European Portfolio for Student Teachers of Languages EPOSTL

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CONTEXT

A. CURRICULUM

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

Yes, I can. I am aware of the existence of various documents that set the curricula nationally as well as locally. Nationally, we have different programs launched by the Ministry of Education and different materials that set the teaching of English. We have the Guía 22 for the English learning in basic and middle education and different documents such as the Colombia Bilingüe English Kit: Basic Language Right, Suggested Curriculum, and Pedagogical Principles.

At the local level and state Secretaries of education we have the Risaralda Bilingüe program for the development of regional EFL teaching and the institutional educative project of a specific institution. This last one is made taking into account both of the previous documents as well as the perspectives and needs of the institution regarding its learners and general community can understand the requirements specified for the setting of ESL class development and how to apply them.

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

Yes, I can. To achieve this, I can use not only the aforementioned guides, but also the theoretical knowledge of pedagogy, methodologies and the precise requirements of the institution I work for. I can develop a language course suited not only to the standards of required national and local curricula. The Guía 22 document states the goal of the Programa Nacional de Bilingüismo as “lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de
tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables”. This is one of the broader requirements from the national curricula. The Content and Language Integrated Learning (CLIL) approach provides the frame to satisfy this requirement. CLIL is defined by Coyle, Hood and Marsh (2010) as “a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language”

This same technique can be used for a variety of topics, getting the learner to approach the language in a more structured, meaningful way. For example, Biology class can set the pace for learners to become acquainted with different vocabulary: parts of the human or animal body, plant parts, different processes, states of matter, etc., therefore connecting the English language with familiar and relevant vocabulary that can be used in specific circumstances.

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

Yes, I can. To do this, I need to combine the information on the relevant documents with the works of other authors and also with the information from first and second hand experiences to provide weight to my teaching and ESL experience.

One example of this is the pragmatic competence, which is defined by the text of the Common European Framework of Reference (CEFR) as “concerned of the knowledge of the principles according to which messages are:

a) Organized, structured and arranged (‘discourse competence’);
b) used to perform communicative functions (‘functional competence’);
c) Sequenced according to interactional and transactional schemata (‘design competence’).”
This is further expanded by authors including Yule (1996) who explains pragmatics as the hidden meaning behind a message, according to the speaker’s intention. In order to construct these layers the user needs to manage the principles described by the CEFR, even if they only do so in a subconscious manner, befitting of language mastery of a native or proficient user.

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. The content of documents such as the Common European Framework of Reference (CEFR) makes possible a detailed development of teaching plans, being the basis of widespread curriculum and syllabus design for modern ESL teaching practices. It is used as a reference tool that provides the considerations related to the teaching of languages in different aspects of the linguistic matter, including process of language learning, tasks, linguistic diversification and assessment, among others.

Chapter five of the CEFR is dedicated to the user/learner’s competences, among which intercultural awareness is included. Intercultural awareness is described in the document as being produced by “knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’” (CEFR, p. 103)

When considering the inclusion of intercultural awareness in a language lesson, I believe the comparison using similar events or festivities (i.e. Christmas) are very useful in helping learners comprehend how this is obtained.

First, learners are asked to recall and talk about how Christmas is celebrated in their locality. Once information has been gathered, the teacher then gives a
description (with help from audiovisual material, slides, posters or other chosen aids) to describe how the holiday is celebrated in the target culture. After this is introduced, then a comparison is set, with learners talking about differences and similarities between the practices, as well about what they find interesting, what they don’t like and other aspects. This can also instill in the learners the desire to know more about the target language culture.

B. AIMS AND NEEDS

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

Yes, I can. As a multilingual, speaking three languages, I have a broader understanding of the context of the cultures from which those languages come from and their effect on my development as a person, extending to my performance as a teacher of English as second or foreign language, to instill this same sense into my students. Differences in culture provide different perspectives, linguistic features and expressions that can be used to compare and contrast the native and target cultures.

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

Yes, I can. ESL learners have different needs and expectations of their courses, which stem from their personal and professional needs. Thus, to develop
specific long term aims that are satisfying and effective for them, besides taking into account government and institution requirements, we also need to know what our learners expect from the course, and act on this when possible within the regulations of the program.

In primary and high school education, when starting a course, learners can be asked about their expectations from the course. Their opinions can be valuable, as receiving feedback from them prompts the teacher to contextualize lessons, topics and activities to respond to demands and necessities, not only from learners but from established curricula. As an example, with a requirement for learners to interact with their local reality and be educated as knowledgeable about their reality, an activity such as a visit to Parque Ukumari (taking a localized approach) with an animals oriented lesson can provide opportunities for both target language development (description vocabulary, routines...) and discussion on the topic of animals (status, problems, conservation, etc.)

3. I can take into account differing motivations for learning another language.

Yes, I can. Making an effort to know the needs of the learners, their background (social, economic, cultural, etc.), ages and other factors that drive their learning impulse, makes it easier to figure the appropriate approach for each case and develop the adequate teaching material suited to the requirements and needs of the learners, to maximize their productivity and encourages them to work in their development of the target language.

For example, taking into account a course for tourists wanting to visit the target language country for a short time, a specific syllabus can be constructed making emphasis on the most useful day to day interactions (shopping, asking for directions, hailing buses or cabs, money-related vocabulary, etc.), equipping them with the language necessary to have successful interactions with native speakers during their journey.
4. I can take into account the cognitive needs of learners (problem solving, drive of communication, acquiring knowledge, etc.)

Yes, I can. Analyzing the groups of learners that I can have, it is found that all learners will have different characteristics, goals and drives. Looking to balance these differing approaches to Second or Foreign Language Learning within a lesson will not only enable those learners to be more easily engaged but also enrich the lesson by giving it different types of content that help other learners develop different skills.

A lesson on communication can have different aspects in their activities. For example, learners with a more advanced target language ability can be asked to search for documents inside the classroom following a set of clues given by the teacher. Once these documents have been found, the groups of search are prompted to discuss their content between themselves, and the next step can be set as a whole class debate on the topic, with learners sharing, comparing and contrasting their points of view.

5. I can take into account the affective needs of learners (sense of achievement, enjoyments, etc.)

Yes. Using the same observational approach as for the educational needs, the learners’ different, personal needs can be taken into account, using the appropriate strategies to incentive their learning.

My own experience with learners from elementary school shows they constantly seek for the teacher’s attention, and can be disappointed if not given, so this
needs to be taken into consideration when designing and implementing activities for young learners that provide engagement, making it easier for them to acquire the intended language.

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

Yes, I can. In order to this, it is required to go beyond the academic world, and interact with other people and entities in need. As was reviewed in descriptor No. 2, education does have a wider reach, being meant to prepare the learners for real world applications; this is why that is important to consider further requirements besides curricular agenda.

This is dependent on variables such as the educative institution, the age, background, linguistic level and expectations of the learners. A course aimed for mechanics will be designed with specialized technical vocabulary (for bikes, cars, airplanes, etc.) and thus demands a different approach, set of skills and knowledge than a standard ESL course for it to attain its goal, which can be providing the learners with the tools to interpret manuals and/ or operate specific machinery and systems labeled in the target language.

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. By using the different models based on the CEFR, such as the Guia 22, meaningful activities that are suited to the learners’ current ability level (not too easy or unrealistically demanding) can be introduced into the lessons. Citing the mentioned document provides the guidelines to construct a lesson or activity considering the appropriate level for it.
Basic school learners in Colombian education are placed in Level A1, covering grades 1 to 3 of elementary school. One of the main indicators at this level is “to understand basic language about my family, friends, games and familiar places, if talked to slowly and with clear pronunciation.”

I have worked with two different groups. Even though they are both classified into the A1 level, with their knowledge of English not being more than certain vocabulary, their differing ages makes it a very different job, in regard to the selection and design of material as well as the development of the activity, but the necessity of getting the basic meaning across to them is the same, and to have learners acquire the language in a way that allows them to both recognize and use it to scaffold their foreign language acquisition little by little.

C. THE ROLE OF THE LANGUAGE TEACHER

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

   Yes, I can. By expanding on the benefits of English and other languages in different fields, such as work, personal and entertainment, the learning of languages can be described as a great opportunity for development in both personal and professional areas. This can even be done in an oblique manner, by using games to get learners to use the target language to be able to interact and participate in the game, which can include specific language skills and knowledge.

   A popular video game genre is the visual novel. This novel is based on the concept of “branching paths”, meaning that your character has several options that can be chosen from, and depending on them, the story will take a certain course; this idea can be applicable to get the learners to exercise his
or her linguistic knowledge to achieve the expected goal; with different processes and results for their various needs.

For example, students at higher proficiency levels can access message boards to participate in discussions on specific topics, which among other benefits will give the learners the opportunity to communicate and interact with native users as well as to expand both their linguistic abilities and their general knowledge, proving a great advantage of language learning.

2. I can appreciate and make use of the value added to the classroom environment by learners with different cultural backgrounds

Yes, I can. One of the purposes of the ESL classroom teaching is to heighten the cultural awareness of the learners towards the target culture of the language that they are receiving, and it is impossible and disrespectful to consider this in any other way than both a two way channel and an opportunity for students in a multiethnic classroom to take advantage of the community to develop the sense of interaction and understanding -not necessarily sharing- of others’ standing point. In synthesis, a multicultural classroom allows to use the linguistic skills for learners to create an interactive and informative atmosphere

3. I can take into account the knowledge of other learners.

Yes, I can. Interacting with both other teachers and learners of foreign languages, by inquiring about their experiences when dealing with the teaching and learning of these languages, I can gather valuable information that I can use in my own professional development and will be meaningful to my surrounding environment.
The observation of other’s lesson, either given or received, the analysis of their experiences as well as comparison with my own, and testing of their validity as tools of learning will help me enrich myself in multiple categories, leading to the improvement of my own performance, thus benefitting my own learners as well.

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

Yes, I can. Many aspects of my teaching processes are guided by the theoretical inputs of different authors, ranging from organization of the classroom, management of the students, input and output, assessment and other elements that comprise the field of Teaching English as a Second or Foreign Language.

Personally, I have a preference for seeking ways to use Content and Language Integrated Learning, structuring lessons in a way that can strengthen language knowledge in the learner as well as widening their overall knowledge.

For example, if children are putting on a play for a school act, a discussion centered about the play content can be held, having the target language as primary language; this will allow learners to further appropriate the topic, gaining insight and considering points of view of their classmates and other participants.

4. I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adjust it accordingly.
Yes, I can. Not only is it possible by the use of feedback to adapt my teaching, but it is necessary, as I never must forget that teaching is a process leading to the development of the learners, and thus take into account their necessities when possible. Having adequate notes and records of my own teaching processes will make this easier, giving the possibility to reflect on my own production, to adjust the activities according to the conclusions I can draw from the material available.

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

Yes, I can. As I stated before, it is important to assess every aspect of my teaching in order to ensure the best performance and usefulness of my teaching to learners. For example, I can look for ways of implementing the four skills development in my English lessons with the assistance of authors such as Kurniasih, who talks about generalities on the use of the skills, or Xhemaili, who provides a more specific input on the development of a specific skill, reading. Recordings, notes and the overall input from a specific class can be analyzed through the lens of relevant literature, enabling me to measure my performance and adapt the theoretical material in a way that proves meaningful to the situation that is present in the reality of my own community (local, institutional and within the classroom), not merely copying from the words of authors that are disconnected from my own experience, but meditating on how this can apply to the environment surrounding me and what I may not be in need of.

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

Yes, I can. With my fellow teachers’ and mentors’ feedback, I can construct a teaching style implementing their experience into my own procedures, being able to analyze situations from angles I could probably not see on my own
from the point of view of the standing teacher, creating an experience that will benefit both me and my learners, preventing my performance from becoming standardized and risking turning useless and disconnected from reality, the needs of the learners and a communicative development.

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

Yes, I can. By using my experience, the relevant literature and observation of my peers work, I can provided them with appropriate feedback that will help them reflect on their teaching process and improve on it so their performance provides the assistance learners need to continue their education process. This feedback will take inspiration from both theoretical notes from distinguished authors as well as relating to my own experience, local and institutional needs and learners needs whenever it is possible, to provide my peers with the same level of constructive feedback that I would expect from their own review of my performance and work.

With my classmates from the Licenciature Program, we are set up to work in pre-arranged observation of each other's classes with the goal of providing each other with constructive criticism based on our observations as well as doing group debate based on these observations and our own analysis of them.

8. I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.

Yes, I can. By using virtual and physical resources, I can keep track of groups, pages and societies dedicated to the field of ESL/EFL that have a library of related articles, studies and information relevant to my needs as a teacher, focusing on a necessary aspect that I feel is in need of improvement.
or simply keeping updated on the developments on the language teaching community.

9. 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. Action research requires a detailed recording of class activities, whether they be in video, audio or journals. This material will form the basis for analysis which can be carried by the same teacher to help further their own professional development, or by colleagues or other researchers that will help them and produce detailed notes for the findings for varying purposes, including application of useful activities or as articles for magazines or journals detailing their findings and conclusions for the observation, always keeping in mind the context and situation regarding the teaching being assessed. The specific material for these investigations will vary, depending on the issues that I am interested in working on.

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. Each instrument in the classroom is a valuable tool in the development of a class, and make a contribution to the teaching of a specific topic. Young learners are mostly accustomed to the use of technological equipment as part of their upbringing, so to be able to use other resources such as books, for their development is important. The assessment of materials to be used needs to take into account the topic that will be used and the activities that will be proposed, and they can be combined.
Books and OHP can be employed as part of a reading activity. The classroom is set up with learners facing in a way that they can easily see where the OHP reflects to. A story will be projected on it, which learners accompany using books they are provided with. They can be asked to read from the story one at a time, with the others following that part of the story directly from the projection. After the reading is finished, activities such as answering questions, or discussion of the story can follow to complement the activity.

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

Yes, I can. As I said in the previous descriptor, every instrument in the classroom is a valuable tool, and we can have plans in place in the event that something we planned to work with is not functioning or available. Not only the material in the classroom is effective for this either; the environment of the school itself, and if possible, planned excursions can be great environments to provide assistance for the teaching of ESL/EFL.

Using the example given in the previous descriptor, it could be possible for the OHP not to be available for some reason – damaged equipment, a reservation error, etc. The instructor, in anticipation of such an event, can take counter measures, such as preparing a set of posters that can be used in lieu of the images that were going to be projected.

METHODOLOGY

A. Speaking/spoken interaction
1. I can create a supportive atmosphere that invites learners to take part in speaking activities.

Yes, I can. When developing a speaking activity, there are several factors to be taken into account. Among these are the necessity for the activity to stand at a higher level that the speaker’s current one and to be related to a real world activity or necessity. (Cabrera and Bazo, 2002) keeping in mind that we need to be careful not to raise the level too much since that will mine student’s confidence and countering the purpose of making the atmosphere agreeable for learners. Beyond this consideration, the environment, activity, material and elements related to the speaking session also play a part.

2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate

Yes, I can. A way to do is to encourage the more advanced learners to help as monitors for learners reaching from a lower level. This provides the basic learners with help to develop their skills using peer support which benefits the more experienced learners by developing their metalinguistic skills and hone their own new language knowledge. The number of speaking and interactional activities that can be used is huge, with suggestions and material being widely available. When I search for an activity to develop, my primary concern is to ensure the activity is consistent with the topic that is meant to be worked on, i.e:

For basic learners, when the topic of prepositions of place is being worked on, an activity of searching in the classroom can be implemented, with students giving and
interpreting instructions such as “The notebook is behind the computer, next to the marker”

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

Yes, I can. Communicative activities are the basis of a language lesson, and the interaction between learners is a very important foundation for them, as they are the first level of target language speakers they have communication with after their teachers, demonstrating the importance of interpersonal interaction, and enabling them to discover, analyze and assimilate elements of both the target culture and those of each other.

When working with a more homogeneous group, with a higher level in the target language, a specific topic can be selected as part of a discussion activity, with the participants being encouraged to provide their opinion in the suggested topic. This activity involves communicative, thinking, argumentative and linguistic skills, allowing to monitor the learner’s abilities in several areas while letting them express themselves.

4. I can evaluate and select meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving, etc.),

Yes, I can. Each communicative activity has a meaning and an end on itself, making them an ideal tool to help developing the learner’s fluency, as well to make themselves properly understood in important situations. The important aspects to take into account when selecting a communicative and interactional activity are the level of the learners, the aim of the activity, the topic being discussed and the learner’s own ideas and attitude towards the activities.
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. As established in the previous point, communicative activities are fundamental for the development of fluency, and when combined with different means and types of communication, can give learners appropriate ideas about the performance for different situations; this is also tied to the cultural aspects of the target language, and how they manage these interactions.

A possible activity to help learners with this, is a comparison between different types of text with the same channel (written, spoken, etc.) encouraging them to recognize and comment the similarities and differences these types of text present, followed by practice, writing using a sample of a selected text as model, either with an assigned topic or one of the learner's own choice.

6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials, etc.)

Yes, I can. When working with a specific activity, relevant material can be used, related to the topic that will be worked with. This can be done by the teacher, when having the learners work with previously designed material, or can also be used as an opportunity for the learners to look up, select and develop the material appropriate to their activity, promoting autonomy and investigative abilities in the learners, further developing their skill with the target language. For this second option to be viable, the teacher needs to instruct the learners about the process and criteria involved in the selection of material.
7. I can evaluate and select activities which helps learners to participate in ongoing spoken exchanges (conversations, transactions, etc.) and to initiate or respond to utterances appropriately.

Yes, I can. The correct modelling of a specific activity is important for learners to be able to handle the flow of the process, and know the necessary utterances to start or follow a specific interaction appropriately. Communicative needs are better handled with interactive activities, e.g. conversations, information requests, discussions, etc. Each of these activities have their own codes requiring different starters and answers to properly develop which are to be addressed before the activity starts, depending on the learners’ ability with the target language.

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. Fillers are an important part of everyday language, even if they may not seem to be at first glance. They allow the speaker to help getting their train of thought on track during moments of hesitation, so as not to have to resort to noises such as “Hmm..” or similar.

Formal and informal language can also have different activities to help distinguish between them and help learners use the appropriate register when required. This can be done when presenting a specific activity, giving the learners a pre-task introduction by introducing the relevant text or material used in the activity and have them deduce its characteristics (register, purpose, structure, etc.) thus enabling them to identify and work more easily with the necessary information in the future.

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. Guiding the learners when they are starting requires these important strategies, which they can keep applying, since even native speakers need to verify or request the information relayed to them, thus making this a very important aspect of communicative activities.

Authentic material (multimedia material) featuring native speakers interacting with the strategies that are meant to be taught to the learners are a good tool to instill the development and usage of these strategies in every day and specific target language communication.

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. The internet provides with a variety of activities that can help students to discriminate sound, using plenty of different methods so as to allow for different approaches. Audiovisual material with native-like pronunciation is a good guide for learners to get familiarized with the sounds of the target language, both as separate units and in relationship with their pronunciation on different words and sentences, seeking to make learners cognizant of differences that a single phoneme can present when it comes to pronunciation.

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. The first important step in this is to demonstrate the application of these features by native speakers, which can be gotten from a wide range of audiovisual and aural materials and which can also be used when developing these with the learners. The next step is to engage the learners into practice.
A role play can help with this, having the learners represent a specific situation, with the learners aiming to express correctly depending on the situation being represented.

12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice, etc)

Yes, I can. Generally, in my classes, I try to proceed with accuracy development through guiding the learners with material that has already been covered. During a lesson on preposition of place with high school learners, when the learners are prompted to produce a sentence putting an object in a specific place, if they are using the wrong preposition, I get them to remember the correct words by miming (for example, standing behind a chair) and pointing to the material which includes the indications about this; code switching is sometimes required so learners can make the connection between their native language and equivalent form in the target language.

Together with this, there is also the reinforcement of proper pronunciation. When a learner has trouble pronouncing a word correctly (but otherwise has a structurally correct sentence) I congratulate them, and repeat the sentence using the correct pronunciation for the word, prompting the learner to repeat with the accurate pronunciation.

B. Writing/Written Interaction

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

Yes, I can. As with speaking activities, there are a number of writing activities learners can do, from letters to journals, appropriate to different situations that can be useful. Journals, for example can be proposed and used so the learner keeps track of the development of language skills, which the teacher...
can also take advantage of, measuring the growth and development needs of the learners' writing skills.

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. When teaching writing, there are different aspects to take into account when teaching specific text types. These differences can be taken advantage of, encouraging the learners to recognize the differences and similarities between them.

For example, when talking about letter writing for high school learners with a proficiency level around B1, the lesson can be dedicated to the difference in structure, tone and topic for formal and informal letters.

An activity of this type can be started with the teacher showing the learners audiovisual material (videos, images, or audio material) relating to two different topics (a journey to a vocational site and a video about a science project).

These material can be used to start a discussion with the learners on how they consider a letter detailing each of the topics given. After this, the teacher gives the learners scrambled fragments of texts that belong to two different letters, one formal and one informal, prompting them to select which fragments belong to which one and their correct order. Once learners have done the exercise, the teacher can go over it with them so they check their results, leading to the lesson in which each type of letter is explained, giving them a deeper understanding of the differences between the documents.

3. I can evaluate and select texts in a variety of text types to function as good examples for the learners’ writing.
Yes, I can. Related to the previous descriptor, different types of texts can be used as a model from which they can base their first works. The usefulness of each text depends on the topic that is being worked on. To do this, not only the type of text being worked needs to be identified (i.e., a business e-mail) but also the specific goal the text has, in order for the learners to use appropriate language regarding to the needs of the production, properly getting its intended message across.

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

Yes, I can. The appropriate use of supporting material will provide the learners with the most inspirational material taking into account the topic the learners is working on. Each type of material has a different benefit it can give to the learners to provide a benefit. For example, the use of authentic material allows for an insight on the target language from which the material comes from, and encouraging reflection in comparison to the first language of the learners.

5. I can evaluate and select activities which helps students to participate in written exchanges (emails, job application, etc.), and to initiate or respond to texts appropriately.

Yes, I can. Writing is a communication based activity, so it is only natural that they get to use it in different contexts and types. Role-plays can be set to develop this, but it can also be used for realistic goals, based on the scholarly duties of the learners (e.g., if they need to present a report, they can do the necessary research, brainstorming, planning and development of the document) encouraging the learners to improve their written language.

6. I can help learners to gather and share information for their writing tasks.
Yes, I can. The classroom is a good place to guide the learning about information collection, and this can be applied to in class activities, encouraging the learners to use both virtual and physical resources to structure the work they are required to complete.

There are varied sources of information for the learners’ needs. Although today people has become accustomed to find information on the Internet database networks, younger learners can be taught to use traditional media, such as books, newspapers and magazines, to have a broader reach, especially as they contain much specific information about determined topics.

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

Yes, I can. Each type of text has a different structure, so a set amount of time can be used in the class to discuss, analyze and get the students to internalize and use the appropriate structure for each type, practicing their composition as well.

8. I can help learners to monitor, reflect on, edit and improve their own writing.

Yes, I can. As a guide, my duty is to oversee the learners’ development. By using techniques that can help them improve their own writing skills, not only can they hone their abilities to construct, review, analyze and rework their productions, but I am further developing myself as well in order to provide them and future learners with the appropriate assistance they need for each case.

Working in drafts is an easy way to do this. First, learners are instructed to brainstorm ideas for their writing, and produce a rough first draft, which they then re-read and complement, using the material needed to continue the process. Once the text has been set and shaped, then it can be edited, checking for linguistic structure, orthographic accuracy and overall correctness before submission, ensuring the text is the best it can be.
9. I can use peer assessment and feedback to assist the writing process

Yes, I can. Some students have more advanced skills than others, and they are often willing to assist with the development of their partners, so they can be a valuable asset to the ESL classroom. Beside this, peer review offers other opportunities, relieving the tutor from some of the load that entails checking a large amount of material, and helps students develop analytic skills, which are useful for analyzing their own work as much as that of their partners to take into account into future endeavors.

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

Yes, I can. Bottom up and top down strategies can be appropriate ways in which to deal with this, offering the possibility of having the students discover the structure from a different perspective. By using top down strategy, an entire text is dissected into pieces which can be more easily analyzed so that learners get the sense of each and. Bottom up, on the contrary, lets them work with fragments of a text that have been pieced already, or work their way by dealing with a specific piece at a time, and creating the ensemble in a structured process. Regardless of the option chosen, this approach is one that can give them the necessary knowledge to construct texts successfully.

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. To teach learners about spelling, a particular sound can be used for each case. For example, the letter A can be broken down into five sounds, of which the following examples have been given: Kate [keit], cat [kæt], call [ko:l], card [kaːrd], alone [əˈloun]. (Typical Spelling Patterns for Vowel Sounds), with the sounds being demonstrated by recordings of native speakers pronouncing
them to give learners accurate renditions, including irregular spelling that can be available for specific words (e.g. eschatology → escatology)

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

Yes, I can. Multiple materials are available to select which help developing writing activities geared up for a specific goal. If the interest lies in teaching vocabulary, for example, a short story with a thematic element can be chosen to give learners a list of words they can acquire, using strategies to get them to recognize and interpret the words; a slide with images can accompany the story, labeling the most important words, which can be accompanied by sounds or recited by the instructor to provide learners with accurate pronunciation, meaning and context for the word and its role into the story, as well as in other contexts, depending on the necessities of the learners.

C. Listening

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

Yes, I can. In order to find appropriate audio texts, first is needed to measure the learner’s ability and also take into account their needs and interests, depending on the type of learners that is being worked with, if they are school learners and at which level, or they are interested in a specific area of knowledge, thus needing specialized material suited to their needs.

2. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.
Yes, I can. The most important thing when it comes to a pre-listening activity selection is to make students familiar with the topic that is being talked about. This can be achieved by presenting pre-listening material which deals with the topic, and providing the learners with appropriate instructions regarding the listening activity. The use of the pre-listening material gives the learners an idea on which the text will be about and allows them to concentrate to manage the task more easily and orderly.

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

Yes, I can. For example, before presenting the material related in the previous descriptor, learners can be provided with simply the title of the audio piece and asked to come up with ideas about what the text may contain, based on the information they have been given. The ideas they have proposed can be used as a post-reading activity, by comparing them to the actual content of the text.

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. When creating or choosing listening activities it is important to take into account how to provide instructions to the learners, which is a very important part of the process, making it easier for them and helping to construct their listening ability with strategies they can further use with any material they face.

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. Listening material are a plenty, and with authentic material there are uncountable examples of situations that can be used to provide the learners with help to recognize and interpret the intentions of the speakers. (Pragmatics, Yule) Role-plays
are very effective when taking this into consideration, as they can include a variety of situations that can be realistically grounded. Using material of native speakers to get the learners to apprehend different features of spoken language which they can then apply in their own role playing leading to improvement in their overall target language performance, covering tone of voice (to properly convey messages that are meant to be gotten across), style of speaking (reflecting the situation being represented or lived, the relationship and status of the people interacting and other features)

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

7. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.

Yes, I can. Vocabulary, as Rebecca Albert points out, is not something to be taught as content to be simply memorized. Learners need to experience the language and be able to relate it to real world experience and connect it with imagery; thus, for help with this, it is needed to beyond mere lectures. For example, during an audio piece, learners can be asked after listening which words did they find most difficult to recognize, or do not know, and work based on the resulting list.

8. I can evaluate and select a variety of post listening tasks to provide a bridge between listening and other skills.
Yes, I can. Communication is not an entity composed of isolated parts not interacting with each other, but, as we can see on our everyday life, they are constantly combined in order to accomplish different kinds of tasks, so it only stands to reason that listening tasks on the ESL classroom follow the same pattern, leading the learners to take the target language as a useful, complex communicative structure that can suit their needs if used properly.

D. Reading

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

Yes, I can. By taking into account the requisite factors such as learners’ backgrounds, age, interests and expectations on the course, an appropriate text selection can be gathered to satisfy their needs. This is more difficult to approach when dealing with groups which are not in need of a specialized branch of language (i.e. college students, businesspeople, specialists, etc.)

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

Yes, I can. Many pre-reading activities are available. A popular strategy is to have the learners guess the content from a reading by looking at the title and brainstorming ideas about what the content may imply. Another option is to set a discussion related to the topic before reading so that learners can express their opinions on it, creating a sense of familiarity with the exposed theme of the reading.

3. I can encourage learners to use their knowledge of a topic and their expectation about a text when reading.
Yes, I can. As exposed on the previous descriptor, having the learners create familiarity with the topic and helping those who are not so familiar with, will give important information so that they are able to participate and give their contribution to the activity. Pre- and post-reading activities can be used for this.

When the learners are having the pre-reading introduction to the test, they can be asked about their knowledge on the subject topic and encouraged to use it when going through the reading. Once the reading activity ends, learners can then be asked about if the knowledge they had matched up or was mentioned in the text, and if they learnt something that complemented the existing knowledge.

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

Yes, I can. The appropriate way of carrying out a reading activities depends on the necessity of the class at the moment as well as on the state the learners are in, being able to set the activity to the general mood of the group. For example, a learner can be given a sheet with a story he reads aloud from, and his classmates will use his reading to answer some questions they have been given previously; this can be done in short sections so each learner can have their own opportunity of reading.

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. These kind of activities are more suited for learners who do already have an adequate reading level in order to go over the different reading techniques with them. In consequence, they can test which of these techniques work better for them.
6. I can help learners to develop strategies to cope with difficult or unknown vocabulary in a text.

Yes, I can. Depending on the learner's level, the best strategy to deal with unknown words can be found. For basic learners, they can be encouraged to read and make a list of the words they do not understand, which can be compiled into a list the class can go over if enough of them overlap. This can be combined with other word learning strategies to maximize the success of retention. For more advanced learners, a “reading for gist” approach can be used so that they can infer the meaning of unknown words from context.

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

Yes, I can. As previously referenced, the four skills are not isolated, but can be found accompanied everywhere in real life, and additional material can be used to help complementing a reading lesson. Discussion of the reading material can also bolster the speaking and listening skills, helping the learners build a relationship in their minds. For example, learners can be encouraged to read out loud about the text, and present their opinions on it, or they can pair up, and discuss the text with a partner, coming up with conclusions on the text that can then be shared with the whole class, fostering communication, pair or group work and listening strategies.

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

Yes, I can. The different books that can be recommended need to be based on the specific learners that are being taught, with their course goals being taken into account when selecting appropriate books for them.
An elementary school, basic level group will be more comfortable with short books, detailing stories that will introduce them to the target language and feature linguistic items appropriate for them, while learners in an Engineering class will be geared towards more advanced, specific type of texts, which will require additional expertise to teach on the part of the instructor.

9. I can help learners to develop critical reading skills (reflection, interpretation, analysis, etc.).

Yes, I can. The same techniques that can be used as post reading activities allow to get the learners to produce and provide their text interpretation, employing an appropriate method to arrive to their conclusion.

For example, after reading a piece of news, learners can be encouraged to discuss, for which there can be different methods. First, learners work in pairs, discussing the text between them before sharing with the whole group. Alternatively, group discussion can be set for the start, perhaps with a debate over agreeing or disagreeing with the subject of the studied text, allowing them to present arguments for their opinion.

E. Grammar

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

Yes, I can. Grammar is an important element of linguistic, and it is not a good idea to dispense of its teaching to learners. ESL texts offer good opportunities to use them for developing these points and can also give context to sample sentences so that they are oriented to the needs of the learners, rather than be part of linguistic pieces that are not pertaining to their needs.
For example, reported speech can be introduced by showing the learners a video featuring a conversation between two people. The teacher can induce the learners to notice the nature of reported speech themselves by making questions meant to lead them to talk about the situation, before explicitly explaining the topic.

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.)

Yes, I can. Different types of grammar item presentation can be used, and mixes, so as to give the learners different ways to deal with them, enabling them to find an appropriate way to learn, and also providing with tools for text analysis that include grammar understanding.

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

Yes, I can. Even if students have a good competence in grammar, the backup of a good list of reference texts and sources is an invaluable tool to assist in the teaching of grammar points, as it gives the possibility of having different approaches or content that can make the teaching easier.

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

Yes, I can. The metalanguage is a useful part of teaching a foreign language, especially when it comes to teaching learners at higher levels, since it gives them a theoretical foothold in which to construct new knowledge in an organized way.
5. I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.

Yes, I can. Since grammar is a part of language, it is only natural to have it embedded in all aspects of it. It can be worked starting with the presentation of the grammar point, and its inclusion on everyday language, such as prompting a conversation that includes the point in its representation, to make learners acquainted with the structure and usage of said grammar point into the interaction.

F Vocabulary

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

Yes, I can. Depending on the kind of vocabulary that wants to be taught, there is a good quantity of material that can be used or provide inspiration for lessons. Each type of vocabulary has its own set of activities. For example, in order to teach verbs, many physical activities can take place, relating the action to the word associated to it.

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

Yes, I can. Different contexts need different vocabulary, but they also have common words and sentences that can link them, so through the experience of known vocabulary, they can add new vocabulary to their repertoire, using the context.

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

Yes, I can. Authentic material does employ all kind of registers, whether it comes in audio, video or written format, so there are opportunities to analyze the different registers in each type of material and their appropriate usage.
G. Culture

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

Yes, I can. Depending on the learner’s interests, appropriate material can be used to give them knowledge of different cultural aspects of the target language related to their interests or needs, enabling activities such as cultural comparisons between the learner’s target language and mother language.

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

Yes, I can. Material depicting the target language’s culture is widely available, and learners can be provided with it, along with guides that will help them taking advantage of it to increase their cultural awareness.

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 behaviour”.

Yes, I can. Expanding from the previous point, comparisons between norms of behavior can be done, and expressed in different ways, such as presentations, role-plays or audiovisual material for students to analyze and understand how certain conducts may not be adequate in the target culture and why.

4. I can evaluate and select activities (roleplays, simulated situations, etc.) which help learners to develop their socio-cultural competence.
Yes, I can. The sociocultural aspect is important to develop for learners of ESL as it forms the basis for interaction with native speakers, one of the goals of the formation of ESL learners, and with the use of activities that allows for practice and improvement of their language skills, they will be better prepared for more meaningful interaction, stronger performance and more satisfactory results from their target language proficiency.

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.

Yes, I can. Using material such as that selected for activities related in the previous descriptor, learners can be guided to analyze and reflect on the systems managed by other cultures in comparison with their own, encouraging discussions such as which aspects from the foreign culture they like, or do not like, and which they would want to adopt, and why.

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. There are plenty of materials, specially material produced in older ages, that can be used to analyze and to create debate about stereotyped views that society holds, and give the learners foothold to carry a discussion in these topics, and their opinion of them.

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

Yes, I can. By using activities such as the ones suggested in previous descriptors, learners can be encouraged to open their minds, and assimilate information
from other cultures, being able to compare and contrast with their own, broadening their worldview and letting them work with colleagues from other cultures if/when the need arises.

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. The language of a determined culture is shaped by a variety of factors stemming from that same culture, and thus, analyzing it in relationship with those same factors provides the learners with the double advantage of gaining a deeper understanding of the target language (and even from their own language) and its associated culture (and strengthen knowledge about their own)

RESOURCES

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

Yes, I can. Many course books and textbooks are available, benefiting not only school learners, but also learners with other educational institutions, levels, and communicative needs, fulfilling different expectations they hold about the content and results from the ESL language course.

2. I can select those texts and language activities from coursebooks appropriate for my learners.

Yes, I can, by taking into account my learners’ age, background, linguistic level, and interests, I can find and adapta, or design language activities that are satisfactory for them, according to their needs.
3. 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. Taking into account different factors, such as the aim of the courses, the interest of the learners, their linguistic level, topic of the text, and the goal of activity, I can select and adapt materials that will prove useful for the course.

4. I can make use of ideas and materials included in teacher’s handbooks and resource books.

Yes, I can. With materials included in existing books, many activities can be carried out, and different topics can be addressed along with the activity, as modern course books are very conscious of using relevant topics for linguistic instruction and discussion.

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

Yes, I can. Taking into account features such as the ones related in the previous descriptor, as well as the necessities of my own course, and my learners’ characteristics to develop materials well suited for the development of their ESL skills.

6. I can recommend dictionaries and other reference books appropriate for my learners.

Yes, I can. Reviewing the different learning texts I have known before, I can recommend them to my learners according to their needs, so they can find the relevant information to complete the task at hand.
7. I can select and use ICT materials and activities in the classroom which are appropriate for my learners.

Yes, I can. There is plenty of ICT material available, including many interactive activities and audiovisual material that can make topics more interesting, accessible and easier to understand for learners.

8. I can design ICT materials and activities appropriate for my learners.

Yes, I can. I have access to good tools that help developing materials that are a good asset for ESL lessons, especially in the school environment, for the creation of activities, games and materials that provide support for the teaching of different topics relevant to the lesson at hand, easing the learners into the topic.

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

Yes, I can. By constructing a collection of sites, resources and directions, I can provide my learners with adequate work material, as well as guiding them by showing the proper way to find information in the internet, and specific sites, including proper citation and information collection.

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

Yes, I can. In order to properly assess the value of ICT material as teaching tools in the ESL classroom, there are several aspects to be taken into consideration. First, the material needs to take into account the level of the learners that will work with with, as any ESL material needs to do, not being below, or too much ahead of their level so as to not be effective for their learning. The topic of the material must be aligned to the needs of the learners, no matter if they are a group of high school students or a group of adult learners in a specialized field. It
does also need to fulfill the criteria to develop real communication skills, which is very easy to attain using the correct ICT materials, as they give many audiovisual opportunities to carry communicative activities.

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.

   Yes, I can. With the support of curriculum guides set by national and local authorities, including the institution I work with, I can build my teaching lessons both for long term and day to day teaching, adapting them as befitting the situation, needs and reality of my learners.

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

   Yes, I can. By taking into account the wider period planning, I can set the aims and activities for individual lessons, so that they work as an aim unto themselves and they also contribute to the overall structure intended for the learners development.

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

   Yes, I can. Any linguistic goal can be paired with activities that encourage the learner to develop their abilities by using the ESL skills they are learning to complete different types of tasks with real world importance, set according to their proficiency level, so that they go through an “escalation” system allowing them to develop and use the knowledge and abilities to fulfill different goals, encouraging decision taking, teamwork, analytical thinking and other skills relevant to their development as ESL speakers.
4. I can set objectives which take into account the differing levels of ability and special educational needs of the learners.

Yes, I can. When taking into account the difference in levels between learners, and special needs some of them may have, it needs to be remembered that as a teacher, our role is not only to provide them with instruction, but also to guide them towards their personal development. In a class with learners of different skill level, the ones with higher levels can be “recruited” to help with those of lower levels, which does permit for them to take part in an activity that may not be appealing for them, due to their familiarity with the topic. Other types of necessities need to be considered, so that they can be worked with as an advantage, instead of a problem for learning.

5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms, etc.)

Yes, I can. Objectives are based on the needs and requirements that the language learner has to obtain in order to master a specific form of language and employ it adequately in a realistic setting, so by considering this end and expressing it as an achievement for the learner, I can formulate objectives that describe the development of the learner as a foreign language students.

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

Yes, I can. The objective of the ESL teaching is not only to get the learners to apprehend the language but also to make use of it as a tool to enhance their skills, widen their horizons and open new knowledge. To this order, it is a good idea to have the learners provide their reflections about their experience with the learning of the English language, and this can be done in different ways.
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. The first step in planning a lesson is knowing the topic you will be teaching, after which you find the other variables taking into account the learners’ level, background, needs and interests. The lessons need to be sequenced so that they flow well by themselves, taking into account pacing, content, and trying to minimize unforeseen circumstances, and they need to work as a part of the larger period structure, with each lesson providing a piece that helps building the knowledge step by step, letting the learners construct them using strategies that best suit them.

2. I can vary and balance activities to include a variety of skills and competences

   Yes, I can. There is plenty of material available that can be used as tools to develop the different skills, not only by their own, but also as a part of the ensemble of communication, understanding that they are all complementary and help develop each other.

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

   Yes, I can. There are a variety of ways in which the four skills can be interwoven to create an activity that uses them as points of linguistic development. A listening activity can be followed by either a writing or speaking activity, depending on the goal that is being sought for the activity, to help complement and check on the understanding from the first activity.

4. I can plan activities to emphasise the interdependence of language and culture.
Yes, I can. Language is an outward expression of culture, and when it comes to the English language, there is a rich history of development that crosses through more than a millennia, and going through many different changes brought upon by multitude of reasons. Exploring and analyzing these reasons can provide learners with a deeper understanding of the strong bond between language and culture. This can apply to topics that are not thought of as cultural in the strict sense of the word, but still have an important role in development or expansion of language, such as different disciplines who coin up vocabulary and expressions to communicate concepts that have no previous equivalent known to use as a referent.

5. I can plan activities which link grammar and vocabulary with communication.
   Yes, I can. Even though grammar tends to be seen as a difficult and bothersome aspect of language, it is indudable that it is an important element in the development of the learners' linguistic skills, as without it, the language lacks structure, and it cannot be possibly used in a comprehensible and useful manner so as to permit meaningful communication.

6. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL, etc.).
   Yes, I can. Using the target language to teach other subjects helps immersing the learners in the language by providing with real life situations and content which allows the learners to contextualize it and connect with the language in a meaningful way through the relationship with varying content.

7. I can identify time needed for specific topics and activities and plan accordingly.
   Yes, I can. In order to do this, there are several factors needed to be taken into account, related to the learners, the type of activity and topic to be taught.
8. I can design activities to make learners aware and build on their existing knowledge.

Yes, I can. By linking new content to previously seen content, learners can build a scaffold to strengthen their previous knowledge and contextualize the newly acquired one, reinforcing the status of a language as a complex entity with interconnected components rather than as a mixture of separate, disjointed parts with no real relationship.

9. I can vary and balance activities to enhance and sustain the learners’ motivations and interest.

Yes, I can. To gain and maintain the learners’ motivation and interest, activities need to be designed with several factors taken into account. Length of the activity, difficulty, relationship with real life tasks, and compelling content are important aspects to be included in order to create a meaningful ESL activity.

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

Yes, I can. Using the four skills is a meaningful and popular method to help foster ESL skills in the learners by catering to their different learning styles, combined with other aspects, including physical interaction to relate the important matter of the use of language. Without language, there would a huge disadvantage when it comes to performing different sorts of important tasks, without a "soundboard" available to express necessary ideas.

11. I can take on board learners’ feedback and comments and incorporate this in future lessons.
Yes, I can. Not only it is possible, but imperative to take into account my learner’s feedback when developing future lessons, to construct them in a way that maximizes the benefits for them. This does not mean that every comment or suggestion is meritory to have employment as a lesson idea, but that I can use my criteria as a lesson developer in order to analyze interesting proposals and adapt them so they fit the lesson as it is intended while providing a frame for inclusion in other future lessons that can benefit from the structure.

12. I can involve learners in lesson planning.
Yes, I can. Learners can provide meaningful input into their handling of the lessons, more specifically in regard to the type of activities that can be done and enjoyed by them, as well as insight into content that is pleasing for learners, and can be included into a structured and complete lesson plan.

C. Lesson Organization

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

Yes, I can. Using different types of activities according to number of participants provide several advantages to the lesson taking place, including breaking up monotony in a class that can otherwise be very still.

Each type of grouping offers different possibilities when compared to the others. Individual activity types are more suited to encourage the learner to use his or her skill to accomplish a task. Pair work and group activity encourage the sense of teamwork, while giving different approaches to it, since pair work allows the learners collaborating to work more closely and gives them more sense of duty overall, while group work is
useful for each member having a specific job, necessary to the completion of the activity as a whole.

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

Yes, I can. It is important for learners to work with each other as language users, knowing each other and employing the language to accomplish tasks as a group, for which communicative strategies need to be developed to achieve. Presentation is the first, starting communicative piece that many learners are taught on a foreign language course, highlighting the importance of having a good start when developing any type of relationship, which leads to interaction for which there are many possibilities relating to its implementation on the classroom depending on the requirements.

3. I can plan when and how to use the target language, including metalanguage I may need in the classroom.

Yes, I can. The use of the target language is the prime objective of foreign language teaching; however, it does need to take into account the differing factors, more specifically the level of the learners. The amount of input necessary to make a specific topic understood need to be measured, and make use of code switching in a way that does not hamper development of basic target language skills while still allowing the use of mother language when necessary.

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. In the same way that lessons and teaching periods are planned individually, requirements for the course, coming from varied sources (such as Ministry
of Education, local or regional education authorities and the institution) need to be taken into account. When working with fellow teachers, either subject or student teachers, differences in teaching styles, approaches and overall classroom management need to be addressed so as to be able to set up an effective working atmosphere for the collaborating teachers.

**CONDUCTING A LESSON**

**A. Using lesson plans**

1. I can start a lesson in an engaging way
   Yes, I can. In order to this, it is necessary to take into account the aim of the lesson, its content and proposed activities, as well as the characteristics of the learners and their goals. There are different engaging activities that can be used depending on the necessity: games, questions.

2. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses
   Yes, I can. It must always be taken into account that lessons are carried out in benefit of the learners, so if a learner has some need or interest, we are bound to answer their needs to a reasonable extent, moreover if the learner’s inquiry can be tied back to the overarching topic of the lesson, either by doing it during the same activity or acknowledging the need and solving it into a subsequent lesson, giving us the time to properly set up an activity for it.

3. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.
Yes, I can. It is always a good idea to ask for learners’ input after an activity, either of their opinion on the activity, or what they may have gained from it, to enrich our understanding and have information to improve and work on our lessons.

4. I can adjust my time schedule when unforeseen situations occur.

Yes, I can. Depending on the type of situation that is presented, a deviation of the schedule can be arranged, measuring the estimated time of the unplanned situation and its nature to figure the proper action to take in a specific case.

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

Yes, I can. There are many types of learners, with different aims, and for each case, the proper activities, content and goals need to be taken into account. Small children, teenagers and adults all have different attention spans, determined as well by the interest the proposed topic can generate on them. Thus, in order to take advantage of this, we need to consider each situation in its context to provide the most appropriate setup as needed.

6. I can finish the lesson in a focused way.

Yes, I can. It is important to conduct a lesson in such a way that learner interest is kept throughout, and this includes knowing how to manage time in order for them to take a respite, as their focus can waver if they find activities uninteresting, too long, too short, difficult or with little challenge. Finding a good balance requires time and practice, but striving for it will give the best results that can be found to ensure adequate classroom management, which will in turn reflect into learner and instructor performance.

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. Language is a unified entity whose parts are strongly interconnected, so any new content that is in the process of being taught is required to be related to previous lessons in an escalating way, allowing learners to connect these parts and work with. This also applies to already studied language items. Beside the connection between language pieces, the presentation and activities also need to be designed taking into account different variables. These include the needs and expectations of the learners, the educative institution and the society, among others, without forgetting the nature of language as one of the main societal tools for communal work, communication and interrelationships, so it stands to reason to include these as main components of a linguistic lesson.

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

Yes, I can. It is imperative to work towards the learner's adjustment of language acquisition, recognizing the validity of learners' input when developing lessons, ensuring that the content we present to them is related to their structured development as students of a foreign language, with material that is neither unchallenging nor too difficult for their current level and also related to their sociocultural necessities.

3. I can relate what I teach to current events in local and international contexts.

Yes, I can. Contemporary teaching materials and variety of resources, from online contents to magazines, newspapers and others are an invaluable tool to develop both the learners' linguistic skills as well as their analytical, reasoning and argumentative skills in a transcurricular approach, very effective for them to recognize the utility of language beyond the standard communicative capacity.
4. I can relate the language I am teaching to the culture of those who speak it.

Yes, I can; using specific material, such as realia, that pictures a specific topic regarding target language culture and can simultaneously work as language learning material. A video on how residents of the target language country celebrate Christmas can be used to talk about descriptions (for Christmas decorations, food, clothing, etc) customs, (shopping, Christmas dinner, gift giving, etc) and vocabulary (all of the previous topics), among others.

C. Interactions 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. The method for doing so of course varies with regards to the type of learners at the specific lesson: their age, status, goals and interests will make gaining their attention a very specialized process, even though its basics remain the same underlying ones for each of them. Regarding the education of primary learners, in my own experience, the use of material such as video or songs to introduce a lesson, due to its popularity with young learners and the possibility of re-using it, providing not only an entertaining introduction but also a valuable tool. Using songs lets the learners experience and acquire the pronunciation, supported by listening and repetition drills, and providing a contextualized setup for vocabulary or grammar.

In recent experience with my language teaching practicum, my use of video material when teaching about Weather topic got the learners to settle down and focus on the topic being given, as well as increasing their interest in the topic, lowering their filters to allow for easier acquiring of the vocabulary.
2. I can keep and maximize the attention of learners during a lesson

Yes, I can. As I work with especially young learners, their attention span is volatile, in addition to them having a lot of energy, which makes traditional style lessons (with the teacher at the front, as a lecturer) not an ideal strategy to educate learners. As said in the previous descriptor, the use of entertaining material is a useful tool for maintaining attention. Activities that allow the learners to use the language actively and to interact with their classmates have the added benefit of constructing sociolinguistic skills in the learners. **Provide an example**

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

Yes, I can. When learners ask me questions, I procure to use these questions to engage the learners, either by prompting another learners to try and answer the question if the topic has already been seen before, or using this question as an opportunity to educate the learners in a semi-related or unrelated aspect of the language.

4. I can encourage learner participation whenever possible

Yes, I can. In my lessons, I like to address students directly when talking about a determined topic, in order to make the learners participative subjects. When a student raises a hand or asks a question, they can also be made active participants, encouraging the development of their autonomy. This gives classes a more decentralized and communicative structure, by having them interact between themselves.

5. I can cater for a range of learning styles
Yes, I can. The use of different activities and material in the classroom, between music, video, reading, games and other activities provides adequate setup for their different needs, with activities including different learning styles in their setup.

- Listening
- Reading
- Speaking
- Writing

6. I can make explicit and help learners to develop appropriate learning strategies.

Yes, I can. Taking into account the different abilities of learners and their learning styles, different strategies can be recommended to them. Learners who are more aural can benefit from songs, videos with different topics, conversations and other audio-based materials. More visual learners can use pictures, video, and other representations to aid in the understanding of the target language.

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. In the context of my experience as an ESL teacher for primary education, I personally try to act as a resource person, encouraging the learners to use available material to carry out the assigned tasks.

2. I can create opportunities for and manage individual, partner, group and whole class work.
Yes, I can. With the communicative ability in mind to help learners, it can be applied to start both personal and interpersonal activities. A specific topic can provide opportunities to use different activities at every level.

Personal
Pair work
Group work
Class work

3. I can make and use resources effectively (flashcards, charts, etc.)
Yes, I can. Constructing or selecting different types of materials depending on the intended activity can make the difference in a class. For example, when structuring a lesson on directions, a figure to scale of a small town is ideal to get the learners to practice ask for and giving directions, especially if using a set of toys that learners can use to follow instructions given.

4. I can manage and use instructional media effectively (OHP, ICT, videos, etc.)
Yes, I can. In my own experience with the teaching of language, video material has been an especially useful tool to foster language learning; its usage provides audiovisual support for the topic being taught, working doubly as a precise relationship with the vocabulary and as attractive material for the learners, who demonstrate plenty of interest in this type of material.

5. I can supervise and assist learners' use of different forms of ICT both in and outside the classroom
Yes, I can. Properly guiding learners in the use of ICT in the classroom for language learning is made easier with the use of different tools depending on availability. Overhead projectors can be used in large classrooms to share material with all learners simultaneously, allowing them to follow the material through the image, or use their individual screen while the material is being reviewed. Likewise, other platforms, such as social media can be used to share and set up different activities, such as discussion of a certain topic enabling the use of the target language.

E. Classroom language

1. I can conduct a lesson in the target language

Yes, I can. This is a little difficult when we are working with elementary or low level learners as they will get confused easily and tend to request for the teacher to use their mother language, and can get frustrated. To alleviate this, using different strategies, such as modulating facial expressions, tone of voice and others to facilitate getting a point across. Using flash cards, video o other visual aids when introducing new language can also help learners recognize and internalize the reviewed vocabulary.

2. I can decide when is it appropriate to use the target language and when not to.

Yes, I can. The ideal nature of a foreign language classroom is to use the target language as much as possible. However, this is no always possible due to factors such as the learners’ skill with the language. This makes it necessary for the teacher to decide when code switching must be employed in order to make a message clear or communicate effectively with learners.
For example, after explaining a certain activity in the target language to low level learners, the teacher can use the native language to request learners to repeat what was asked for in the same language, ensuring they have understood the task.

3. I can use the target language as metalanguage

The use of target language as metalanguage is dependent on the learners’ level and comprehension abilities. Taking these variables into account, focusing especially on higher level learners, the target language can be used as support for lessons; this way, learners are able to both acquire new material and to practice previously learnt material, as well as to relate them, strengthening the structure of target language as a unit the learner can master.

4. I can use various strategies when learners do not understand the target language

Yes, I can. In my classes, I procure to use visual material when possible to help illustrate the learners; for example, when teaching young learners about family, the use of a labeled family tree with each picture being related to a member of the family, is useful to take learners understand each one and the related concept, having a clearer idea of the meaning and being able to process the language appropriately.

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

Yes, I can. As the teacher and role model, I am the target language as a guide. When learners are engaged in a specific activity, it can help to take
pieces of language related to the activity that they can refer to and use as a support in using the target language.

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. The most common strategy to do this is the use of the cognates; with cognates, a certain equivalence between both languages. A lesson can be structured about cognates, letting the learners be familiarized with them by making comparisons.

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. Reflecting tests can be developed to help learners reflect using different kinds of inquiries. For example, a multiple choice option is designed to encourage the learner to use his or her knowledge and locate an answer befitting the requirements of the inquiry with their own knowledge and rational capability.

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. Same as in the previous description, a multiple choice type quiz can allow the learners to reflect and choose an option based on their most optioned response to a specific situation or problem. Besides offering a set of
options, this test can also include an “other option, allowing learners who would choose different action or answer to detail their choice.

3. I can guide and assist learners in setting their own aims and objectives and in planning their own learning.

Yes, I can. Learning is a collaboration effect. In view of this, and considering the communicative nature of EFL/ESL teaching and learning, learners can be asked at the beginning of a period about their expectative goals and their necessities. This will help both the teacher and learners to setup a discussion with the objective to establish a general guideline for the course, which will benefit all participants creating a clear frame for development and setting a realistic and achievable goal point (i.e. By the end of the course, I/we/ the learners will be able to…). This can also be implemented at an individual level; learners need to be encouraged to apply these agreements to their particular studies.

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

Yes, I can. In order to do this, it is necessary to take into account both course and learners aims. For example, in an advanced course meant for businessmen there can be different types of business the participant are focused on. So, even when clearly with a general topic, this can be managed at an individual level to reflect the necessities of each learner, provided the circumstances allow for this specialization.

5. I can assist learners in choosing tasks and activities according to their individual needs and interests
Yes, I can. Instead of setting up standardized tasks to develop an activity, a set of collaborative lesson planning can be offered. The teacher can, for example, provide a general idea for the lessons which can be discussed and arranged, so it can align both lesson and learners aim with the requirements set for the program.

6. I can help learners to reflect and evaluate their own learning processes and evaluate the outcomes.

Yes, I can. In a general level, socialization after developing and finishing a certain activity provides a space in which both, learners and the teacher can give and receive feedback from each other, to analyze and determine improvement for both, participants and the activities. Learners can also be encouraged to reflect as individuals on their own learning, accounting for success and points in need of improvement.

B. Homework

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

Yes, I can. In order to assign effective tasks, there are different aspects to be taken into account. These include the topic being worked, the level of the learners, their learning styles and abilities among others.

The topic of the lesson that was worked is important when considering this. With my own learners (with a skill level of A1 according to standards of the CEF) in the practicum, we talked about family, with the vocabulary for close family being introduced. This was practiced by using a worksheet depicting a famous
family, with which the relationships between them (father-daughter). Having introduced the vocabulary and structure required for the topic, learners were then prompted to work at home, constructing a similar txt with information from their own family.

2. I can set homework in cooperation with learners

Yes, I can. Similarly to setting up activities discussing homework with learners will help them develop and strengthen their learning autonomy, as well as reflect into their development and performance as an ESL/EFL learner.

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

Yes, I can. Negotiating homework with learners and procuring to assist the development of their autonomy does not preclude assisting them. As a guide and teacher I can provide them with and point to available resources as well as to offer general guidelines that learners can use, including how to manage their time appropriately.

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

Yes, I can. Setting up homework criteria is part of the discussion with the learners although being the goal which learners must strive for it is not open up for debate itself.; the criteria under which assignments are analyzed must be properly discussed and accorded with learners when the assignment is given in order for them to understand, accept and abide by its terms.

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

Yes, I can. To achieve this, first the objectives and goals of the activity need to be made sufficiently clear to the group. Regarding on the level, age, and goals of the learners this can also be discussed with them. If we have into account the previous example of businessman, a punctual example can be conducted (a business proposal).

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

Yes, I can. The theory of Content and Language Integrated Learning is a very popular method for this. Organizing a cross-curricular project provides the option of grounding language in a meaningful realistic context that allows learners to contextualize its setting a clear point of reference for its usage.

3. I can assist learners with their choices during the various stages of project work.

Yes, I can. As a guide, is my duty to oversee and assist learners with their projects. Depending on the characteristics of the group (size, ability level goals) this can be done at either a grouped or individual level. Each one has their own structure and requirement. It is also necessary to have knowledge and understanding of the learners’ goals and aspirations.

4. I can encourage learners to reflect on their work (diaries, logs, etc.)
Yes, I can. Besides encouraging the learners to work, on these reflective assignments they can also be discussed with them, as learners do express a necessity for their work to be assessed. This can be done either individually or in groups, taking into account a series of requirements with the most important being the willingness of each learner.

5. I can help learners to use relevant presentation tools

Yes, I can. Depending on the type of project that is being wanted and learners can be encouraged to work with specific presentation tools befitting their needs. For example, the previously discussed business proposed can combine written documents with multimedia information to provide learners with fully informative and attractive presentation.

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

Yes, I can. To do this it is required first get learners to analyze and understand the criteria and rubric the project is being evaluated with. Secondly, it is important for them to keep this work attuned to their established goal. Keeping this into account, the development of the work can be assumed and discussed with the learners giving all the involved a clear vision of the work in projects.

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

Yes, I can. The use of portfolio has different goals depending on the case, of which important are the measuring of learners development, for whose continuity different strategies can be used, for example asking learners at the beginning of the term about their expectations of the course, and to keep these initial expectations documented. As the course advances on the portfolio is constructed it can be used at certain point (such as after term exams) to compare the learners actual performance and experiences and compare them with their initially set expectations enabling discussion.

2. I can plan and structure portfolio work

Yes, I can. As with other aspects of the ESL teaching, this does not need to be made by the teacher alone. Portfolio planning can be shared with the students presenting them with the options available to developing portfolios explaining each one and setting the chosen option. With this in mind, the specific portfolio work on them be planned and structured in accordance with the agreements, keeping in mind the requirements of the course as a frame for portfolio development and assessment.

3. I can supervise and give constructive feedback on portfolio work

Yes, I can. Periodically, it is ideal to get learners to present their portfolio and review it. Assessment can be given based on the nature, characteristics and goals of the documents. For example, in regards to English usage, the handling
of grammar can be included as part of the assessment for intermediate and advanced level learners.

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

Yes, I can. These criteria can be based on the choices made by the learner for portfolios. They include linings for English usage, content, preparation work (research, brainstorming, etc.) and deadlines for work, and they have to be clearly specified to the learners when giving the task, in order for them to be able to work properly and understand what is to be expected from their production.

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

Yes, I can. With clearly defined criteria, learners can be encouraged to use it in order to revise their own work. Peer-reviewing sessions can also be had either with learners working of their own accord or by dedicating a section of the class, so learners can share and discuss on their portfolios, exchanging opinions, advice and assistance as required.

E. Virtual Learning Environments

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

Yes, I can. Common interest services are useful for communicative purposes, including e-mail services and social networks; educational content is also widely
available on the web, pedagogic websites and educational material is found plenty with a good amount being free material.

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

1. Yes, I can. Different resources offer different options. Facebook has groups that are meant to help language learners, as well as pages dedicated to resources; Twitter has similar content as well. Youtube has channels dedicated to people teaching language, language resources and communication, and the web at large has many sites. The relevance of the sites is dependent on the necessities of the learners: content, levels of language, accessibility are some of the features to take into account when selecting ICT resources.

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

Yes, I can. Different activities necessitate different type of resources. Facebook is an excellent platform to carry discussions on specific topics. More specific platforms such as web forums allow for more integrated sharing of multimedia materials (videos, images, documents, etc) into discussion threads to enrich and facilitate interactions.

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

Yes, I can. The topic being managed can be considered for when planning an activity. For example, when learning about animals, a visit to a zoo can be arranged if possible. In order to do this, I need to take into account the presence of target language in the place that is going to be visited, the level and skill of the learners, learning methods and currently known vocabulary, to set up activities that further the learners’ knowledge and usage of the target language.

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

I can evaluate and select valid assessment procedures. Yes, I can. To do this, the aims have to be well defined as well as to take into account the characteristics of the learners. Working with intermediate learners; for example, can allow for the keeping of a journal in regards to the learners developing in ESL in which they can chronicle their thoughts about their growth; this allows for both the teacher and the learners to recognize their strengths and aspects in need of improvement on each area and they also double as elements that can be used as evidence for the learner’s development.

2. I can negotiate with learners how their work and progress should be assessed.
Yes, I can. When starting a course, it is important to discuss with the learners about different points, including their assessment. The mechanics for this vary with the type of assessment that is given to the learners: The qualification of exams (percentages), their performance when it comes to portfolio work as well as everyday work in classes and autonomous practicing. The final negotiated agreements for assessment can be used by both teacher and learners as the rubrics used to analyze learner performance, so that an understanding is achieved for grades.

3. I can design and use in-class activities to monitor and assess learners’ participation and performance

Yes, I can. In class performance is the clearest way in which learners’ development can be properly measured. Role plays, interaction activities, task based activities and similar can be used to get assessment notes for learners, providing a constant overview on their understanding and development in the target language, which will help with their grading and assessment through the course.

B. Evaluation

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

Yes, I can. By analyzing students’ performance as well as their production (i.e. tests, in–class tasks and portfolio), I can use the established criteria and the curricular requirements to measure the learners skill as well as to identify the areas in which the learners requires improvement to provide appropriate assistance.

2. I can assess a learner’s ability to work independently and collaboratively
Yes, I can. By observing the learners' performance when doing both types of work, we can check on their attitude to individual and pair or group activities, with which I can discuss with the learner and prepare strategies to dealing with the work they need help with. In classroom environments, this is very marked, as many learners have classmates they are willing and unwilling to work with. This type of situation allows the teacher to analyze and reflect on it, prompting development of abilities for this.

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

Yes, I can. Analyzing the assessment of a specific class or activity allows me to apply the results of his analysis into the setting of a similarly constructed activity, also providing a frame to compare both activities and tests if the intended improvement was achieved and how it impacted the activity.

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

Yes, I can. To provide a comprehensive description of a learner's evaluation, there are different options that can be used. The usage of classroom set of established criteria, the requirements set by the institution and local and rational curricula are an example of the elements that can be used to provide description of the learners' development and provide suggestions for improvement if required.

5. I can use appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades, etc.)
Yes, I can. Based on the established criteria and grading structures, I can determine the appropriate assessment procedures for a specific task. When assessing a role play activity; for example, the performance of the learner can be divided into the four language skills. (i.e. The learner can make themselves clearly understood by employing pronunciation and intonation strategies to express themselves in the target language) which are laid out in a list; this list can be socialized beforehand to let learners know what will be expected of them.

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

Yes, I can. The CEFR is an important tool for learning assessment, as evidenced by its adoption as a measure unit from which the standards officially adopted in Colombian second and foreign language education are based on. With the scales expressed from the A1 to the C2 level, enabling to have a more specific assessment of a learner’s ability on a certain target language skill.

For example, according to the CEFR, when it comes to listening proficiency, a scale such as the following can be processed.

A1 Can identify words and short sentences when enunciated clear and slowly.

A2 Can identify and process everyday sentences and vocabulary

B1 Can understand main ideas in a spoken sentence about familiar topics

B2 Can understand main ideas in more complex and specialized sentences.

C1 Can understand longer texts in a multitudes of areas.

C2 Can understand potentially everything heard in the target language
7. I can use a valid institutional/national/international grading system in my assessment of a learner's performance

Yes, I can. The standards set by the Ministerio Nacional de Educación found in the guía 22 document of the teaching of English as a foreign language, provides a wide framework that can be used to comfortably structure a set of criteria according to local and institutional requirements. Based on the criteria, the established grading system of the institution can be used in relation to a specific point. For example, on a grading score from 1 to 5, with five being the top score grade.

It can go like this:
5= the learner can successfully….
3=the learner is able to…. With some difficulties
1=the learner does not demonstrate capacity to…

8. I can assign grades for tests and examinations using procedures which are reliable and transparent

Yes, I can. The most important thing when setting grades for the learners is for them (and parents or respective authority figures) to understand and accept the criteria by which their grades will be analyze as well as to keep a control of the learning process. The guidance and reflection during education will provide a clear, straightforward and fair agreement.
This will benefit both learners and educators in providing the information on strengths and improvement necessities of the learners, which in turn help improving the lesson structure and performance of the instructor.

C. Self- and peer assessment
1. I can help learners to set personal targets and assess their own performance

Yes, I can. By providing learners with accurate and clear information for both course content and assessment criteria, they become engaged into their own learning, using the structure to determine goals for the course, even contextualizing them as needed and evaluating their work using established criteria, promoting their learner autonomy. This can be done either at the beginning of a course, taking into account the broader goals for the course, or within the scope of individual activities, providing the learners with more short term goals which will be building up to a bigger development.

2. I can help learners to engage in peer assessment

Yes, I can. Pair work activities can help learners by having their partner analyze their work and provide comments on possible aspects in need of improvement. This type of peer assessment needs to take into account variables such as different characteristics especially in the learners are of different skill levels in regards to the target language.

A common type of peer assessment is by having learners that are working in written assignments examine the work of a partner, using their own knowledge to provide a constructive criticism of the document, which allows the author to improve his or her work.

3. I can help learners to use the English Language Portfolio

Yes, I can. By sharing and discussing the English Language Portfolio (ELP) with learners, they can assimilate it (this is depending on their level) gaining a deeper
sense of their development as they work as well as adapting the ELP for the specific requirements and necessities (provide examples based on ELP)

D. Language Performance

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

   Yes, I can. Since spoken test providing is most commonly performed or on the spot (Although for this we can also use multimedia material such as audio or video presentations), it is especially important to share with and make clear to the learners the criteria that will be used to assess their oral performance.

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 order to do this, it is necessary to make the criteria selected for the learners to use clear to them. A format can be used that lists these criteria and lets us provide notes explaining an assessment and the grade that uses assigned to them based on this, so that it can be socialized and discussed properly with them.

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. To assess a learner’s ability with spoken test, it is important to take their linguistic level and skills when selecting the test. Learners can also be given specific instruction for what to search in the text and the results of their effects
will be used as the bases for an assessment using the established criteria as the background for it.

4. I can assess a learner's ability to understand and interpret a written text, such as reading for gist, specific or detailed information, implication, etc.

Yes, I can. The basic strategy behind reading and writing is the same for assessment with the approach being what needs to be changed, by analyzing the learners’ response in both pre-set (multiple choice type, etc.) and open ended responses by the learners to determine their level of skill as outlined by the course requirements and educational standards.

5. I can assess a learner's ability to engage in spoken interaction, according to criteria such as content, range, accuracy, fluency and conversational strategies.

Yes, I can. Activities such as role plays, interviews, round tables, song contest and others provide multiple opportunities to assess the learners communicative and interacting skills, setting the base for the analysis. A role play can provide material to assess the learner’s linguistic skills, intonation and pronunciation and communicative ability, giving a clear view on the learner’s development of target language. It is important to have the learners be aware beforehand of what will be required

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, etc.
Yes, I can. Multiple options can be used to assess learners’ written interaction. These depend on the learners (their level or skills and interest) as well as the goal of the activity, the lesson or the overall course. A modern example can involve a Facebook response to a publication in a page regarding a specific topic, measuring the learners’ ability to write a grammatically and content accurate answer, taking into account established criteria laid out for the construction of the text.

E. Culture

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

Yes, I can. This can take many shapes, such as discussions, question and answer sessions or simply asking the learners to talk about their knowledge. These sessions can also help to expand or correct the learners’ knowledge as necessary and act as sessions which give their classmates access to information they were previously not aware of.

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

Yes, I can. Setting up demonstration of specific aspects of the target language culture, learners can be asked to talk about their own culture approach when relating to the selected aspects and comment on the similarities and differences there may be regarding the topic, prompting a discussion with classmates and providing with elements to get accurate assessment from their performance.
D. Error analysis

1. I can analyse learner’s errors and identify the processes that may cause them

   Yes, I can. To do this, I need to be aware of the type of errors that can be found in learner’s work. For example, basic learners tend to overgeneralize grammatical rules, which can lead to using the wrong structure when wanting to express a phrase: “I broked the mirror” as a mishandling of the tense.

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

   Yes, I can. It is more appropriate to refer to errors in a way that pushes learning and improvement over signaling them as mistakes. Regarding the previous example, depending on if the work is written or spoken, it can be signaled to the learner via the correct statement, without explicitly referring to it, so they can catch on and adjust their knowledge.

3. I can deal with errors that occur in class in a way that supports learning processes and communication

   Yes, I can. More experienced learners can help troubled ones with their errors, in group activities setup to take advantage of this. Learners can be organized in groups to collaborate in a specific activity in which the more skilled learners can provide assistance to the others, thus enabling communication and fostering improvement for learners who need it.

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. I consider that a good way to deal with errors is to use authentic material or realia that provides examples of native learners using the language structures that learners are having problem with as an example that will not only help them improve but also be interesting and engaging, keeping their interest in learning. It is also important to avoid excessive correction of mistakes during a learner's performance, to avoid implanting the idea of failure, and better to look for alternatives, such as doing a group review of the topic, getting learners to work in aspects to be improved without it being directly pointed out.