negative feelings towards the language. Indeed, Hernández & Reyes (2012) believe that the fact of favoring fluency over accuracy in oral activities “can be understood as teachers’ concern with learners’ feelings and emotions and their fear of interrupting and inhibiting participation” (p.71).
B. WRITING/WRITTEN INTERACTION

1. I can evaluate select meaningful activities to encourage learners to develop their creative potential.

   Yes, I can. I have the capacity of creating meaningful activities to develop students’ creativity by asking them to do some tasks such as solving problems about real situations in life, asking them to elaborate an autobiography where they describe how or who they are, asking them to perform drama for an audience, etc. In this way, students will improve their learning of the target language and they would be more confident for being exposed in the context.

   When teaching in a classroom especially with young learners, it is necessary to implement activities that catch students’ attention and improve students’ creative potential, such as: exploring curiosity and imagination among others. As stated by Caram & Davis (2005), students engage in learning when they are intrinsically motivated by using activities that produce curiosity, interest and enjoyment, or when they are focused on fulfilling personal goals.

As a result, when students capture learning properly, it might make them increase their knowledge.

2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories reports, etc.)

   Yes, I can. I am sure that I can design meaningful writing activities whether for informal or formal purposes. Nevertheless, in order to define the register (informal/formal), students have to do several pre-writing stages, such as defining the theoretical problem which includes the purpose and the audience. For instance, an e-mail could be written to different addressees, so this could affect the purpose and the audience of the text. A second stage is the planning and generation of ideas, the ideas organization, and the goal setting. In other
words, this is the step in which the student brings several information that is commonly taken from brainstorming; later, the learner organizes the content and the concepts, and he checks if this information is aligned with the original goal. Finally, the student assesses and revises his own production. These steps are proposed by Kroll, (2003).

3. **I can evaluate and select texts in a variety of texts types to function as good examples for the learners’ writing.**

   Yes, I can evaluate text types depending on what I am going to teach, based on the students’ language proficiency, the kind of content words, grammatical structure of the text, topic of the text etc. In fact, these elements are in agreement with the affirmation of Tribble (1996) on identification of the genre, language purpose, topic and level of the texts before handing out the assignments that will support or challenge the students’ writing process.

4. **I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids, etc.)**

   Yes, I can. I think I have the capacity of selecting and evaluating sources to help students to improve their writing skill. Indeed, I agree with the statement of Troncoso (2010) since he supports that materials help the development of learners’ English language proficiency for effective communication and theoretical input for writing in real world situations. Examples of some useful sources could be flashcards, pictures, authentic videos with no educative purposes, slides, and real written documents (newspapers, magazines, articles, journals, etc.). However, I consider important to mention that the selection of these materials should be by having in mind the students’ language level. The stimulus depends also on the interests of learners—music, cultural issues—and the step by step process to writing production.
5. I can evaluate and select activities which help learners to participate in written exchanges (emails, job applications, etc.) and to initiate or respond to texts appropriately.

Yes, I can. I am able to apply activities of written exchanges because I know how to use online platforms, social networks and blogs that might enhance written assignments that pupils’ have to do on their own provided that they follow a set of guidelines to do the task. To illustrate, I could ask learners to watch a video, news, or movies with subtitles in the target language, so after they watch the film they can be encouraged to comment and present their own beliefs towards this audiovisual material. Indeed, this can be done in a Facebook profile, in the comments section of YouTube or in an educative platform as Schoology. In addition to this, I could teach students how to fill out a format for a visa request or a CV as a strategy to help them to respond texts appropriately. Finally, in terms of benefits this strategy will facilitate them to analyze and comprehend what the movie is about, and engage learners to participate in written exchanges.

6. I can help learners to gather and share information for their writing tasks.

Yes, I can. One way to do this action is through group feedback interaction which consists of asking students to do a written assignment, so they have to pass it around among their classmates, being a way to share the information provided in their writing tasks. I consider important this type of feedback based on Hyland & Hyland (2006) who considers that it creates a supportive teaching environment for conveying modelling ideas about good writing, but also it motivates students to share their writing assignments, and as a consequence students will gain self-confidence in their writing production.

7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.)

Yes, I can. In my opinion some useful strategies for structuring and organizing written texts may help learners to find an order for their ideas. Similarly, Scrivener (2005) suggests that students could draw a sketch diagram showing how their text will be put together, using lines and arrows to link separate items. That is to say, this strategy helps learners to have a general layout and know how the items will be organized in the texts.
8. I can help learners to monitor, reflect on, edit and improve their own writing.

Yes, I can. By peer feedback sessions where students look at written drafts and make comments about the text. In effect, Scrivener (2005) explains that students could make specific questions or give general comments towards their peers’ tasks.

9. I can use peer-assessment and feedback to assist the writing process.

Yes, I can apply peer-assessment by cooperative writing works given the fact that Boughey (1997) considers that reviewing and evaluation are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved. For this reason, it is important to explain students that the most useful comments are those that will have an impact as the writing is evolving.

10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly

Yes, I can use techniques for helping learners to produce texts, as it is very important to have good orthography, punctuation, syntax and grammar. Besides I can teach students some aspects of grammar such as; dependent and independent clauses in order to demonstrate whether an utterance is coherent or if it is missing in information, but also I can make learners aware about punctuation conventions in the same way. Nevertheless, it is important to mention that the way in which many writers use commas instead of full stops is frowned on by many English editors; therefore, I should make students to be conscious that punctuation is frequently a matter of personal style (Harmer, 2011).
11. **I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.**

Yes, I can. Cameron (2001) states that knowing a word does not consist of having connotation knowledge or receptive knowledge, but having the orthographic knowledge. In other words, learners should know how to spell correctly a word in order to show that they know a word.

12. **I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling, etc.)**

Yes, I can. I am able to assess and choose writing activities to consolidate the linguistic competence including, grammatical competence, lexical competence and orthographic competence. In fact, activities based on these elements tend to be boring and do not motivate students to enthusiastically work on; indeed, Bress (2012) supports that some students find grammar very appealing, some find it intrinsically boring, and some find it useful but really hard work. Therefore, I try to design engaging activities in order to catch students’ minds and to create a positive classroom climate.

**C. LISTENING**

1. **I can select texts appropriate to the needs, interests and language level of the learners.**

Yes, I can. In view of the fact that based on test and tasks I can measure the students' necessities, so that I can analyze what type of texts could be useful for them to use, and at the same time they will learn appropriate grammatical structures. For instance, if the target population is constituted by adults, I can prepare my classes based on their profession, but if I am limited to a curriculum of an institute I would design my classes based on the guidelines stipulated in that work place.
2. **I can provide a range of pre-listening activities which help learners to orientate themselves to a text.**

   Yes, I can. I am capable to help the students to be prepared to a listening exercise through writing on the board the demanding words, so they will get familiar with the new vocabulary, and it will be easier for them to understand the listening podcast. Indeed, Richards and Lockhart (2001) affirm that students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information in the pre-listening stage.

3. **I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.**

   Yes, I can. When I plan my classes, I like to ask learners to predict what is the audio about, which kind of vocabulary might appear. By doing this, once learners have a high level of listening skills, they will be able to apply by their own these listening strategies before exposing to the podcast, and they would easily understand the audio with the help of these listening strategies.

4. **I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information, etc.)**

   Yes, I can. I have the capacity of selecting activities in order to get the general idea or the specific information. To emphasize, I can ask learners to watch a film full of images and basic vocabulary with no questions in mind in order to ask them at the end what they understood, but whether I want specific information I would show beforehand the questions that they should answer based on the listening, or ask them to infer the words that should be written in gaps. However, listening for having a general idea is encouraged by motivating the students with extensive listening exercises which according to Harmer (2011) refers to those activities in which the teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement.
5. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking, etc.)

Yes, I can. I have the ability to select and design different activities where the typical features of the spoken language are the priority. To highlight, this kind of activity helps learners to recognize accents, moods, and in this way learners will know the different situations that can occur in the conversation, or the type of oral interaction, such as friendly dialogues, job interviews, TV shows or interviews on the radio.

6. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.)

Yes, I can. Expressing a point of view orally can be a stressful situation affected by external and internal factors. Noise outside the classroom could be negative for students’ concentration when they want to express an idea. Furthermore, disruptive students that interfere others oral production could spoil the learning environment; indeed, Amada (2008: p.8) considers that disruptive behavior may persistently or grossly interfere with the academic learning environment, thereby making it difficult for other students to learn and instructors to teach. Therefore, I might help learners to apply strategies to cope with these typical aspects of spoken language, as it is important to make learners to become conscious of their behavior within the classroom. In terms of redundancy or excessive hesitation in their outcomes, I could support my students prompting some strategies as using synonyms, look in the dictionary, ask a student to support his/her idea, and as one option take advantage of their L1.
7. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.

Yes, I can. I am able to apply strategies to cope with difficult vocabulary of a text, in this case I always try to use monolingual or illustrated dictionaries in order to make learners have a clear concept of what a word means. In addition, I can teach some useful strategies that might help them to comprehend and analyze different type of texts, such as inferring the meaning of the word through looking at the context presented in the text, and analyzing the part of speech of the unknown vocabulary.

In spite of the above, Padua and Hanson (2011) affirm that there are certain situations where vocabulary has to be explicitly taught when the word is too difficult to understand without any background knowledge.

The word is critical to comprehending the text, the word is a content and/or process word that explains a concept or topic, the context clues do not help with understanding the meaning of the word and the word is likely to be found in future reading.

8. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.

Yes, I can. I have the ability to provide post-listening activities to learners where they can interact among themselves or support the answers written during the listening exercise. This is very important within a classroom since in that way, students may improve their speaking skill and enhance critical thinking when they have to provide their explanation of the answers given. Indeed, by this way I can help then to improve their process of I listening purposively, and I can analyze by the arguments provided if students understood the audio or not.
D. READING

1. I can select texts appropriate to the needs, interests and language level of the learners.

   Yes, I can. I am capable of selecting appropriate texts to the students’ needs. One of the best ways to select them is choosing trending topics of their current society; for example, movies, sports, social issues, etc. Therefore, those topics will increase students’ intrinsic and extrinsic motivation, so that it would encourage them to read. On the other hand, I consider important having in mind why students want to have English class, so depending on this factor I can plan classes that would help them for their real life needs. To clarify, if they are learning English for academic purposes, I can start teaching them how to write articles, essays and so on.

2. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.

   Yes, I can. I am able to provide pre-reading activities to students in order to contextualize the context of the text and to clarify the meaning of important words that have relevance in the text. Other strategy is showing them a video related to the topic before handing out them a document to read. In other words, presenting vocabulary and interesting facts before the reading activity will help learners to easily understand and connect the information with previous knowledge.
3. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading

Yes, I can. I consider that any kind of reading should be according to the proficiency student’s level and to what they face in the real life, such as Facebook, Twitter, WhatsApp, Instagram and Badoo. Taking this cultural background or schemata in favor to a reading task, learners could easily infer the meaning of new vocabulary since they are familiar with the social network or platform, and they might get their own conclusion about what they are reading.

4. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.)

Yes, I can. Reading is a receptive skill that could be done for pleasure or for general language improvement (Nutall, 1996). This skill might be motivating if teacher takes advantage of some strategies. One of this is reading aloud, although this strategy could be stressful and demanding for learners when it is spontaneously done in front of their partners, this could be taken as a way of learning and memorizing strategy for exams, presentations or role and theater plays. On the other hand, Eeds and Well (1989) affirm when children participate in one-to-one read aloud events, the quality and complexity of their responses increase.

However, children have to be exposed to the text beforehand due to the fact that they should internalize and comprehend the text in order to see it respectively. Indeed, Eeds and Well (1989) support when children have repeated experiences with stories, their interpretive responses become more varied and more complex. A second reading strategy could be silent reading where students could be more concentrated in what they are reading. In particular, Templeton (1991) states that sustained silent reading is a time during which everyone is involved, including you; that is to say, this strategy is important to apply when students have strict focus on reading comprehension, not in oral production.
Another technique or method is reading in groups, in this way learners may socialize and discuss each other their own opinion about what they are reading, and also it would facilitate them to understand better the message in case they do not know the meaning of some vocabulary. Instruction can be organized in a variety of ways to facilitate discussion. This type of proposal is related to a strategy proposed by Cazden (1988) which is one way is to form a cooperative learning group of students with varying abilities to read, discuss, or respond to a piece of text.

5. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.)

Yes, I can. There are different styles of readings for different situations. These kind of reading techniques or methods help students to have a clear a concept of what they are reading, besides it makes learners to have a sense of an any text is about. To highlight, skimming is a tool where students look for the general or main idea from any reading and their global comprehension become compressed, without having to read the whole text as well, give learners the chance to read what is really important for their purpose, helping them to locate the information quickly. Likewise scanning is another mechanism that accelerates pupils’ reading. Instead skimming, students seek only for a specific fact, avoiding them to read all. Moreover, scanning enables students to find details and other information in case of in a rush.
6. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.

Yes, I can. Despite the fact, while students are reading a complex text, sometimes they feel very frustrated because of the lack of vocabulary, it makes them go beyond their background knowledge, and start thinking harder in order to catch the main ideas from a text. In this way, it will enable students to increase their reading comprehension.

To mention, is very important to see first what are the main causes of students’ reading difficulties, before helping them to improve their reading skills. Sternberg (1987) argues that college students facing enormous amounts of reading must learn to distinguish among different purposes and adjust their reading speed accordingly.

Otherwise (Flavell, 1963; Kroll, 1978; Norman, 1985; Bean, 1986; Kurfiss, 1988). No matter what the authors really mean, students translate those meanings into ideas that they are comfortable with.

7. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills

Yes, I can. Firstly, it is considerable to keep in mind some teaching strategies regarding reading skill, in order to get students’ interest on what they are reading. Post-reading strategies represent a way in which students can sum up, reflect and question what they have just read.

8. I can recommend books appropriate to the needs, interests and language level of the learners.

Yes, I can. It is essential to know how to choose the appropriate book for learners’ needs, for the reason that they need to feel motivated to work, to learn, to participate, to reflect, to improve, and to analyze, especially with the aim of increasing their background knowledge about what they have been exposed to in the classroom. In agreement with Beers (2003), it is essential for students to predict the information to be read since research shows that making predictions enriches the students’ interest and understanding of the reading materials. Following a number of studies (National Reading Panel, 2000; Pressley, 2000), explicitly teaching students even one strategy for comprehending a text can improve their comprehension.
9. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)

Yes, I can. Evidence in research has shown that academic reading requires learners to have a set of abilities that allow students to face debates and evaluation, along with other skills such as reflection, interpretation, and analysis. Thus, critical reading skills ensure that the learner or the readers themselves are actually able to argument and to show enough support of their ideas, conceptions and understanding. In fact, as mentioned by Kurland (2000), critical readers are aware not merely of what is being said in the text for they go beyond the subject matter, for instance, how the text portrays the subject matter and the insights of facts and events that might be related.

E. GRAMMAR

1. I can introduce a grammatical item and help learners to practice it through meaningful contexts and appropriate texts.

Yes, I have the ability to do it. Research has proved that a good knowledge of grammar is essential for students to learn the target language inasmuch as, without knowledge of grammar, their development of language will be poor. Ur (1999) mentions that grammar rules allow learners to use and get familiarized with, for instance, sentence patterns that go together. Nevertheless, if we are planning to use books to teach grammar items, we need to acknowledge the fact that these tools should be in accordance with the learners’ contexts. By contextualizing materials, it will be more likely that students feel identified and find them enjoyable, as well as educative.
2. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery, etc.).

No, I cannot. To be honest, I ignore the meaning of this question. I find it complex and hard to answer because the terms used seem misleading to some extent, and somewhat ambiguous.

3. I can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books.

Yes, I can. Because of my background knowledge from my English lessons, I have some important basis of grammar structures which are helpful for students to clarify their doubts, so they will be able to develop any task or exercise easily. However, in some cases it will be necessary to resort to grammar books if we want to expand on our answers.

4. I can use grammatical metalanguage if and when appropriate to the learners’ needs.

Yes, I can. According to my own metalanguage, I am able to address and teach learners about it. It is of utmost importance to do this in order for students to use the language and to be able to talk about it appropriately. With regards to this idea, Swales (1990, p. 63) ‘knowing about genre (in language) allows them to
avoid ambiguity. For instance, they will already have the knowledge that there are different structures in every particular genre”.

5. **I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.**

   Yes, I can. The amount of activities and exercises that one can use in the classroom to teach grammar need to be evaluated and analyzed in terms of how they will help students to understand this aspect of the language. I would say that we can adapt the knowledge of grammar to activities that promote and support both oral and written communication, but it is something that requires us to be aware of their skills, their level, their context, among other variables.

F. **VOCABULARY**

1. **I can evaluate and select a variety of activities which help learners to learn vocabulary.**

   Yes, I can. There is a wide variety of activities that improve and enrich learners’ vocabulary by using digital tools such as Duolingo, Live Mocha, and the Oxford Dictionary. But the amount of activities that we apply is not limited to dictionaries; we can also use classroom integration activities, matching, reading exercises which will eventually have a positive effect in the overall process.

2. **I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.**

   Yes, I can. It is necessary, nonetheless, to consider if we want to apply a learner-centered approach or a more teacher-centered one at the moment of choosing and evaluating such vocabulary tasks. It is also matter of how we teachers are going to develop this endeavor considering oral and written contexts. Ellis & Sinclair (1989, p.2), for instance, stress that materials and tasks should consider the learning strategies that are best for each student. Moreover,
the same authors explain that, by doing this, the learners become more effective and more responsible towards their own learning process.

3. **I can evaluate and select activities which enhance learners’ awareness of register differences.**

Yes, I can. It is important to mention that register differences have to do with informal and formal language, so it is important to teach students many ways of addressing and interacting with any kind of people. In this way, learners will be able to communicate in different contexts in a polite way, without being disrespectful.

G. **CULTURE**

1) **I can evaluate and select a variety of texts, source materials and activities which awaken learners’ interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity, etc.).**

Yes, I can. From what I have seen throughout the Licenciatura Program, the key would be to choose the appropriate texts with the aim of achieving awaken learners’ interest and knowledge of the target language. As Svalberg (2007, p. 278) defends, language is a social practice and it takes that the learners know just about vocabulary and grammar, thus, “learners need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others”. By means of choosing the right materials, this will be possible.

2) **I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails, etc.).**

Yes, I can. Making students contextualize their prior knowledge about the process of learning English encourages them to keep learning and practicing all the time; moreover, they will acquire a more fluent pronunciation. Furthermore, it is important to highlight that students need to feel motivated while developing activities that ensure what they really want to learn. However, allowing learners to do out of class work implies that they need a level of autonomy and responsibility, in other words, “the need for the learner to possess the skills and knowledge to be autonomous in a particular area of study” (Holec, 2001; pp. 394-395).
3) **I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural ‘norms of behavior’**.

   Yes, I can. There are some ways to show learners the different sociocultural norms of behavior such as texts. Texts are very rich tools that portray these important aspects that are a part of the process of learning a different language. To do so, as teachers we should be aware of the behavior patterns existing in our own sociocultural context and also about the ways in which we can relate it to the target language, when teaching. We can make use texts that illustrate cultural norms, etiquette, social behavior, etc, for the learners to see the importance of knowing this side of the learning process.

4) **I can evaluate and select activities (role plays, simulated situations, etc.) which help learners to develop their socio-cultural competence**.

   Yes, I can. In order to do this, it is necessary to recognize that language and culture are interrelated, that language cannot be taught without culture (Sysoyev, 2002). In addition to this, role plays and stimulated situations provide learners with the opportunity to practice what has been learned in a social way, that is, by means of interacting with each other, whether in pairs or in bigger groups, choosing topics that bring to light elements of different cultures, such as: traditions, celebrations, food, behavior patterns, and so on. All of this considering learners’ interest and needs (Livingstone, 1983).
5) I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of ‘otherness’ and understand different value systems.

No, I cannot. I have never heard about these terms in the Licenciatura program context, for which it is difficult for me to answer to this question. In addition to this, there does not seem to be information about it in the internet.

6) I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.

Yes, I can. I believe that our job as teachers is not only to teach a language, but also to build students with a critical view of stereotypes, students who are willing to question stereotypes. These stereotypes, I think, can be related to society or to the language itself. I mean that sometimes students might believe in the common ideas about learning a second language, that it is too hard, that they will not be able to handle it, that they will not succeed; however, we can always try to do something about it, to challenge and to change these wrong ideas. We can resort to texts and activities that help students to feel keen on learning a second language and also feel empowered to overcome difficult situations.

7) I can evaluate and select activities which enhance the learners’ intercultural awareness.

Yes, I can. The activities that we plan to teach English should also be aimed at enhancing learners’ intercultural awareness. As a matter of fact, Kramsch, (1993) states, culture can be considered as a feature of language itself, and educators have the duty of breaking boundaries. This can be done through social experiences and through fostering and promoting the understanding and acceptance of other cultures (Sellami, 2000). For example, teachers can implement role play exercises that include sets of cultural rules and even procedures that defy racial discrimination in the classroom.
8) I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.

Yes, I can. I think that it is really relevant for learners to recognize the difference between culture and language. Some authors, such as Wardhaugh (2002), do not consider that language has to do with culture. Conversely, Thanasoulos (2001) states that language cannot exist without culture. He states that practices and beliefs determine the texture of our lives. Considering this, as it has been mentioned already in other questions, including different activities can increase learners’ willingness to acknowledge the big relationship between these two components, and they can start considering that language is more than rules and ways of doing things with sounds.

RESOURCES

1. I can identify and evaluate a range of coursebooks/materials appropriate for the age, interests, and the language level of the learners.

Yes, I can. To my mind, it is fundamental for students to have supportive material to work with since it gives them the chance to keep exploring, practicing, learning and improving the background knowledge of what they have been exposed to in the English class. Although this aspect is important, sometimes teachers choose materials and course books uncritically, that is, without taking into consideration their teaching context and the students’ needs, interests, age, and level. When this happens, the chances of promoting learning decrease, but teaching is a matter of reflection and it implies that we do need to adopt a more critical stance towards choosing learning resources. In this sense, Cameron (2001, pp.19-20) states that “a way of ensuring the appropriate selection of materials is to follow some principles about how languages are learned, namely: learners’ need for language growth, construction of meaning, social interaction, and experiences”. Thus, if we do follow such aspects, it is going to be more likely that we choose the appropriate sources for both the teaching and the learning process.
1. I can select those texts and language activities from coursebooks appropriate for my learners.

Yes, I can. First of all, learners need to be engaged to develop certain English activities in class, for this reason, it is really influential to plan appealing exercises that actually get their attention, that allow them to stay focused in their learning process, and that prompt them to go beyond what is proposed by the teacher. According to the OECD (2009), a good classroom climate might affect students’ outcomes and attainments, thus it is a fact that we, as teachers, should do as much as possible to create a safe and productive learning environment that will result in learners being able to learn and to develop activities appropriate for them.

2. I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the internet.

Yes, I can. As it has been said in a previous question, the selection of materials in general should be done following some parameters, which are learners’ interests, needs, age, and level. There is a wide variety of web-sites where we can find a lot of materials that might be useful for our learners, both for teaching and improving reading and listening. Nonetheless, in some occasions, such sites are private—which means the have the copyright—and the users are not allowed to download the files; so, using the internet for teaching is certainly helpful, but it might also be time consuming to get what we need for our lessons.
3. **I can make use of ideas and materials included in teachers’ handbooks and resource books.**

   Yes, I can. Getting ideas from different sources or books, allow teachers to be innovative while fostering the lesson plans that will be carried out during the period, thus the materials might not become monotonous. As stated by Heyneman & Jamison (1980), school quality improves when teachers make use of textbooks in the sense of students’ achievement due to the fact that these resources represent a guide, allowing them to organize their learning both in and outside of the classroom. They are also helpful for students to learn faster and better.

4. **I can design learning materials and activities appropriate for my learners.**

   Yes, I can. As I mentioned before, I am able to apply or design appropriate activities for students, which enhance what they have learned in the English lessons, so it might become easy for them to develop each activity provided by the instructor. When we are thinking of implementing and designing learning materials, there should be awareness that we need to assess and evaluate them because, as it is explained by Harmer (2001), however good those assessments are, they may still be unable to tell us what might happen when we use the material. Considering that materials offer satisfactory language control, motivation, and coherence to the syllabus, we do need to bear in mind this aspect in order to get a better, more appropriate performance from learners and us, the teachers.

5. **I can recommend dictionaries and other reference books useful for my learners.**

   Yes, I can. When learners do not know the meaning of a word, they get really frustrated because they get stuck while they are reading or looking for something in a text, forasmuch as it is necessary for them to have a good dictionary, either having it in hard print or in an electronic device. As a result, they will immediately get excited to keep learning something new. Furthermore, “dictionaries often supply information about the language not found elsewhere” (Marckwardt, 1973, p. 369), thus they represent an irreplaceable tool in the English classroom.
6. I can guide learners to produce materials for themselves and for other learners.

Yes, I can. After students receive feedback from teachers, their mind will arise and they will be able to start developing or creating by their own, meaningful materials in order to keep going deeper by the process they have been acquiring in the classes. I believe that when students are asked to design their own materials – and the ones for others – their abilities for critical thinking, especially analysis, are fostered, they need to take into account not only their needs as learners of a second language, but also the needs of their class peers and how to cope with these. What is more, the students developing this sort of materials is a way of prompting collaborative work, and as it has been proved in research, collaborative work does have a positive impact in the overall process. In this respect, Johnson & Johnson (2013) conclude that learners increase their positive interdependence (abler to trust, help and accept help form others), have an improvement in their communicative and leadership skills and develop group assessing consciousness, which is means that they are able to evaluate how their group work is going on.

7. I can select and use ICT materials and activities in the classroom which are appropriate for my learners.

Yes, I can. Nowadays there are many different types of information and communication technologies. This kind of sources have become so important for everybody because they provide many ways of learning the target language, which may include tutorial videos, online exercises, audios, quizzes, etc. ICT materials provide opportunities for learners and teachers to manipulate and operate with information through active and autonomous learning. However, much as these tools are helpful, teachers need to be conscious that they can also represent an issue for distraction in the classroom, for which its use should be monitored. And in the end, this is what appropriate materials and classroom ICT activities are about.
8. I can design ICT materials and activities appropriate for my learners.

   No, I cannot. Although ICT materials are good resources for learners to use, sometimes they might become very hard to use and to manipulate. In my own personal case, I do not have the experience of working with ICT materials other than PowerPoint presentations because I do not know much about digital devices used for learning.

9. I can guide learners to use the Internet for information retrieval.

   Yes, I can. It is possible to do this by helping learners to distinguish what information will be useful for them and also by giving them some control over how they learn and how they work independently, instead of seeing the teacher as the only transmitter of information (Brown et al. 1989; Duffy & Jonassen, 1992). This could be achieved through suggesting students to enroll in online courses which would refine their information retrieval skills and their critical ability to choose about it.

10. I can use and critically assess ICT learning programmes and platforms.

    No, I cannot. Normally, I do not have enough knowledge of creating platforms for assessing ICT programmes.
LESSON PLANNING

A. IDENTIFICATION OF LEARNING OBJECTIVES.

1. I can identify curriculum requirements and set learning aims and objectives suited to my learners’ needs and interests.

   No, I cannot. I have a lack of knowledge about curriculum requirements.

2. I can plan specific learning objectives for individual lessons and/or for a period of teaching.

   Yes, I can. In order to do this, it is necessary to use the Colombian document that stipulates certain measurements which learners should be able to reach in a period of teaching, in other words, El Reto Guía 22 of the Colombian Ministry of Education. Whether I am planning for a single lesson or for a whole teaching course, I have to resort to the aforementioned document to guide my lessons and to describe what are the learning objectives that the learners are expected to achieve.

3. I can set objectives which challenge learners to reach their full potential.

   Yes, I can. Before analyzing students’ progress or achievement related to what they learnt during the process of learning the second language, it is mandatory to design a proficiency level test, in order to see if they reached their aim.

4. I can set objectives that take into account the differing levels of ability and special educational needs of the learners.

   No, I cannot. However, I would like to clarify that, in terms of students’ differing levels of ability I could set the appropriate objectives by taking account of their needs, interests, levels and social context. But when it comes to working with special educational aspects, I recognize that I do not have knowledge whatsoever about how to work with this specific population, hence, it would not be feasible for me to respond to such needs.
5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).

Yes, I can. El Reto Guía 22 provides the specific information about the communicative competence and its sub-competences (among which is the linguistic sub-competence) where students’ levels and abilities are specified. Thanks to all of this information, it is easy for teachers to create an appropriate lesson plan. As it is known, the objectives that we design can follow different criterion, it is a matter of what we are expecting from the learners and what we want them to achieve with our lessons.

6. I can set objectives which encourage learners to reflect on their learning.

Yes, I can. Indeed, it is relevant that teachers make an effort to develop the students’ ability to reflect on their own learning. Thereupon, we are promoting autonomy in the classroom and also students who are actively involved in the learning process (Dam, 1995; Little, 1996). In this order of ideas, the learning objectives that we set could be related to self-assessment in terms of their own performance, and in terms of pair-assessment with the aim of encouraging collaborative work and reflection on others’ performance.

B. LESSON CONTENT

1. I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.

Yes, I can. Due to the recent experience I had the last two semesters, in which I was carrying out my teaching practicum, I always needed to use lesson plans for the classes at school, so for that reason I have some notions of how to create or develop a lesson plan according to the standards of competence of the students. Additionally, I took account of the fact that topics/contents need to have a specific organization in terms of the students’ levels and abilities, for which I know now that I am able to align the competences, the syllabus, and the skills of the learners to achieve a coherent teaching structure.
2. I can vary and balance activities to include a variety of skills and competences.

Yes, I can. As I mentioned above, I already had my teaching practicum, and the best tool or support for me to give my classes according to the students’ levels was the Guia 22 “El Reto”. Thanks to this tool, I could organize my lesson plans successfully. In some cases, I aimed at developing the skills explicitly, especially writing and reading (I found them easier to work with). In other cases, I planned lessons where students had to improve their speaking and listening skills, but I mostly did it implicitly, on the grounds that very young learners should not be exposed to very difficult materials. However, when I taught teenagers, I balanced all four skills because I knew that they would be more capable of carrying out more complex tasks.

3. I can plan activities to ensure the interdependence of listening, reading, writing and speaking.

Yes, I can. In language teaching, there are many activities that can be included in the lessons, such as gap-filling exercises with songs, role plays, reading comprehension texts, matching, making crosswords, memory games, word search, among many others, all of which can be adapted to the skill that we want to work on. In recent years, the communicative approach has gained strength in language teaching since research has found that, through teaching the four skills, there is a balance between the linguistic and the schematic aspects of language development, thus the importance of acknowledging such interdependence. (Lightbown & Spada, 1990; Schmidt, 1993; Swain, 1991). For their part, Hinkel (2001), McCarthy & O’Keeffe (2004) support this view by stating that all four skills can be easily tied to instruction: reading can serve for teaching writing and for vocabulary development, and oral skills “lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics”.

4. **I can plan activities to emphasise the interdependence of language and culture.**

Yes, I can. Actually, I had to give a CLIL lesson when I was teaching to seventh graders, and I taught the Colombian regions in English. While giving students that class, I could notice that they already had knowledge about the topic, so it gave me the chance to keep advancing with them, but the only thing they needed to improve was their pronunciation and their lack of vocabulary related to the content. In the same way, we can do this in order to teach the culture of the target language drawing from folkloric songs, literature, idiomatic expressions, and all of the elements that have to do with the sociolinguistic aspect of teaching and learning a different language, which will eventually help learners to become global citizens, not merely language learners.

5. **I can plan activities which link grammar and vocabulary with communication.**

Yes, I can. When planning a lesson, whether it is for young learners or for teenagers, we must be mindful that both grammar and vocabulary are aspects that allow learners to improve their communicative skill for they give coherence to the message they try to convey. For instance, once in one of the classes, I taught learners some vocabulary about recipes, so the aim of this activity was that students needed to make pairs, then they had to write down the ingredients from each recipe, finally, they had to go in front of the classroom and read the ingredients aloud, and the rest of the class had to guess what was the name of the recipe according to what their partners were reading.
6. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).

Yes, I can. Using the cross-cultural content teaching approaches, such as CLIL, is a way to teach students in a way that motivates them, using a top down approach. Moreover, when we apply them take into account the multiple intelligences proposed by Howard Gardner in 1983, and what is more, their fluency and communication skills improve. I could prove this myself. As I have said, during my practicum I had the opportunity to create CLIL lessons. In one occasion, I taught Biology by including the Food Pyramid and also Social Sciences/Spanish, by teaching the Colombian regions.

7. I can identify time needed for specific topics and activities and plan accordingly.

No, I cannot. I think that in many cases, while I was planning my classes I used to set a time for every stage of the class: warming up, activate, engage, closing, etcetera; but at the moment of carrying out each activity in the classroom, they used to take longer than I expected. Thus, it is easy to calculate how much students are going to take doing certain activity, but in the real life, things can change because unexpected events do occur or just because their behavior is not the same as always.

8. I can design activities to make the learners aware and build on their existing knowledge.

Yes, I can. I think students’ existing knowledge is a good indicator of how easy it is going to be for students to understand new information that has to do with the content to be presented; therefore, it represents an important element that we can take advantage of. Some researchers, such as Nagy, Anderson & Herman (1987), Bloom (1976), and Dochy (1999) hold the view that background knowledge does have a relation with achievement, because students will be able to understand and manipulate it better.
9. I can vary and balance activities to enhance and sustain the learners’ motivation and interest.

Yes, I can. Firstly, it is important to bear in mind the learners’ interests in order to propose activities that might motivate them to learn and to be attentive to the lessons. In fact, there are some useful methods to catch students’ attention and to be encouraged to participate in class, such as; warm ups, engages, games, visual aids, music, table games, among others.

10. I can vary and balance activities in order to respond to individual learners’ learning styles.

Yes, I can. The amount of activities that we plan need to be related to students’ learning styles inasmuch as what some find interesting might not be so for others. It is important to take this into consideration in order to engage all the learners and in order to help them to maintain a positive attitude toward the class and the subject itself. As Felder & Silverman (1988) point out, when teachers fail to do this, students tend to be inattentive in class, do poorly on tests, feel discouraged about the course, may feel that they are not good at the subject and thus give up.

11. I can take on board learners’ feedback and comments and incorporate this in future lessons.

No, I cannot. I rarely took learners’ feedback, I used to give students class only. Besides this, the time was not enough to do this.
12. I can involve learners in lesson planning.

Yes, I can. Although when I was doing my teaching practicum I had to follow the school syllabus, I did not have the opportunity to do this. Nonetheless, I recognize that involving students in the lesson planning could be positive, for instance, when asking about the topics that they might want to learn and the activities to achieve this. But it is equally necessary to set some rules and to take into consideration the level of the learners so that the topics/exercises they propose are consistent to it. Additionally, the teacher also needs to make learners know that there are some rules to follow if the aim is to carry out a successful class.

C. ORGANISATION

LESSON ORGANISATION

1. I can select from and plan a variety of organisational forms (frontal, individual, pair, group work) as appropriate.

Yes, I can. Even though asking students to work in groups or in pairs facilitates them to share ideas, to come up with different answers, to improve their social/ collaborative skills, at the same time they might promote disruptive behaviors on the part of the learners. For this reason, it is of great significance to balance the lessons between stirring and settling activities for each moment of the class. We need to be conscious of what activities make students feel calm, and what activities provoke them to be unconstructively active.

2. I can plan for learner presentations and learner interaction.

Yes, I can. It is worth highlighting the fact that there are some suitable techniques to make learners to create good presentations and interactions, such as surveys, role plays, oral presentations, theatre plays, pair discussion, peer feedback, including others, which increase the probability of successful learning.
3. I can plan when and how to use the target language, including metalanguage I may need in the classroom.

Yes, I can. Due to the English courses I have taken in my life, I learnt many grammatical structures, and the right function of the language, this has been very essential for me as a future teacher since it helps me to use and teach the target language appropriately and also transfer this knowledge to the students. Through applying a number of activities, the students will get familiarized with the language, which will be implicit in them.

4. I can plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.).

Yes, I can. I have already had the occasion of working with some partners for planning my lessons, during my teaching practicum and this experience has taught me that collaborative planning provides opportunities for us teachers to examine our practices, to reflect on our mistakes and learn from them, and to exchange perspectives about what can be done in the classes. Furthermore, working with different subject facilitators is a way of getting ideas of how to teach such subjects in case we want to carry out content-teaching lessons.
CONDUCTING A LESSON

A. USING LESSON PLANS

1. I can start a lesson in an engaging way.

   Yes, I can. To my mind, the teacher needs to be very creative when designing warming ups since these activities work as ice-breakers in the classroom and allow learners to see the classes as an enjoyable environment where they can learn while having fun. Moreover, warming-ups set the students’ moods for the rest of the lesson. Worded differently, the energy at the beginning of a class is crucial to the development of the whole lesson plan and to how learners will behave during the class time. According to my own experience in my teaching practicum, I consider that warming-up activities are more important for children than for older students due to their short attention span and due to the fact that in younger ages, children are very interested in activities that prompt them to be focused in the classes. For instance, children enjoy singing, so we teachers could use welcoming songs, rhymes, chants and any other activities involving physical movement. For their part, teenagers already have a longer attention span, for which activities such as eliciting knowledge at the beginning of the class and short conversations are suitable as warming ups.

2. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.

   No, I cannot do this on the grounds that, during my teaching practicum, I never had the need to change the organization of the lesson plan activities. Consequently, students’ behavior was very disruptive most of the time. I was not completely aware of their needs in that specific moment of the class.

3. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.

   Yes, I can. Thanks to the subjects that I have taken in the Licenciatura program which have to do with teaching principles, I am now aware of the fact that lessons need to have a structure, in which transitions play an important role for they help learners to be prepared for every moment of a class. Additionally, transitions are an aid for us teachers to have more effective classroom and time management, whether one is considering individual or group work.
4. **I can adjust my time schedule when unforeseen situations occur.**

   Yes, I can. In fact, in one occasion I was supposed to teach two hours in my teaching practicum; however, an unexpected situation arose in which I had to shorten the time of this class in particular since learners had to attend an extracurricular event the institution. Thus, I did what I could to develop at least the first hour, I gave an appropriate closure to it, and decided to adjust the remaining procedures and activities the next day.

5. **I can time classroom activities to reflect individual learners’ attention spans.**

   Yes, I can. For instance, when working with young learners, it is true that all of them have short attention spans, while older learners are more capable to focus for longer time – of course, as long as they are engaged and willing to collaborate with the class. However, some students are special cases because they have some sort of attention deficiencies; thus, these situations must be overcome by using special activities specifically timed for learners with this cognitive barrier.

6. **I can finish off a lesson in a focused way.**

   Yes, I can. As Cameron (2001) states, lesson closures are effective when they are contextualized with the whole class’ development. The same author holds the view that wrap-ups serve the important purposes of allowing students to review the key points of a lesson, giving them opportunities to draw conclusions from it, and helping them to preview the future classes. As an illustration, throughout my lessons in my autonomous practicum course, I used to the wrap ups by asking learners to make a short summary of the class content; in other cases, I would present a video concerning the main points of the lessons. Finally, the closure exercises that I used the most were games as a way to praise students for their work during the lessons.
B. CONTENT

1. I can present language content (new and previously encountered items of language, topics, etc.) in ways which are appropriate for individuals and specific groups of learners.

Yes, I can. I am able to teach learners new items of the language as well as topics, and at the same time relate them to the ones previously known due to the fact that recycling class topics is a way for learners to adapt to the class contents more easily. In order to do this, it would be effective to bear in mind collaborative learning (group work) which, according to Smith & McGregor (1992), helps students to explore and understand in a social way. For the other part, it is equally valuable to consider students who have a more individual learning style.

2. I can relate what I teach to learners' knowledge and previous language learning experiences.

Yes, I can. During the process of teaching English in my practicum, I used to design quizzes for the learners, and some exercises which had to do with the previous topics I had taught them, in that, way I could notice if they had a clear concept or understood the topic. Afterwards, it was a little bit easier for me to keep advancing on teaching new subjects to learners, but these topics had to be similar in order for students to be contextualized and to see the interrelationship of the items in the plan de estudios.
3. **I can relate what I teach to current events in local and international contexts.**

   Yes, I can. With the use of the sociocultural component in lessons, I can help learners to construct culture of their local context and also of international ones. To achieve this, I can use cultural texts (about foreign celebrations, news, music information, etc.). In this manner, as stated by Kramsch et al. (1995) I can help students to break down stereotypes and to realize that we are all the same.

4. **I can relate the language I am teaching to the culture of those who speak it.**

   Yes, I can. In different lessons, I can take advantage of words or expressions that are used in a determined type of English (for example, British or American English) and explain students the background of such expressions, how they are used. I can also use texts to teach them about traditional celebrations, common taboos, among other aspects belonging to the target culture. After all, as Brown (2007) defends, language and culture are closely related for they cannot be separated without losing their individual significance, thus the relevance of including culture in the learning process.

C. **INTERACTION WITH LEARNERS**

1. **I can settle a group of learners into a room and gain their attention at the beginning of a lesson.**

   Yes, I can. As the teachers we are, we can apply lesson transitions with the aim of getting students’ attention, in this case, warming ups which occur at the beginning of a class. Common warming up activities that I applied with learners were vocabulary games. The aim with these games was to review important concepts from previous lessons, which students needed to recall for the current class. In addition to this, I used videos and songs in order to contextualize learners with the procedures to be carried out.
2. **I can keep and maximise the attention of learners during a lesson.**

   Yes, I can. Regardless the age of the students, their attention can easily decay if the lessons we prepare are not engaging and interesting enough. With the aim of avoiding this situation, it is possible to consider learners’ needs and interests and a perspective through which we can inspire them to learn more. For this, we can use technology, songs, rhymes, talking tables, and take account of students’ learning styles in such a way that these elements have the best impact.

3. **I can be responsive and react supportively to learner initiative and interaction.**

   Yes, I can. Although it is very common that the leadership of the classes is taken by the teacher, there are also consequences such as learners not being so expressive and losing self-determination in the learning process Van Lier (1996:184-185).

   For this reason, we can take into consideration the moments in which we notice that students are willing to participate for themselves and try to increase their confidence when doing as for it to be done again in a future occasion.

4. **I can encourage learner participation whenever possible.**

   Yes, I can. It is very important to prompt learners to participate in class for they will feel more confident to demonstrate what they have learnt during the class, and they might not feel afraid of making mistakes any more. Peterson (2001) suggests that teachers should motivate and support students’ efforts to participate by means of using materials that prompt speaking, reading, role-taking and risk-taking activities.

5. **I can cater for a range of learning styles.**

   Yes, I can. It is well known that there are many aspects involved in a classroom, such as learners’ ethnicity, cultural background, gender, which can affect their learning styles (Knowles, 1980). Our work as teachers, then, is to be able to develop ways of approaching each student, ranging from individual and group work in such a manner that we engage both extrovert and introvert learners.
6. **I can make explicit and help learners to develop appropriate learning strategies.**

   Yes, I can. However, some students might not understand the learning strategies in the same way and at the same speed, so teacher needs immediately to resort to other options in order to help learners to have a clear concept. There are important learning strategies to take into account in a classroom. As defined by Scarcella & Oxford, 1992, p.63, learning strategies are “specifications, behaviors, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”.

**D. CLASSROOM MANAGEMENT**

1. **I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.).**

   Yes, I can. It is necessary that the instructor carries out the appropriate techniques to clarify doubts from all the students, for this reason there are some teachers’ roles such as monitor, tutor, prompter, among others, which will help the teacher to cater for the students’ needs. Harden et al (1984) state that the teachers’ roles change according to the conception one has in terms of the education process, that is, teacher and learner-centered approaches each need different roles with the aim of ensuring students’ learning and achievement.
2. I can create opportunities for and manage individual, partner, group and whole classwork.

Yes, I can. According to Harmer (2001), there are some factors that have to do with the learning process of the students, such as age, aptitude, and gender. By considering these factors, a teacher can create opportunities to apply different grouping techniques as needed in the classroom. In addition to this, there will be educational benefits like improving autonomous work and building and developing knowledge and skills in the learning process.

3. I can make and use resources efficiently (flashcards, charts, etc).

Yes, I can. In fact, one of the resources that I have used most are the visual aids since they facilitate learners to comprehend quickly what the subject will be about just by seeing any picture, image, postcard. For another part, teacher avoids translating the vocabulary to the students’ mother tongue. Nonetheless, the teacher needs to make a careful selection of the images to be shown with respect to their quality and avoiding ambiguity so that learners get the intended idea.

4. I can manage and use instructional media efficiently (OHP, ICT, video, etc.).

Yes, I can. Considering that this is the century of technology, instructional media represents a useful tool for teaching English. It is a fast way for learners to better comprehend the target language and follow instructions given by the teacher. There are also tutorial videos, documentaries, songs and video-songs which can be selected for learners to find it appealing and engaging. Instructional media can improve students’ skills: reading, speaking, listening, and writing. In my opinion and from my experience, technology is more suitable for teenagers for they enjoy modern stuff such as digital devices, applications and interactive programs that help them to develop the language, moreover, adolescents are more autonomous than children, for which I mostly used songs with primary learners.
5. I can supervise and assist learners’ use of different forms of ICT both in and outside the classroom.

Yes, I can. Learners can be taken to System Rooms where they can display their autonomy and practice their skills. However, the computer programs to be used need to be selected according to their age, interests, and needs, and the teacher needs to be very aware of their process in order to avoid attention and behavior problems (the internet connection might not work, or the computers might be damaged). These situations are very time-consuming and allow learners to become inattentive. In order to use ICT outside the classroom, the teacher can create blogs, videos, and on-line articles where students can interact, get in contact with, and share information related to the class.

E. CLASSROOM LANGUAGE

1. I can conduct a lesson in the target language.

Yes, I can. There are certain stages and methods that a teacher should follow in a lesson like warming up, ESA, PPP, and etcetera. Depending on the level of the students’, the teacher can guide the whole lesson in English by resorting to body language, intonation, and realia. Nevertheless, some particular information needs to be explained in the first language due to students’ possible lack of vocabulary, or because it is simply very difficult for them to understand in the target language.
2. **I can decide when it is appropriate to use the target language and when not to.**

   Yes, I can. As I mentioned in the previous question, one of the factors that determines the use of the target language in the lessons is the complexity of the instructions or the information to be given by the teacher. Apart from this, the use of the language also depends on the aim that the teacher has when speaking in English. For instance, if we are trying to scold a student, we might want to do it in his/her mother tongue because it is going to have a greater effect on their behavior and because it is going to be easier for them to understand the message.

3. **I can use the target language as metalanguage.**

   Yes, I can. It is entirely important to aid learners in the process of becoming aware of what aspects constitute languages (nouns, verbs, adjectives, prepositions, etcetera.). In light of the fact that students do need to learn English as a second language, our duty is to explain all of these aspects, preferably in a very indirect way as for making this process easier for them. If I am planning to teach possessives, I can use materials that are related to students’ context and preferences. In one occasion, I taught this topic by using flashcards with characters from the Simpson’s cartoon. What I did was to show them such images; then, students had to say what they were seeing (“el carro de Homero”). As I expected learners to do it in their mother tongue - Spanish -, I had to repeat the sentences in the target language. From my own experience, I can guarantee that these activities and procedures do work because, in a following situation, when I asked learners to do this again, they did it using the L2 in a correct way.
4. I can use various strategies when learners do not understand the target language.

Yes, I can. I can apply a number of elements that can help me as a teacher to convey meanings in the target language: mimics, body language, intonation, eye contact, non-verbal/verbal approaches, and muscle stretching activities for students to feel more relaxed during the lessons.

5. I can encourage learners to use the target language in their activities.

Yes, I can. For every activity, the teacher should simplify the language and choose known characters, series, movies, in order to prompt class participation and for learners to understand the information in a better way. It is also important to establish the skill that we want to work on. For some skills, the use of the target language will not be so important, but if we are focusing on speaking, the teacher should be aware of how to motivate students to participate. In this sense, if we are in charge of a group of primary learners (children), Hart & Risley (1999) explain that teachers can help them to improve their IQs by speaking to them using complex words and sentences. Furthermore, the same authors, followed by Hoff & Naigles (2002) have discovered that talking purposefully with children helps them to develop larger vocabularies, for which it improves their performance in speaking activities.

6. I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.

Yes, I can. Nevertheless, it depends on the type of school where we have to teach. In public schools, it might be difficult to achieve this because the vast majority of the students do not speak a second language, thus they would not have a familiar experience to rely on in order to learn more languages. In the case of private schools, it is more likely that the learners are in contact with - and manage - a second and even a third language, for which this process would be more feasible. In such situation, we could ask learners to be aware of the strategies they have previously used to learn another language and to apply them with a new one, and we could also design activities and tasks that prompt them to succeed in this aspect.
INDEPENDENT LEARNING

A. LEARNER AUTONOMY

1. I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

   Yes, I can. In my opinion, teachers should evaluate students’ knowledge about previous lessons through quizzes and workshops related to each topic in order to prove whether learning goals have been achieved or not. This way, the teacher could have a better idea of what is going well and what needs to be improved. These activities will engage learners in a process of reflecting on what they have learned and on their individual competences.

2. I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.

   Yes, I can. As I mentioned before, it is necessary for us teachers to develop a task which includes all the topics seen in the classes, using different types of assessment such as fill in the gaps, multiple choice, matching activities, and so on, and adapt them to the skill that we want to focus on. This is important because it takes into consideration students’ learning styles, which vary from student to student. Regarding reflection, Rogers (2001, p.41) holds the view that it "enables better choices or actions in the future as well as enhance one’s overall effectiveness"; thus, it implies active participation in the events of learning on the part of the student.
3. I can guide and assist learners in setting their own aims and objectives and in planning their own learning.

Yes, I can. As teachers, we can guide learners to set their own aims and objectives by encouraging them to see the importance of being committed with the subject and with the success of the overall process. To achieve this, we can give them the freedom to plan their own learning assisting them concerning the topics they should learn according to their language level and competences.

4. I can evaluate and select tasks that help learners to reflect on and develop specific learning strategies and study skills.

Yes, I can. To my mind, before we ask learners to develop a task, we need to evaluate it and to analyze it to see how effective and suitable it might be for such specific group of students. Once we have done this step, we can let learners know which study skills they could take advantage of to carry out those tasks. Cottrell (1999) states that study skills are an aid for the learners to maximize their learning process to the greatest extent. Some study skills mentioned by this author are the following ones: using spider diagrams, revising for exams, and keeping a record of students’ learning process.

5. I can assist learners in choosing tasks and activities according to their individual needs and interests.

Yes, I can. I consider bearing in mind the individual needs and interests of students is very important at the moment of designing a lesson inasmuch as this will ensure the effectiveness and appropriateness of the class. In other words, when a class is designed based on students’ interests, learners will be more engaged and compromised to learn and participate in the class. In fact, Cavanagh and Prescott (2015) affirm when teachers take into account the students’ interests and abilities, they can ensure a significant impact on learners’ motivation. In order to know about their interests, you can design a survey asking about their own preferences; and in terms of language level, you can develop tests which can be handed out at the beginning and at the middle of the course.
6. I can help learners to reflect on and evaluate their own learning processes and evaluate the outcomes.

Yes, I can. I might do it by developing tests which can be handed out at the beginning, at the middle and at the end of the course, in order to identify weaknesses and strengths in their own learning processes. In this way, their outcomes can reveal me their progress through an analysis and interpretation of the issues presented in the test. Moreover, I could use in and out-of-class work related with the class topics through different activities such as: pictionarys, bingos, games with Muppets, mimicking verbs, among others. A very useful and common strategy in the teaching field is portfolios. According to Wolf (1989), portfolios have the aim of demonstrating the depth and breadth of students' capabilities through biographies of their work. Jongsma (1989) explains that learners can record this kind of work through writing exercises, reports, and others. Nonetheless, I normally applied in class worksheets and exercises to which I would assign a grade. At the end of the teaching period, I would sum these grades and gave students the final one. These grades would finally reflect their outcomes and possible aspects to improve.

B. HOMEWORK

1. I can evaluate and select tasks most suited to be carried out by learners at home.

Yes, I can. I could design activities to carry out at home provided that these tasks are uploaded in a blog or an online platform given the fact that learners tend to forget and lose the homework when they are asked to develop it by handwriting, which means that they will not bring it to class. Thompson (1983) assures that students leave their books and materials at school and that is why they do not accomplish the assignments. Therefore, I recommend permitting students enough time to save their belongings in their backpacks, and highlight the importance of the work.
2. **I can set homework in cooperation with learners.**

   Yes, I can. I consider that is a good idea to ask students to work in pairs or in groups because in this way there will be more opinions, answers, strategies or methods to develop a task. To illustrate, peer feedback sessions where students are going to look at written drafts and will be making comments about the text. However, there is other probability of negative effects as students might be lazy to think and might not get clear concepts while they are sitting among their friends; thus, this could bring disciplinary issues and a disordered group.

3. **I can provide necessary support for learners in order for them to do homework independently and assist them with the time management.**

   No, I cannot. Due to the lack of time to cover the entire lesson prepared for the class, teachers should not allow students to do their homework in their own pace. Indeed, there are students with difficulties to grasp the meaning of concepts, and they require more time compare to the other classmates to accomplish a task.

4. **I can assess homework according to valid and transparent criteria.**

   Yes, I can. To achieve this, it is necessary to bear in mind both qualities that assessment should have. In this case, validity refers to accurately measure what students need to achieve; that is, there is no place for testing unrelated aspects.

   Regarding transparent assessment, criteria should clearly specify the goals and exam objectives as well as the procedures for assessing those objectives.
C. PROJECTS

1. I can plan and manage project work according to relevant aims and objectives.

   Yes, I can. Considering that project learning is aimed at developing students’ cross-curriculum skills by working in groups it is relevant the fact that each learner has a different language and academic level, for which aims and objectives in collaborative work need to be aligned with individual learning process.

2. I can plan and organise cross-curricular project work myself or in cooperation with other teachers.

   Yes, I can. Collaborative work is of greatly beneficial not only for students’ educational process, but also for teachers’ professional development for it is a way to grow in the field of teaching and a means to improve students’ outcomes. On this basis, and considering that CLIL is also of help in language education, teachers need to apply this approach to keep developing their interdisciplinary skills.
3. I can assist the learners in their choices during the various stages of project work.

Yes, I can. It is essential to support students frequently, as well as showing them the advantages and disadvantages about their project, taking into account a guide for them to follow, so it facilitates their development and achievement of their final project.

4. I can encourage learners to reflect on their work (diaries, logs, etc)

Yes, I can. Reflection has many sites. One of these is that reflecting on work enhances its meaning. As teachers, we must ensure that students are completely engaged in the process of reflection, where they are the producers of knowledge. With this purpose, teachers may encourage students to increase their metacognitive skills through writing tasks such as; diaries, blog entries, logs, inter alia.

5. I can help learners to use relevant presentations tools.

Yes, I can. I can prompt learners to search different presentation tools on the internet, there are many of these. The most common are probably: Microsoft Power Point, Prezi, Canva, and Slideshare. To enrich the quality of these presentations, I can encourage students to enliven the process using speakers and videos relative to the topic or topics in concern. In case some students are not familiarized with technology, there is the option of allowing them to do their presentations in a more manual way: using hand-written posters, handing in worksheets, brochures, summaries, inter alia.

6. I can assess the process and outcome of project work in cooperation with learners

Yes, I can. Nonetheless, as teachers, we should not leave students to their own devices when deciding how to assess learners and set the tests percentages. It is possible to share opinions and points of view in this regard, but in the end, teachers need to be authoritative and decide what is best for learners, considering their positions towards assessment.
D. PORTFOLIOS

1. I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).

   Yes, I can. As mentioned by Jongsma (1989), the objective of using course portfolios is to have a clear idea of students’ process, of the depth and breadth of their work and of the aspects they might need to improve. At the same time, portfolios do serve an important purpose, and it often is to develop writing in pupils, to help them see the mechanics of language when writing (grammar, spelling, punctuation, vocabulary, and capitalization) (Moya & O’Malley, 1994). In teaching, I can decide on whether to use it as a coursework or as a way to assess learners continually. It depends on the amount of topics and the possible ideas that I could have to teach. For instance, I could also aim at taking into consideration learners’ participation instead of grading a written work; in this fashion, I need to have a very clear concept of how to assess their process.

2. I can plan and structure portfolio work.

   Yes, I can. In order to have a well-structured portfolio we as teachers need to provide learners with a context for the evidence that we want them to include.

   Portfolios might have the following information: exams, quizzes, assignments, reading lists, worksheets from textbooks and reflective papers.

   Finally, all these elements need to be selected in accordance with students’ language level.
3. **I can supervise and give constructive feedback on portfolio work.**

   Yes, I can. As teachers, we should be really demanding when checking students' work in order to prove whether students have followed the instructions.

   With a view to enriching the portfolio learning approach, teachers should give constructive feedback that exhorts students to move forward and keep learning. Ways of applying constructive feedback are: asking students to look backward and reflect on what they have learned substantively, conceptually, and methodologically. When giving feedback, we should not be harsh, emotionally distant, show favoritism in the classroom. Instead, our feedback needs to be encouraging, timely, and careful, and directed only to the aspects that need to be highlighted.

4. **I can assess portfolios in relation to valid and transparent criteria.**

   Yes, I can. The information that goes inside the portfolios, in this particular case, need to be consistent with the topics or aspects that are being covered in the current learning course; this means that the teacher needs to have a clear view of this in order for the criteria of the portfolio to be valid. In the same way, transparency will be reflected inasmuch as the goals, the aims and the outcomes expected from the learners are explicitly specified.

5. **I can encourage self and peer assessment of portfolio work.**

   Yes, I can. Both self and peer assessment have different advantages. Self- assessment is beneficial for it requires students to be thoughtful regarding their own work and to be judges on whether they are following the assessment criteria. The key concept in self-assessment, then, is reflection. According to Falchikov (2007, p.132), peer-assessment seeks for building a process among learners which encourages collaborative learning through work interchange in the classroom. Portfolio work is a way in which students can describe their process and which give a scope of the quality of the performance, abilities, strengths and achievements.
E. VIRTUAL LEARNING ENVIRONMENTS.

1. I can use various ICT resources (email, websites, computer programmes etc.)

Yes, I can. The advantage of ICTs in education is that, especially in developing countries such as Colombia, learners’ possibilities of accessing knowledge are increased. Furthermore, there is a number of skills which are developed in students, namely: functional literacy, technological literacy, information literacy, global awareness, among others (North Central Regional Educational Laboratory, 2002).

2. I can advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines, computer programmes, etc)

Yes, I can. Nowadays, Education is going through a technological age where learning is becoming more accessible and easy, for both teachers and learners. This being so, I can rely on my own experience as a former student to guide learners to explore different tools for the development of their ICT learning skills. Nevertheless, the use of ICTs in the classroom has to be aligned with the purposes of the courses, the topics and availability of online resources, and most importantly, with the aim of allowing learners to become more autonomous.

3. I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).

Yes, I can. Learning environments, including learning platforms, have the advantage that they optimize learners’ and teachers’ educational process through the component of technological support. In addition to this, platforms facilitate both individual and group work, as well as evaluation tools. Barkley, Cross and Major (2004, pp. 16-20) stress the fact that discussion forums through group work increase learners’ engagement and motivation, and foster critical thinking and high-order learner. Similarly, there is a wide array of internet web sites that face students with the possibility of learning in line with each one’s learning style.
F. EXTRA-CURRICULAR ACTIVITIES

1. I can recognise when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions, etc).

   Yes, I can. I think that teachers do not really know when exactly a learner is achieving his/her aim during a learning period, because the student always accomplishes the tasks but we do not know if it is because they understood or just to get a grade. Therefore, a teacher has the responsibility of choosing the most appropriate extra-curricular activities. As Larson (2006) states, extra-curricular learning develops different skills by group work, year books, newspapers, plays, excursions, and etcetera, considering the aim of reinforcing, enriching, and extending classroom work. (Barbieri, 2009; Hill, 2008; Jones, 2011).

2. I can set aims and objectives for school strips, exchanges and international cooperation programmes.

   Yes, I can. Yet, considering Colombian context, it is not likely that students have the chance to travel abroad (socioeconomic issues along with age). Apart from this, international exchange programs are usually related to higher education rather than to basic school years and even in the case it occurred, it would still be unaffordable for most learners in our country. In the words of Messer & Wolter (2005), student exchange plans provide learners with better future academic benefits in terms of professional growth and language skills, better probabilities of finding a job, among others.
3. **I can help to organize exchanges in cooperation with relevant resource persons and institutions.**

Yes, I can. Following Messer & Wolter (2005), other advantages of carrying out exchanges include getting in contact with higher quality education and a wider range of academic options. Although this being so, this kind of programs require the approval of the institution’s principal and of other people involved in the process, be it parents or the students themselves.

Consequently, one as a teacher should make an effort to include all the members involved in the process as to make it more likely to happen and to supply all the possible benefits. To accomplish this, I would have to get in contact with sponsoring persons such as the MEN here in Colombia and other important people who would be interested in making this a fact.

4. **I can evaluate the learning outcomes of school trips, exchanges and international cooperation programmes.**

Yes, I can. In an article published by Educational Tourism Organization in 2011, having students away from their home they will be more exposed to the environment and they might share more with each other, also, they will be motivated to participate in different activities that develop learners’ language skills; this, in turn, will result in a bettering of their sense of community. Asides this, learners will greatly enjoy out of class activities since they will be absent from school, so, the whole learning process will less monotonous for them. In accordance with the aforementioned advantages, there are a number of learning outcomes that I could set through school trips, exchanges and international cooperation programmes. Firstly, exchanges lend themselves to improving students’ communication skills, the speaking skill and the socio-emotional skills that they need to become better second language speakers. Thus, the teacher can set this aspect in particular as an objective for them to reach cooperatively, and assign grades to it. Likewise, visiting new places can help both the teacher and the student to review and learn historical facts relating to the place in concern, for which the sociolinguistic component could equally be useful to set learning outcomes: how students talk about the foreign culture, social classes and groups, wisdom and register expressions, inter alia.
ASSESSMENT

A. DESIGNING ASSESSMENT TOOLS

1. I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives

   Yes, I can. Assessment and evaluation are necessary aspects of teaching and learning and need to be specified according to the learning objectives and aims, which can be specific or broader. Moreover, techniques and assessment of students need to be hand in hand with the process and the units being covered during a teaching period and the intended learning outcomes. As for this aspect, Cole and Chan (1987) explain that teacher’s self-judgment can result subjective, for which different types of assessment need to be used. For this effect, and in order to gain a wider range of objective information, summative, formative and diagnostic evaluation tools are at hand, and avoid teachers from applying philosophical, personal principles when doing this.

2. I Can negotiate with learners how their work and progress should best be assessed

   Yes, I can. Although teachers provide a lot of chances to students to present tasks or assignments, sometimes students do not take advantage of them, and they just relax so at the end they will be affected due to the lack of interest of presenting the class-work on time. Likewise, the teacher needs to establish the possible boundaries and the extent to which learners can decide the implementation of assessment; also, it has to be done in accordance with the course possibilities (language level of students, students’ availability, and their skills).
3. I can design and use in-class activities to monitor and assess learners’ participation and performance.

Yes, I can. When designing and applying in-class activities we need to allow students’ learning preferences to be expressed. Some individuals learn best and increase own skills by practicing in the classroom rather than by being spectators. They can do this through listening, speaking, reading and writing exercises. Silberman (1996) and Buehl (2001) highlight the fact that hands-on activities promote the participation on the part of learners, a better performance, and represent a way to become protagonists of their own learning. As a way to assess this type of work, a teacher can ask learners to present a final project, develop a recital, sit a mid-term exam, or write a paper related to the class topics.

B. EVALUATION

1. I can identify strengths and areas for improvement in a learner’s performance.

Yes, I can. By checking the tasks provided I have noticed the strengths of students, and realized if they had understood or paid attention in class. I can also use quizzes to check whether learners are studying at home or whether they have being autonomous or not. In assessment sessions, the teacher should bear in mind that the goal is not to create very difficult questions; instead, he/she should aim for discovering what learners know and what they can do. Ways of doing this are: paper and pencil tests, essays, speeches, demonstrations, problem-solving activities.
2. I can assess a learner’s ability to work independently and collaboratively.

Yes, I can. Individual learning and performance can be done easily by means of essays, journal entries, tests or quizzes. For collaborative work, a teacher can focus on presentations, group projects, reports, plays; through these activities the students will not rely only on the teacher's explanations, but also on the course material provided by him/her.

3. I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment).

Yes, I can. Whether the focus is on individual or in group work, I can use formative assessment during class learning activities by allowing learners to know the criteria that I am using to assess their performance. In doing so, I can identify individual or group deficiencies, provide appropriate feedback to learners and help students to increase their cognitive awareness of how they learn.

4. I can present my assessment of a learners’ performance and progress if the form of a descriptive evaluation, which is transparent and comprehensible to the learner, parents, and others.

No, I cannot. Throughout my teaching practicum courses, I never had the need to apply this kind assessment (rubrics) with students. As a matter of fact, I never carried out exams with students; instead, I graded learners’ in-class work and I allowed them to know this straightaway from the beginning of the course. In spite of this, it is important that rubrics do have sufficient detail that both the facilitator and the student (especially young learners) understand, and which supports the evaluation; in the same way, rubrics need to be consistent to the kind of activities that we are asking students to fulfil (Oakden, 2013).
5. I can use appropriate assessment procedures to chart and monitor a learner’s progress (reports, checklists, grades, and etcetera).

Yes, I can. As mentioned above, I used in-class exercises to monitor students’ work, and I graded them in the moment so that they could know about their progress. I also applied checklists to record observations of an individual, or a group in order to measure if the students were able to solve the tasks intended for the lesson and acquired the knowledge expected. Conversely, I never took account of reports due to the low language proficiency level of the students. In addition, the attendance list was used to have a register of the students who were consistent coming to class.

6. I can use assessment scales from the Common European Framework of Reference.

Yes, I can. In the meanwhile, of my teaching practicum, I always used El Reto, Guía 22, which is based on the standards of the Common European Framework of References (2001), in order to guide myself on how to plan and focus my classes according to the level of the students as well as the aims and objectives that I wanted them to achieve; therefore, it was an easy way of carrying out the different tasks for each class.


Yes, I can. The principal grading system that I used while teaching, were checklists provided by the Institutions. At the end of a teaching course, I gave learners a final grade which was a result of all the grades achieved in the process. On the one hand, as teachers we can use the grading system developed by the language Institute of Brighton University. This system allows students to improve their English before starting a higher education degree but also during their basic school life. On the other hand, in Colombia there are certain specifications provided by the European Council that give facilitators some starting points as to in what terms should learners be graded along with what they should be able to achieve during a learning period.
8. I can assign grades for tests and examinations using procedures which are reliable and transparent.

Yes, I can. As for handling reliable examinations, the tests which a teacher designs need to be appropriate for their purpose, allow learners to show that they have acquired knowledge, need to have a clear specification of the setting, marking and grading, should avoid subjectivity, and should aim at assessing meaningful and justifiable learning outcomes. For transparency, tests should be clear, accurate, consistent and timely. Teachers can do this by informing learners about how they are to be carried out.

C. SELF-AND-PERFORMANCE ASSESSMENT

1. I can help learners to set personal targets and assess their own performance.

Yes, I can. It is of utmost importance to deem students' personal aims for learning English as a second language. Some of them might have extrinsic motivations such as finding a job abroad or working in better places in their own country. For this reason, they have to be the ones to set how they can accomplish these endeavors with the help of the English course at the institutions. All along my Autonomous Teaching Practicum, I could notice that most of the learners were doing the assignments of English only because they needed to pass the course, not because they were interested in learning a new language.

Despite the aforementioned, Andrade and Du (2007) specify that, in some cases, a teacher can prompt learners to be the ones judging their own performance using their abilities of reflective thought; there are some possibilities to do it, as follow: checklists, reflections, questionnaires, inter alia.
2. **I can help learners to engage in peer assessment.**

No, I cannot. In truth, I have never used in my Teaching courses an assessment in which learners may evaluate themselves, for the lack of knowledge they had in English grammar. Notwithstanding, Falchikov (2007) advance that peer-assessment does have a number advantages such as helping learners to be aware of how to give and receive feedback, how to clarify, review, and edit their ideas. Thence, it definitely should be considered by teachers in their practices.

3. **I can help learners to use the *European Language Portfolio*.**

Yes, I can. Even the ELP benefits student's self-confidence and self-esteem which is a very important factor while learning a challenging target language, so it helps them to be more involved in practicing what they have been acquiring. At the same time, they will feel that they achieved their goal of learning a different language from their mother tongue in a successful way. In the same fashion, the teacher may use the ELP straightaway in the first lesson in order to get students used to the process; moreover, the set of in class and out-of-class activities to which this technique is designed will also have an impact on how the learners see the whole experience of developing new language skills, by becoming more autonomous, independent apprentices.
D. LANGUAGE PERFORMANCE

1. I can assess a learner’s ability to produce spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register, etcetera.

   Yes, I can. For my practices of teaching at a public institution in Pereira, the only speaking activity which I implemented with students was a Food Pyramid which is divided into categories. From this point, learners were expected to have a previous knowledge about every foodstuff; then on, learners had to ask peers questions such as “what do you eat for breakfast? What do you have for dinner?” When finished, the second part of the speaking was that learners had to say some food recipes and others had to guess what food it was. For this exercise in particular, I only focused on register, fluency, and content, for I knew what students were able to cope with.

2. I can assess a learner’s ability to produce a written text according to criteria such as content, range, accuracy, cohesion and coherence etc.

   Yes, I can. In one occasion, I gave students a worksheet which had images about people doing several activities, these images were mixed. The aim with this activity was that learners could organize the pictures appropriately. Next, they had to write down the daily routine expression for each image. This was a writing exercise, for which I graded content, accuracy, and coherence.

3. I can assess a learner’s ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication, etc.

   Yes, I can. Following my experience as a practitioner of the Licenciatura Program, the majority of activities focused on the listening skill were gap-filling exercises according to songs. In such exercises, students were asked to search for specific information (verbs, adjectives, nouns, and etcetera) based on the recordings. Complementarily, asides from class exercises, a teacher can use listening tasks that they can grade with the aim of seeing students’ progress, mistakes, strengths and aspects to improve.
4. I can assess a learner’s ability to understand and interpret a written text such as reading for gist, specific information, implication etc.

   Yes, I can. In one of the classes I gave in my teaching practicum I handed out to students a reading in present simple, which contained some questions related to the topic, so learners had to answer the questions according to what they had read.

5. I can assess a learner’s ability to engage in spoken interaction according to criteria such as content, range, accuracy and appropriacy of response etc.

   Yes, I can. While giving classes in my teaching practicum, I used to ask learners to role plays related to occasional situations in their real life, such as, asking for information, giving commands, indirect requests, reported speech, making complaints, indirect speech. The assessing item I focused the most on was accuracy; I strongly suggested my learners to be as accurate as possible when speaking so that the message intended was clearly understood by the listener and for communication to take place as well.

6. I can assess a learner’s ability to engage in written interaction according to criteria such as content, range, accuracy and appropriacy of response, etcetera.

   Yes, I can. The criteria mentioned in this question helps me to set what to ask learners to do; for instance, follow clear written instructions, recognize main ideas in newspaper articles (of course, related to their current L2 level), write letters and notes using some level of details, making summaries of reading passages, considering many other activities. To complement this, it is crucial to be aware of the register, the context, and all the pragmatic components that surround the task that we are asking students to accomplish.
E. CULTURE

1. I can assess the learners’ knowledge of cultural facts, events etc. of the target language communities.

   Yes, I can. I can provide learners with a syllabus containing topics which are connected to the target language: famous celebrations, stereotypes, generalizations, geography, special dates and taboos, among other aspects. To achieve this, teachers can make use of tasks that foster students’ input and output skills: listening, speaking, writing, and reading. It can be done at the end of a unit or in the middle of the course according to students’ needs and to students’ performance.

2. I can assess the learners’ ability to make comparisons between their own and the culture of the target language communities.

   Yes, I can. As teachers, we have the onus to include the cultural component in our lessons. Correspondingly, Stainer (1971) defends the view that studying foreign language culture and comparing it to own gives students a reason to study the target language as well, moreover, it gives a deeper perspective to the learner about their L1. For his part, Chastain (1971) agrees that being aware of the mother tongue culture presents pupils’ real situations that can also be present in the L2 tongue. Similarly, Kramsch (1993) argues that learning a second language and its culture helps learners to articulate the process with a new experience, making it more relevant to their lives and “creating an inter-popular culture”.
3. I can assess the learners’ ability to respond and act appropriately in encounters with the target language culture.

Yes, I can. In the educational field, there is a need to include the sociocultural competence in English courses. As such, I can do this by teaching learners about the L2 culture through classroom interactions that increase their cognitive development (Kozulin, 2033; Lantolf, 2000) via role plays, videos, songs, readings, questionnaires, listening to podcasts, school trips, etcetera. Nonetheless, I need to include criteria (rubrics, in this case) that clearly set the goals and the learning objectives that pupils should be able to attain.
F. ERROR ANALYSIS

1. I can analyze learners’ errors and identify the process that may cause them.

   Yes, I can. Although mistakes are a fundamental part of learning, it is important to be aware of the frequency in which a student makes ones. As explained by Corder (1967), teachers can analyze errors made by the students and have insights of how languages are learned or acquired, what strategies or procedures are used by the learner to discover the new language. Of particular note is that error analysis is a comparison that learners have between the second and first language, so, this affects them in the process of learning another language besides their mother tongue; equally important is that they could get confused in each language component (grammar structures, vocabulary, present simple, prepositions, verbs, and etcetera). As a result, they start thinking always in Spanish, which means that their minds are not focused on the new language, forcing them to do wrong tasks or works in the classroom. As Lado (1957) points out, errors depend on two main causes. The first is the influence of the native language – as mentioned previously -; these are called interlingual errors. For his part, Fries (1945) talks about intralingual and developmental errors, in which negative transfer or interference is present in learning a second language. In both cases, the teacher needs to be aware of why this is happening, and how to help the pupil to overcome such obstacles.

2. I can provide constructive feedback to learners concerning their errors/interlanguage.

   Yes, I can. In order for us to supply constructive feedback, the focus should be the interest that we have in students improving their process: focus on one or two important aspects instead of considering everything at once and give feedback to the things that we know with certainty. Additionally, we should be objective and descriptive to make our comments enriching and easy to understand for students. Finally, we should also present examples to students about what they are doing wrong, why to avoid it and how to overcome these issues.
3. I can deal with errors that occur in class in a way which supports learning processes and communication.

Yes, I can. As teachers, we have two main options to give feedback to students, we can do it ourselves in our role as instructors; but we can also prompt learners to work cooperatively, that is, by asking the group to provide feedback to each other. In consequence, we would be promoting communication in the language class while enriching learning processes.

4. I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication.

Yes, I can. Applying in the classroom, educational games which help students to obtain a meaningful learning according to their own experiences, and where teacher will carry a process of self-correction through students’ pre-knowledge, making them realize about the error they are making. To provide meaningful and appropriate feedback that does not threaten learners’ self-esteem and confidence, Richards & Lockhart (1997) draw some strategies to do so such as praising and giving complements for right answers by saying “Yes, that’s an excellent answer”, or even expanding and modifying a learners’ response by means of re-formulating the answer that has been given.

6. Conclusions

Through answering the questions for this project, I believe that developing one’s skills to become a better teacher is not an easy task. At the beginning of the Licenciatura Program, I was encouraged to teach English to teenagers and adults wherever possible. However, something occurred when I began taking the course of Professional Development and the two practica. I had to face the real context of teaching in Colombia and I started to evidence that, in a classroom, a teacher needs to be creative and to bring new ideas to avoid uninteresting lessons; that classroom management should be dealt with courage, discipline, and self-confidence on the part of the facilitator. In the same fashion, I came to the conclusion that all learners have a different capacity to develop the target language; thus, us teachers need to take into consideration students’ learning styles as well as the theory of multiple intelligences in order to help them overcome any difficulties in the process. Some times, teachers forget about this important aspect, but it is important as to obtain a successful learning experience.
As a consequence of the above, the present paper allows me as future teacher to reflect on how I have been carrying out my lessons. It has also helped me to remember all the important aspects that need to be taken care of in teaching, how they affect learners’ lives, and the impact they might have in society. In this regard, the usual paradigm of teaching could be changed (teacher-centered), teachers could become more aware of students’ likes as well as of their contexts and interests, and it depends on us to begin doing so to improve the quality of our teaching practices and of teaching in general.

To conclude and in terms of professional growth I have to say that by solving the 193 questions that were posed have guided me to a way of understanding that language instruction goes beyond preparing a lesson. It is a matter of considering even the most apparently insignificant aspect: students’ behavior, own’s way of establishing rapport with learners, own’s stance and the way it conveys meaning to the class, voice tone and projection. All these aspects can contribute to a better classroom environment and a better predisposition of students toward the subject. Furthermore, I have realized that becoming more prepared teachers have much to do with working collaboratively with other peers. It has had such an impact in my perspective about this occupation that I usually set some time in the month to exchange ideas about how to teach any topic in English, with some other undergraduate classmates. This way, we gather information about it and improve our professional dimension.
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