EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES

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ABSTRACT

The present document regards development of different descriptors related to teaching and teacher role in the learning environment. In like manner, it aims the teacher has the chance to analyze their teaching through their expertise from different aspects that become crucial in the learning of a foreign language. In the same fashion, this document intends to teachers think on the different methodologies when teaching the language.

In essence, it is important to state that the European Portfolio for Student Teachers of Language (EPOSTL) intends teachers in the foreign or second language reflect on their teaching expertise. What is more, those teachers reflect on the different teaching aspects through the development of a certain set of descriptors that will provide that teacher make possible improvements on their professional performance hereafter.
RESUMEN

El presente documento se refiere al desarrollo de diferentes descriptores relacionados con la enseñanza y el papel del profesor en el entorno de aprendizaje. De la misma manera, pretende que el profesor tenga la oportunidad de analizar su enseñanza a través de su experiencia desde diferentes aspectos que llegan a ser cruciales en el aprendizaje de una lengua extranjera. Además, este documento pretende que los profesores reflexionen sobre las diferentes metodologías en la enseñanza del idioma.

En esencia, es importante señalar que el Portafolio Europeo para Estudiantiles de la Enseñanza en Idiomas (EPOSTL), pretende que los profesores en el idioma extranjero o de una segunda lengua reflexionen sobre su experiencia en la enseñanza. Adicional, que el profesor reflexionan sobre los diferentes aspectos de la enseñanza a través del desarrollo de un cierto conjunto de descriptores que proporcionarán al maestro posibles mejoras en su desempeño profesional en el futuro.
1. INTRODUCTION

The development of the European Portfolio for Student Teachers of Language (EPOSTL) permits the future foreign/second language teachers to reflect on different teaching language aspects and about methodologies that are currently employed. Nevertheless, it not only imparts knowledge but become aware of the role of the teacher in the current context where is essential innovate and become a professional with certain abilities to face different educational settings. Under those circumstances, the European Portfolio for Student Teachers of Language (EPOSTL) integrates a set of descriptors, such as Lesson Plans, Conducting a Lesson, Independent learning, Assessment of learning, and so forth.

In this respect, the development of this document began with a personal statement where the teacher is encouraged to reflect on personal expectations related to the teaching role. In like manner, through the process of the document, the teacher reflects about different methodologies observed on their colleagues enriching their conception about the implementation of methodologies in their teaching process. Moreover, the development of the document provides teachers the chance to analyze and reflect on their role regarding essential aspects of the students, such as motivation, cooperative learning, awareness about the culture of the target language and the own. In other words, it allows teachers to reflect on the performance in different contexts and cultures. Analogous to this, the teacher reflects on the methodologies used in the language skills (speaking, listening, reading, and writing); besides, to reflect on the way to evaluate and select the material according to student's needs and level of proficiency.

Subsequently, it emphasizes the different resources the teachers should consider at the moment of implementing their classes, and to facilitate the learners an appropriate learning atmosphere in the foreign language. What is more, assist students when they are having any
issue in the foreign language and make classes interesting and engaging for learners.

Furthermore, through the reflection of the document the teacher is exposed to reflect on main aspects of teaching. Such as, lesson planning where it encourages the teacher to think about the design of material, and the implementation of certain activities into the learning environment.

In addition, the descriptor which have to do with Conducting a Lesson is another aspect of teaching whose purpose teachers reflect on the implementation of lesson plans and strengthen abilities in a coherent fashion in the design and development of it. On the other hand, independent learning encourages teachers to reflect on the different strategies implemented in class to support students’ autonomy. In this sense, the teacher analyzes the type of activities that become appropriate to students in their learning process.

Finally, the document offers to teachers the time to reflect on assessment from different views (such as, peer-assessment) where teachers may integrate it differently to the students according to the learning process. Alternatively, the different uses teachers make of assessment to learners, provides evidence about students’ achievements and success in the learning process. Additionally, assessment outcomes increase teachers concern about their teaching instruction and they may consider on what part of the learning process make improvements. Therefore, design and implement appropriate activities to students overcome a language issue.

On the whole, the development of the European Portfolio for Student Teachers of Language (EPOSTL), is a relevant document that contains different aspects of teaching and provide the chance teachers reflect on their role as teacher into the learning environment.
2. OBJECTIVES

- Use the EPOSTL in order provides the opportunity for English teacher to reflect on the competences and the ways of teaching.

- Use the EPOSTL as an instrument to make more interesting the preparation for their future professions.

- Use the EPOSTL to facilitate self-assessment of their teaching competences.

- Use the EPOSTL to prove the student teacher progress about the acquired knowledge.
3. DESCRIPTORS

- PERSONAL STATEMENT

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

<table>
<thead>
<tr>
<th>Experience of being taught</th>
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**Positive:**

During the real contact with the teaching a foreign language, the most important quality that might influence how I wish to teach, is the awareness about the main goals to students achieve the language. For this reason, I will consider taking into account student’s abilities and multiple intelligences since learners have different ways to learn. In this sense, as a future teacher, I consider that it is important to have in mind activities that fit mostly with student’s abilities to engage them to a specific activity creating an atmospheric learning environment encouraging students to participate actively in class.

Another quality that might influence how I wish to teach, are the type of methodologies to support my role as a teacher into classroom. In this sense, I will benefit from Harmer methodology related with three relevant elements that are Engage, Study and Activate. According to Harmer (2007), those three elements are crucial to assist students for learning effectively. First, an Engage activity in which the teacher tries to increase learner’s interest on the topic. Second, a Study activity in which students focuses on language construction. Finally, the Activate element whose purpose is students use the language they previously have studied and had been exposed to (study activity). In short, those kinds of aspects
would influence how I wish to teach.

**Negative:**

Given that, in the current society learners’ behaviors are actually hard because of family, economic and social issues, it affects students learning development. Since aspects, like classroom management and students response becomes a hard work for teachers developing the class. Therefore, those aspects make difficult students focus on learning the foreign language. However, considering each student has different social and family problems, I would try to become aware of those situations that learners bring into the classroom to create a positive learning experience. With this in mind, whether the teacher becomes more comprehensible with those learners, the society becomes be better for all people who belong to it. As a result, education becomes a positive perspective for students.

2. A: **what aspects of teaching are you most looking forward to?**

At the present time, education plays an important role in the society. Hence, what I most look forward to is to become student aware of learning and its benefits for their future. Additionally, what I most look forward to is to create in students a positive view about the culture of the mother tongue and the culture of the target language. In other words, I look forward to contributing positively students’ lives to become them aware of the society they belong to.
B: what aspects of teaching are you least looking forward to?

First, what I least look forward to is to become a traditional teacher whose role is only as a controller and transmitter of knowledge. Second, to find colleagues that oppose to innovative ideas about education, (like methodologies, activities, and so forth), and the role of technology in education. Finally, I do not want to experience family parents who are not concerned with their children's education since my role as a teacher would become challenging.

3: Expectations of your teacher education course

A: what do you expect the most from your teacher education?

Taking into account that the communicative competence is a crucial aspect in my role as a teacher and professional, what I expect most from my teacher education is to develop my linguistic competence to become one of the best teachers.

B: what do you want the most from your teacher education?

What I want most from my teacher education is to contribute to students' learning process not only teaching the language but also in students' lives. In this sense, my role as a teacher is also to support students as people belonging to a society that expects the best from them to contribute from a productive way.

C: What do you think your teacher educators expect from you?

From my point of view, what my teacher educators expect from me, is that as a teacher put into practice all aspects which I acquired in my training process. Moreover, my teacher educators expect from me that as a professional increase my teaching knowledge in order to contribute positively in education aspects that have an impact in both national and local context.
4: How important do you consider the following for a language teacher? Add your own ideas. Discusses with a partner and give reason for your choices.

1: cooperative work with others

2: good organizational skills

3: explain grammar explicitly

4: include all abilities into the lessons

5: good design of material

6: implementation of the lesson

7: promote motivation into lessons

8: promote learners autonomy

9: cooperative learners and teacher knowledge

10: include into the lesson listening task
4. CONTEXT:

A. Curriculum

1: Can I understand the requirements set in national and local curriculum?

Yes, I can. In view of the requirements of the national curricula demands which students should develop in a specific level of proficiency, I am aware of “The suggested Curriculum”. Those types of requirements propose to help students from sixth to eleventh grade to reach a B1 level during their secondary studies. In this sense, those requirements intend teachers became aware of the language competences learners are expected to reach at a specific level of the language proficiency. In other words, teachers have to include those requirements in the design of lessons and material they will perform into the classroom to help students to achieve the goal.

2: Can I design languages courses around the requirements for the national and local curriculum?

Yes, I can design language courses around the requirements for the national and local curriculum because I have the knowledge and the required abilities to design courses by following the standards proposed by the ministry of education.

3: Can I understand the principles formulated in relevant European documents (e.g. common European framework of references, European language portfolio)

Yes, I can understand the principles formulated in different documents, especially (IELTS) that is an English test designed by teachers and students with working purposes. Moreover, European languages Portfolio what I have little knowledge but that is basically a document to reflect on language learning and cultural experiences. And finally, Common
European Framework of Reference (CEFRL) whose purpose is to reflect on what students or users of the language should know in order to use the language communicatively. Additionally, it defines the different levels of language proficiency students should reach for a specific level of proficiency.

4: I can understand and integrate content of European documents (e.g. Common European framework of reference, European languages portfolio) as appropriate in my teaching.

Yes, I can understand and integrate content of the European contexts, especially from Common European Framework document. Since it has been the model for designing an important document for English teachers in the Colombian context in which the ministry of education has integrated three important competences (linguistic, sociolinguistics and pragmatic competence). Besides, those European documents are from relevant contribution in my teaching lessons, in special the Common European Framework of Reference. Since it details the abilities, activities and strategies that I should include in my teaching lessons. In other words, those documents contribute in an appropriate way in my teaching and in student’s language learning development.

B. Aims and Needs

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

Yes, I can understand the personal, intellectual and cultural value of learning other languages. First, from the personal value I can understand that learning other languages challenges my personal limits at a time it contributes on my personal growing. Second, in the intellectual value, learning another language increases my own critical thinking and helps me to
develop different strategies concerning with other ways of facing difficulties in the learning process. Finally, the cultural value helps me to comprehend that other cultures have some differences regarding the own. In other words, it is necessary to understand that the knowledge and respect for cultural differences increase the knowledge about the world.

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

Yes, I can. Given that, it depends on students’ level and needs, I can consider whether it is necessary overall or long term aims. Moreover, it facilitates the organization of the activities and the time students might take in the process of achieving a goal.

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

Yes, I can take into account motivation for learning. According to Harmer (2011), there are two types of motivation that are intrinsic and extrinsic motivation. The intrinsic motivation relates to what the student wants to achieve. For instance: goals, dreams, family, etc. On the other hand, extrinsic motivation relates to external situations around the learner. For instance: the people around them, the society, the school, the classroom, and so on. However, there are some cases in which extrinsic motivation could be not a good tool for learner given that each person interprets that type of motivation differently. Hence, motivation becomes crucial for learning another language.

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

Yes, I can take into account the cognitive needs of learners because all students into the classroom have the same priority. Hence, whether the learners have diverse problems with the
acquisition or development of the language, I should pay special attention to those problems in order to design activities that contribute for solving them.

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

Yes, I can take into account the affective needs of learners since all the learners feel in a different way. To point out, whether as teacher one do not pay attentions to learners emotions, then would be difficult students increase self-confidence and the confidence in the teacher. In consequence, the students are possible not have success in the learning process. According to Barry (1998), learners into the classroom have more advantages because they have more time in the classroom, for this reason learner develop some restrictions against teachers, because they constantly should increase different feeling in their learning process. Moreover, the author states that, is important the teacher promotes cooperative work, since this type of activities help learners to feel more comfortable in class.

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

Yes, I can to take into account the expectations and impact of educational stakeholders, during our professional life, is actually important to take into account that all the stakeholders are part of education. That is why, other people or contexts involved in the learning process, are important in education. Since not only the teacher has notions of teaching but also the society. For instance, parents, employers, service teachers and schools. Under those circumstances, it is important consider the expectations and impact of educational participants in education.
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 take into account the attainment target levels set in curricula. Due to, as a teacher it is indispensable to take into account those important factors during the design of the lessons since those target levels may supply learners with relevant information when they have their definitive learning results. Likewise, depending on the student’s level those results may help me to collect relevant information about actual students’ learning achievements in the language.

C. The role of the languages teacher

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

Yes, I can promote the value and benefits of language learning to learners, parents and others in which they increase the curiosity for language learning. For instance, I can recommend them to learn English as a foreign language in order to have more job opportunities, to study abroad, to have success in business, and so on.

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

Yes, I can. Due to the fact that, in a classroom there are students from different cultures and traditions, I can ask the student work collaboratively or work in groups in order to they exchange information about their cultures. I can create activities in which students perform different roles depending on their background culture. Moreover, I can design activities in which
culture is taught implicitly. For example, talking about different places related to students origins in order to students becomes aware of other cultures different to the own.

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

   Yes, I can take into account the knowledge of the other language students already have. Assuming that some students have knowledge about how learning a language involves, I can provide them with more advanced information about the language. Since learning another language facilitates the students to understand the grammatical structures and the proper pronunciation of it. In fact, those students may have a broader knowledge about the culture of the target language due to they already have learnt other languages. In other words, the knowledge students may have about other language they already possess, make them comfortable when they execute an activity or a grammatical rule from the new language. Furthermore, the students get motivated to participate more actively in an activity.

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

   Yes, I can. I think that different theories are necessary during the design and implementation of the class. Moreover, when as a teacher I read enough, more interesting become my classes. Due to, read relevant documents about education may inspire me to create relevant material and activities for students. Besides, those theories of language, learning and culture provide me with relevant ideas to apply in my lessons and to use certain methodologies for planning lessons. Besides, those kinds of aspects supply my classes with new activities and new ways of teaching. Hence, classes become more productive and gratifying for learners.
5: I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly

Yes, I can critically assess my teaching on the basis of experiences, learner feedback and learning outcomes and adapt it accordingly. Since, as a teacher I have to reflect on my role as a teacher to have an overview about what is going well and what needs improvement. Additionally, when as a teacher I assess my teaching, I can consider make changes about specific factors that might be affecting students learning process.

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

Yes, I can critically assess my teaching in relation to theoretical principles. Due to the fact that, the role of these theoretical principles is the teacher develops meaningful material and activities for the learners, I can employ my knowledge of these theoretical principles to reflect on my own professional development. Even if I have no realized about some factors affecting my teaching process, I can recognize them through theoretical principles.

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

Yes, I can accept feedback from my peers and mentors and build this into my teaching, given that other teacher may observe critical factors in my teaching process that I might not perceive. Hence, those colleagues might contribute positively with relevant comments about what I need to improve to design more productive classes.

8: I can observe my peers, recognize different methodological aspects of their teaching and offer them constructive feedback.
Yes, I can, recognize different methodological aspects of my peers since I have had exposed to teaching theories and principles. Therefore, I can observe other teachers and offer them some solutions or comments that help them to modify the teaching aspect that needs a factual solution.

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

Yes, I can locate relevant information in some online libraries that offer essential material in the teaching field. Such as Education Resources Information Center (ERIC) whose purpose is to offer academic resources about education to educative community.

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

Yes, I can identify and investigate specific pedagogical and didactic issues related to my learners or my teaching in the form of action research. Regarding that the information I may find in those studies might provide with key information to understand what might be affecting the performance of a task or a lesson. In this sense, I can also integrate new pedagogical or didactic ideas into my lessons based on the information I may find relevant in action research to ameliorate teaching aspect.

D. Institutional Resources and Constraints

1. I can assess how I may use the resources available in my school (ohp, computers, library etc.)
No, I cannot access how I may use the resources available in my school due to it is necessary to have a real experience in the institution to know it. And I have not had any real experience teaching the language to expose my point of view about it.

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

Yes, I can recognize the organizational constraints and resource limitation because teachers have the opportunity to read certain rules and restrictions that schools may have related with the resources.

4. **METHODOLOGY**

A: **Speaking and Spoken Interactions.**

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

Yes, I can create supporting atmosphere that invites learners to take part in speaking activities. Since, as a teacher it is important to take into account that the most relevant when practicing a language skill is to increase student’s motivation on that specific activity or task. Therefore, as a teacher I consider that it is necessary to create language activities to encourage the students to participate in the speaking skill. However, in order to those learning experiences become interesting for students, I should include topics such as music, hobbies, culture and topics which generate discussion. As a result, students have the opportunity to participate orally in a speaking activity related to a specific topic. In conclusion, those type of activities increase students motivation and self-confidence when they are exposed to use the language communicatively.
2: I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate?

Yes, I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate. In order to evaluate and select meaningful speaking and interactional activities, I have to take into account the student's level, the topic that I want to employ to develop an aspect of the language, the type of competences that fit with those students level and the student’s context. Additionally, given the fact that speaking is one of the major challenges for students, it is necessary to implement topics that encourage them to participate in the speaking activity. As a result, the students will feel comfortable and motivated to participate actively in speaking activities.

3: I can evaluate and select meaningful speaking and interactional activities to encourage the learners to express their opinions, identity, and culture?

Yes, I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity and culture. Due to the fact that, as a teacher is my responsibility to take into account the topic that will be developed, it is important also to consider the selection of the topics to develop the speaking skill in the learners, such as politics, beliefs, stereotypes, and so on. In those terms, the topic should be exposed implicitly in order to students perform the speaking activity and increase their knowledge about social topics but avoiding to generate discussions that becomes as a judgment.

4: I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving, etc.?)
Yes, I can. The use of discussions and role plays is a crucial idea for practicing and to develop the speaking skill. Hence, it is important to take into account that learners should activate their previous knowledge about the topic they are going to practice to generate in them self-confidence about the activities to be accomplished. In fact, it provides students to participate actively in a specific discussion. Furthermore, it is also important to take into account that activities concerning speaking must be attached from a wide and rich set of previous vocabulary knowledge related to the specific topic of the activity going to be developed. Since, whether learners have a considerable amount of lexical their fluency becomes better.

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

Yes, I can. As a teacher, I have to make students aware of different type of situations wherein they may increase their knowledge about conversation in real contexts. In this sense, the use of models about interesting topics such as greetings in both formal and informal situations help students to become aware of the use of different vocabulary depending on the type of conversation and context of it.

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

Yes I can, as a teacher, I consider technology a relevant source to teach the language since students use technology to develop different activities (to talk with friends, relatives, to play, listening to music, and so forth). Hence, I should design activities that involve technology not only to develop the speaking ability but to develop all the other language skills. On the other hand, the generation of discussions and role plays offer students the opportunity to participate
communicatively in current situations. Similarly, to encourage the students to take part in speaking activities, I may use flashcards or images related with a specific topic in order to students describe those images in a speaking activity. In this way, learners have also the chance to use their multiple intelligences and to develop the other language skills.

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

Yes I can. One of the main ways students participate actively in conversations is to expose them to the language. Therefore, the use of audio material becomes relevant in those types of activities. Since most of the videos and movies include expressions related with the target language. In other words, the use of audiovisual material provides learners with relevant information in order to perform a conversation in the target language. With this in mind, students are more exposed to the language and to develop a considerable range of vocabulary that might help to extend their fluency when talking.

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. A relevant way to assist students to identify the different characteristics formal and informal language is the use of texts or dialogs with the use of real context. For instance: when students need to talk with teachers or certain authorities from the school. They should talk in a formal way, but when they talk with their peers they may use informal language. As a result, students may recognize the type of language they need according to the situation they become exposed to.
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. As a teacher it is important to create environments that offer opportunities for student take part in communicative interactions where students may put into practice the previous knowledge about an activity performed during a lesson. Besides, as a teacher I should design certain questions to guide students in a conversation. Similarly, it is important to show a model about a conversation carried out by several participants in order to familiarize the students with information that they can use later in a speaking activity.

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. During the implementation of certain activities carried out in the learning environment, it is necessary to take into account some sessions devoted to pronunciation aspects. Such as helping students to differentiate and to understand certain type of sounds and type of intonation according to the intention in the language communication. Therefore, the person who has the role of listener might take advantage of the information which is transmitted to his personal interests. In fact, i could prepare certain activities related to the specific sounds of certain words to encourage students to practice pronunciation. Moreover, i would select audiovisual material in order to explain students how sounds and intonation work depending on the communicative intention.

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. First, I can design a model whose purpose could be that learners may reflect on how some parts of the mouth work when certain words are expressed. Second, I can create an activity wherein students practice intonation whose purpose might be students identify the proper intonation and sounds in a specific situation. For instance, the students might be encouraged to watch a video in which native speakers talk about any situation and students recognize how those native speakers use intonation, rhythm and stress when talking.

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

Yes, I can. In order to select oral activities to develop accuracy, it is important that the topics become proportional to student's level. by avoiding the students get frustrated at the moment of being involved in speaking activities in which is necessary the students feel comfortable. In this sense, it is important the teacher provide feedback to the students becoming as clear as possible but also taking into account the appropriate use of comments to students in order to avoid students get frustrated in the learning process.

B: Writing/Written Interaction

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

Yes, I can. As a teacher, it is important to take time to select carefully the kind of activities and language topics that are going to be cover in the classroom, mainly whether it is a complex ability like writing. In this sense, to potentiate students creativity in writing it is necessary to increase student’s motivation for it. It may be possible, encouraging students to take the habit of reading often since writing is one of the most relevant requirements to students
expand their vocabulary and develop writing. Another important aspect to students develop their writing potential is allow students imagine what they want to. Under those circumstances, learners create fanciful situations that help them to increase their self-confidence about writing, mainly to increase their motivation for writing.

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

Yes, I can. Exist different methodologies to teach or to design writing activities. On the other hand, it is necessary that students are exposed to certain types of writing not only to develop that ability but also to increase their experience with writing. For instance, the development of written reports contributes learners become critical thinkers in both academic and social life. Therefore, I have to promote in students pleasure for writing by giving them relevant information about different texts types, so students learn to recognize texts types for a specific task.

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

Yes, I can. During teaching and development of the writing skill in students, it is necessary the teacher offer students certain types of models that provides students with a clear notion about the appropriate structure of a text. In this sense, it may be possible selecting some models from language books, web pages, or certain writing products created by other students with a strong knowledge in writing.

4: I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids)
Yes, I can. In order to stimulate writing in learners, it is necessary to create an ideal environment that provides students and the teacher with relevant and interesting writing material. That type of writing material should be selected taking into account students’ needs and students interests about what is appropriate to write in a specific level. Hence, the appropriate place to do it would be a library or a computer with access to internet wherein students may see some structures related with the most used texts types in classroom (essay, stories, journals, and so on.). In like manner, the use of audiovisual material to develop the writing skill may contribute positively in students of low levels of proficiency in the language since those type of learners enjoy learn with audiovisual material. For instance, the use of short stories illustrated with images as a reference to students makes themselves an idea about how they might create their own.

5: I can evaluate and select activities which help learners to participate in writing exchanges (emails, job applications etc.)

Yes, I can. As a teacher, it is important to me select activities to develop the writing skill in the classroom. As an illustration, the students may be asked to write an email for a relative or a friend that is in another country or city, letters. Then, the students have the chance for comparing their writing products each other in order to realize the type of writing structure and vocabulary they employed to produce the piece of writing. In this sense, learners and the teacher will have the space for observing the type of mistakes which were made during the writing process and correct them.

6: I can help learners to gather and share information for their writing task.
Yes, I can. As a teacher it is my responsibility to design activities wherein students may develop and share information about writing. For instance, whether as a teacher I want to accomplish an activity of cooperative work, wherein students of high level of proficiency in the language help students of lower ones to strengthen their writing abilities. Considering this, students from lower ability in writing may create a writing product regardless the topic students want to focus on. After that, students from a high ability in writing would give feedback to those students who requires become more aware of writing rules.

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

Yes, I can. Given that written texts has certain rules in order to create a well-structured piece of writing, it is necessary as a teacher to provide students with essential examples about writing to students follow the appropriate structure of it. For instance, when students are asked to create an essay it is important students learn some relevant steps that are suitable to accomplish the writing task. Under those circumstances, an online model about an essay, may contribute students follow the suitable steps to create their own. In other words, those types of models provide students with suitable information for creating a writing activity in this case, an essay.

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

Yes, I can. As a teacher, I have to reflect on the way I am going to offer feedback to my students. Since it might create in students different reactions according to the type of feedback I provide them. In other words, feedback might create a positive or negative impact on students depending on the way I am going to offer it to them. In this sense, as a teacher I have to make students reflect on their writing mistakes but avoiding they get frustrated or unmotivated to make corrections. Therefore, I have to highlight students strengths in their piece of writing in order to
increase students motivation but also emphasizing on the mistakes they make in order to they become aware of them when writing.

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

Yes, I can. One of the basic techniques to offer learners feedback on their writing texts, is the use of symbols (wo: word order, P: punctuation, Gr: grammar, and so on). In this way, students do not have a negative impression about comments done by the teacher. Instead of that, students may reflect on what they need to improve of the text to ameliorate the written task. So, their self-confidence and motivation would not be affected. Nevertheless, as a will have certain moments in which I will have to make some extra comments about what students write since there are some aspects that have to be considered from a different perspective.

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

Yes, I can. As a teacher, one of the techniques that I would use might be to give students clear examples about the different sentence structures that have different type of texts. Similarly, I can provide specific examples about thesis statement and supporting details in a text. The purpose is students recognize the proper structure of a text. In this way, students will create a mental idea about the order or sequence to produce a text.

**11: I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.**

No, I cannot. Because, during my process to be a teacher, I have found it hard to comprehend those aspects of the language like irregular spelling. However, as a future teacher is my responsibility to overcome this type of issues. Given that, whether I continue having
difficulty with this type of aspect, I will experience difficulties teaching it to students. Taking this into account, I am practicing the topic by online in order to overcome the lack of understanding of it.

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

Yes, I can. To the implementation of activities that help to develop competences in vocabulary and grammar, it is relevant to encourage the students to read. Since, whether students make reading main part of their academic life, then students have the chance of developing and understand the different grammatical structures. Moreover, while students practice reading they may find unknown words that may understand by the context of the text. As a result, students develop their lexis’s and at the same time strengthen their writing ability.

C. Listening

1. I can select text appropriate to the needs, interest and language level of learners.

Yes, I can. As a teacher, when am going to select a listening activity to develop in the classroom, I have to take into account the standards and the competences that a specific grade should achieve. Considering this, I select a text that fits with those specific competences by choosing topics and texts that may help students to develop the listening skill. As an illustration, whether I want students practice the grammar skill I have to select a text that provides different type of tenses. In this sense, students not only practice reading comprehension, but also the grammatical skill.

2: I can provide a range of pre-listening activities which help learners to orientate themselves to a text.
Yes, I can. Given that, listening is considered one of the most complex skills in the acquisition of English as a foreign language, it is important to start with a pre-listening activity that creates in students an idea about the topic which is going to be developed in the listening activity. Then, I can select images that illustrate the listening topic that is going to be developed. In this way, students make a relation between the image and the text and get comprehension about the listening activity.

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

Yes, I can. In a listening activity it is important students highlight the main words from the text in order to comprehend the listening context. Taking into account student’s previous knowledge about the topic, they increase their interest about the listening task since they probably have already predicted what the listening task is going to be.

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. During the design of the listening activities, it is necessary to teach students some strategies in order to students develop listening abilities. For instance, in a listening activity may be relevant to ask students highlight keywords and main sentences from the text that provide relevant information at the moment that students need to answer questions about the listening task.

5. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.)
Yes, I can. I can design and select spoken activities, such as dialogs and role plays which integrate an appropriate tone of voice, intonation and styles of speaking. In this sense, students become aware of those spoken aspects by practicing it with activities from real context. Furthermore, it is indispensable to expose students to activities related with the Britannic and American pronunciation in order to students becomes familiarized with the pronunciation of some words that in some cases have differences. In those order of ideas, students may differentiate and comprehend both type of pronunciation of words from American and Britannic English and the differences with the intonation in both cases.

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

No, I cannot. I consider that, I do not have any knowledge and experience with aspects such as background noise and redundancy. However, it is my responsibility to look for information about these aspects since it is part of my professional development.

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

Yes, I can. As a teacher one of the strategies i always implement, if students find the definition of unknown words by the context of the text. In this way, students are learning it from a more productive way.

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

Yes, I can. Post-listening activities are relevant in order to provide learners understanding about the listening activity. In this sense, there are certain activities that as a teacher I may
implement, such as role plays, discussions and in some cases asking learners to continue narrating the listening story. Another post-listening task may be to ask students create a short dialogue based on the main characters from the text. In this sense, students reflect on the language form.

D. Reading

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

   Yes, I can. As a teacher, I have to design activities that stimulate student’s interest in reading. Given that reading is one of the crucial skills to be able to develop vocabulary and the writing ability, it is important to promote in students reading from their needs and their interests. In other words, the selections of texts have to be related with topics that becomes of interest for the students. Hence, I can select texts with innovative topics for learners such as technology, video games, movies, and so forth.

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

   Yes, I can provide students with pre-reading activities as for instance the use of keywords related with the title of a specific text. In other words, Students read the title of the text and according to the keywords that have the title; they predict what is going to happen in the reading activity. So, the students are going to increase their interest about the text that is going to be developed.

3: I can encourage learners to use their knowledge of a topic and their expectations about a text when Reading.
Yes, I can. Given that, when students know about a topic related with a language skill they are more interested in the task, it is important to offer them activities that increase pleasure for reading. For instance, the use of elicitation to encourage students to talk about what they are going to read and giving to the student’s relevant information about the topic. In these terms, students may understand and comprehend the reading activity more appropriately.

4. I can apply appropriate ways of Reading a texts in class (e.g. aloud, silently, in groups).

Yes, I can. Depending on the group I may have, I can apply different ways of reading. For instance, when students work in an ordered way in the classroom I can use reading aloud activities that help the students to identify different aspects of reading such as vocabulary, spelling, pronunciation and so forth. For instance, a read aloud activity may be a story about animals in a zoo, so I may model animals sounds in order to raise students interest in reading. Moreover it contributes to provide students with vocabulary, intonation and physical expressions about the context of the reading activity. Besides, I can also apply reading silently since in certain opportunities it is necessary the students reflect on what they have read before. Furthermore, when as a teacher I encourage students to read silently it contributes that students develop strategies they need for reading fast, and with better comprehension.

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

Yes, I can. As a teacher I would apply skimming strategy in which students summarize the text. Given that, skimming consists on extract main ideas from each text paragraph, it helps students to comprehend and to capture the main idea from the text. Besides I can use the scanning strategy in some activities wherein the text has not much relevance, but in which
students need to know what the text is about. In those order of ideas, students mainly would focus on certain relevant sentences from a paragraph to have a central idea about it.

6. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.

   Yes, I can. One of the main strategies that as a teacher recommend at the moment of learn new vocabulary from a text is the relation between the word and the context of the text. In this way, the vocabulary that is learnt by students is internalized from a more meaningful way.

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

   Yes, I can. Given that post-reading activities help students to clarify doubts and to reflect on what was read previously, it is necessary to generate short discussions wherein students contribute giving their points of view about the reading activity. Moreover, it contributes to identify that students actually have the ability to interpret the reading activity and use it in real context.

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

   No, I cannot. Given that, to recommend an appropriate book to students I should have experience with different books genres (fiction, comedy, drama, horror), I cannot recommend any book to my students since I do not have a wide knowledge in books genres. Moreover, I am just exploring some types of books in order to acquire experience on it to give in a future to my students the appropriate recommendations about the books they might read in.
9. I can help learners to develop critical reading skills (reflection, interpretation, analysis).

Yes, I can help students with some activities that contribute to develop the reading skills. For example, encouraging students to perform dialogs or to make reflections about what they read in order to increase their critical thinking through reading. Similarly, this type of activities may be developed by writing, in which students give their own point of view about the reading activity or any particular text they are developing at the moment.

E. grammar

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

Yes, I can. According to my process as a future teacher, it is recommendable to teach grammar implicitly. In this sense, students may identify certain tenses or certain verbs conjugations but supported by relevant material that provide comprehension about teaching grammar implicitly. In this way, one of the strategies to students practice grammar is employing texts which presents different tenses (present simple, past simple and so on) that make students to analyze and identify when reading. Conversely, it might happened certain situations in which I would have to provide clarification about some grammatical aspects students would understand hardly from an implicit way. However, after the clarification of a grammar topic, it is indispensable to implement extra activities in order to provide understanding from a grammatical item.

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. As I said before, grammar may be addressed from a implicit way. However, there are different methods to teach grammar like the use of conversation, books, watching television, listening to music, web pages with exercises to practice grammar, and so on. Moreover, when the teacher explain grammatical rules from the board, it is important to use other resources in order to encourage students to practice grammar into and outside the classroom.

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

   Yes, I can. In most of the situations, I can clarify doubts students may encounter about grammar. However, as students prefer mostly technology, I may recommend learners certain web pages in order to practice a grammar topic in which I have given previously clarification. Therefore, the learners may find in those web pages games, exercises and tips that help them to practice grammar and expand the information about the clarification given by the teacher.

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

   No, I cannot. As a teacher it is difficult to me to manage the metalanguage, even in some situations I get frustrated. However, I consider I need to work on it supported by some of my colleagues that manage it appropriately and may help me with this aspect. Additionally, as teachers to be I consider that I have to take into account that I need to be self-critical and become aware of many language aspects in order to give my best as a professional.

5. **I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.**
Yes, I can. Given that learning grammar is an aspect that in some cases generates frustration in students, I have to be a practical and didactic teacher when I was leading with grammar aspects. Therefore, a relevant activity would be the use of conversations in order to practice grammar wherein students not only have the chance for practicing grammar they learnt previously but to develop the other language skills. Such as, speaking, listening, pronunciation and some aspects of the language (vocabulary, intonation, etc.).

F. Vocabulary

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

Yes, I can. Teaching vocabulary need to be adequate according to the level of the students. In this sense, in a primary group I can select games which increase students interest and that help students to learn new vocabulary and expressions while they playing. However, in case those students were in a more advanced level I would select reading activities supported by images and audio to students may interpret the new vocabulary.

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

Yes, I can. During writing or speaking activities, it is important the employment of vocabulary previous to develop certain activities proposed by the teacher. For instance, in speaking activities, in which it is developed vocabulary it is necessary the teacher show images students were able to describe or write about it. Additionally, i may use compound words in order to students learn new words and expressions.
3. I can evaluate and select activities which enhance learners’ awareness of register differences.

Yes, I can. In order to develop vocabulary activities in the classroom, it is necessary to employ topics or games according to student’s interests. For instance, puzzles related with the topic that is oriented in that moment, interesting reading activities, videos about sports, food, movies and so on. In this way, students work and develop the activities with motivation, since those are activities that students enjoy.

G. Culture

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

Yes, I can. It is important which during the preparation of the lesson are implemented different activities where in students were exposed to material from the Colombian context and material related to the context from the culture of target language. For instance, the selection of activities related to food, costumes, greetings, habits and so forth, to make the relation between cultures in order to learners understand the differences and similarities between them.

2. I can create opportunities for learners to explore the culture of target language communities out of class (internet, e-mails etc)

Yes, I can. I can use movies and videos that make reference about the culture of target language giving students the opportunity to learn more about the culture of the foreign language they are learning. Additionally, the use of web pages related with news may provide students
with relevant information about those cultures and at the same time to acquire vocabulary about some places, food, and weather from those places.

3. **I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural “norms of behavior”**

   Yes, I can. In order to make student aware of the behavior of the other culture, it is necessary to expose the learners to clear examples about similarities and differences in those aspects. So, the learners become aware of the difference and similarities between the two cultures. Therefore, I would show to students videos related with some common expressions used by the other culture, like body language and the different expressions that native speakers employ to express negative and positive information. In this order of ideas, students will be aware of the negative and positive cultural aspects they have to know when they are in contact with people of the culture of the target language.

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

   Yes, I can. In order to make the comparison between our culture and the culture of the target language, the use of role plays offers students the opportunity to look for information from other countries in order to perform it in class. In this sense, students introduce to their peers relevant information about other cultures.

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 values systems.**
No, I cannot. As a teacher I do not have knowledge about activities to reflect on “otherness”. However, it is my responsibility to find solutions to solve my situation about this aspect in order to guide my students in a future. Hence, I consider that I have to find relevant information about this issue in order to use and share it with my students.

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. The selection of material to make learners aware of stereotypes may be related with the use of texts which explain clearly the stereotypes that exist in specific countries around the world, especially in the countries of the target language related with tattoos, dress styles, and so on.

5. RESOURCES

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

Yes, I can. In order to select type of material that fit with the aspects above exist some online aids wherein I may find certain variety of materials to practice the language skills. In this way, I have the possibility of employing innovative material and activities to implement in the classroom that increase students interest for learning and practicing the foreign language.

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

Yes, I can. Exist a variety of web pages on internet in which I may find type of texts of interest to students and teachers related to the language skills. Besides, I may use texts with
audio that encourage learners to practice the language skills (listening, speaking, reading and so on), making more innovative my classes.

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. I have the opportunity for finding on internet all type of tools and resources to practice two abilities simultaneously. Additionally, whether I want to teach each ability separately there are also some resources and activities that may be developed by technological devices (computer, cellphones, tablets, etc.), thus whether the access to internet is not possible, then can use some of those information in order to develop those activities physically in the classroom.

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

   No, I cannot. In this moment I do not have experience to make use of certain type of books. That is why; I need to look for more information about these types of resources by asking to colleagues that can guide me about that type of information.

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

   Yes, I can. As a teacher, I can design materials depending on the competences I want the students achieve and taking into account the student's level of proficiency. In this sense, taking also into account student’s ages, I can design appropriate material for a specific topic. In this sense, I can also design activities in which students can work in groups in cooperative learning and in which they not only practice what they have learnt but also interact with their peers to
exchange knowledge. In this sense, students will be able to share information to understand a specific topic with ease.

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

Yes, I can. For instance, I can recommend monolingual dictionaries such as the oxford dictionary wherein the students may find new words but its meaning in English. In this way, the students develop different abilities in the target language.

7. I can guide learners to produce materials for themselves and for other learners.

No, I cannot. The idea of guiding students to produce material by themselves and for others, it is difficult for me due to it should have plenty of aspects. In this sense, I would give to students certain examples. However I am not being able to explain to students what procedure they should follow to design relevant material for themselves and for other learners.

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

Yes, I can. The use of materials supported with technology into the classroom can be in certain terms interesting depending whether the context on what is performed the lesson has the appropriate material to do it. However, the lack of material can produces disruptive behavior more than learning. Thus, there are appropriate tools that may be used to practice the language.

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

Yes, I can. The design of material for activities should be appropriate for student’s level and the subject that is being developed in that specific moment. In this way, the students
understand and acquire the language supported by the design of ICT materials. Moreover, the design of ICT materials may be crucial for supporting the teacher, mainly in the current estate wherein the students enjoy and increase their curiosity about what is related with technology.

10. I can guide learners to use the internet for information retrieval

Yes, I can. Given that internet offers different type of tools that are necessary for encourage students in language activities; there are different web pages that provide students with relevant information to develop their language skills. For instance, online courses, la Mansión Del Inglés, and so forth. Moreover, there are more academic sites in which the students may find more academic resources that may support them in academic works like research projects, and so on.

11. I can use and critically assess ICT learning programmers and platforms.

No I cannot. I have no a vast knowledge in the management of those resources yet. Hence, I should develop abilities concerning about this aspect. Since, I should develop these abilities in order to guide the students and facilitate my work as a teacher.

6. 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, as teacher; I would always have into account the curriculum requirements proposed by the institution, since through the curriculum requirements I can develop and to take into account the students failures. As a result, I can set activities in a lesson that contribute the
students improve different abilities. Besides, that allows developing materials or tutorials that support the students with learning difficulties.

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

   Yes, I can, as a teacher; I have to consider that all the students belong to my class. Hence, it is necessary to design activities to cope with students failures in the language. Consequently, the students are encouraged to increase their interest in their own learning development. For instance, whether the classroom environment is favorable, to develop individual tutorials into the classroom mainly with the students who have more difficulties with certain skills or abilities. Additionally, I might consider that more able students in the language to develop activities with students from low levels of proficiency. Given that, they are working with their peers, and then they are more motivated for asking specific questions among them related to the topic.

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

   Yes, I can. As a teacher, one of the main aspects to take into account at the moment of challenge learners to develop their full potential is adjusting their individual needs into the learning with the design of activities and lessons for each class. For example, by adapting content that becomes motivating for the students, mainly related to their interests. Since, when the activities and lessons are designed taking into consideration the student's needs, then the learning process may become more immediate. Equally important, is that not only the students are challenged into the classroom but in their home with their family in which their family might support the learning process of certain learners.
4. I can set objectives which take into account the differing levels of ability and special educational needs of the learners.

   Yes, I can. It is also relevant to take into account the level of the language the students have in order to design a class or activities. Due to, that aspect facilitates the design of materials and activities that enrich actually the comprehension and understanding of the students about what is being taught becoming more productive for them. In those terms, I can consider which difficulties the learners have in certain language skills, and work on that and move to other levels.

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

   Yes, I can. During the process of preparing a class or any activity, I always have to consider the type of objectives and the type of ability that is going to be developed. Besides, it is indispensable to consider the topic that is going to be developed. Given that, according to student’s level, I can design activities that support the students to overcome difficulties with the language.

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

   Yes, I can. As a teacher, it is important to encourage the students to reflect on their own learning reflecting about their achievements with the language. Hence, I can ask the students to make a self-reflection about what they consider have learned and on what aspect they should continue working on.

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. As a teacher, I always have into account the sequence of a lesson since it is important at the moment of designing and implementing it into the class. Albeit, I always employ a lesson plan that includes the linguistic, sociolinguistic and pragmatic competences to the activity and the class as a whole. Another relevant consideration I have is the design of materials, time for each activity, the sequence of the lesson (engage, study and activate). In this sense, lessons plan to support the process of the class by following a sequence about what as a teacher I want to teach to the students; besides, about what the students should perform in each part of the class.

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

   Yes, I can. As a teacher, I am able to integrate into my lessons not only ability but several at the same time. Since certain activities may help to integrate several abilities which could be of main helpfulness for the students. For instance, I can teach reading integrating writing or listening depending on the type of activity that is going to be designed. Therefore, these type of activities in which are integrated several abilities is relevant to the students develop the language skills.

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

   Yes, I can. As a teacher, I am able to incorporate different abilities into the same class since this contributes to the students practice ability and develop it through several activities. For example, in a reading activity, I can employ discussions to address also speaking. Besides, I can provide the students with a summary or reflection to practice writing. Moreover, I
can design activities to the student's practice listening such as read aloud. In any case, are integrated several abilities in a unique activity.

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

Yes, I can. One of the main focuses that I employ at the moment of providing the students with activities to emphasize the interdependence of language and culture is to make use of the sociolinguistic competence. It is presented in the “Guía 22” proposed by the ministry of education in which are exposed different competences to be developed. However, it should be employed depending on the student's level. On the other hand, I can also to work on the students’ culture from my class since most of the time, some of the students belong to other culture. Meanwhile, it would be helpfulness to integrate the learners in the activities.

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

No, I cannot. I consider that as a teacher I have failures in teaching yet. In other words, I have severe difficulties with grammar rules. As a consequence, I cannot deal to plan activities to integrate grammar and vocabulary in communication. In contrast, I am practicing grammatical aspects supported by reading and writing in order to ameliorate and improve it. So that, in the future I can teach and plan activities related to these aspects to my learners.

6. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.)

Yes, I can. As a teacher, I should take into account that language may be used for different purposes; one of them is used to teach several disciplines. In this sense, the main topic is not English language at all. For instance, the employ of knowledge to solve problems. According to Jacobs (1989), it is crucial apply knowledge, principles, and values, more that academic purposes. On the other hand, I have to consider the integration of all language skills to
implement different topics in order to create a more productive lesson focused on students’ interests with a previous analysis done by the teacher. Moreover, it might be written or used as a dialogue.

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

    Yes, I can. Before planning a lesson I have first to take into account the students’ needs including the abilities and the topics going to be developed in the class since those factors may allow identifying the duration of a topic whether it going to be performed among several stages or in only one. Equally important, is to consider the duration of each activity when performed, in order to make them not more than fifteen minutes since an activity when is more than fifteen minutes may become an issue for increasing disruptive behavior.

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

    Yes, I can. One of the strategies I would employ to become students aware of not only about their own learning process but also of their context would be the use of social aspects wherein the learner not only develop their language abilities but also being aware of the several social situations. In this way, the learners become self-critic when they have to face a social problem or any negative situation about it.

9. **I can vary and balance activities to enhance and sustain the learner’s motivation and interest.**

    Yes, I can. As a teacher, I tend to use different methods in order to awake student’s attention and increase their motivation and curiosity about any language topic. Consequently, it provides the learners learn and participate actively in the different activities proposed by the teacher. As an illustration, I can design activities considering students’ interests like music,
culture, sports, games, and so forth. The purpose of those aspects is to increase students’ motivation during the development of an activity by promoting their interest in learning the language.

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

    Yes, I can. Before planning a lesson, I have to take into account the design of activities that include different learning styles and multiple intelligences. In this sense, the students are exposed not only to one of them but to other learning styles that may be integrated in order to perform in an efficient way any task or activity.

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

    Yes, I can. As a teacher and student, I know that positive and negative comments are a crucial aspect of academic growth. Consequently, these types of errors and mistakes provide relevant information in order to reflect on and consider incorporate them into future activities and lessons.

12. **I can involve learners in lesson planning.**

    Yes, I can. Due to the fact that, the students are the main focus on lessons, I am able to design lesson plans by considering the students’ needs and the abilities they have in order to create lessons and activities that strengthen the students' abilities about the language. In short, whether as a teacher I may consider those aspects before design a lesson, then the results will be what expected and classes would be more productive.
C. Lesson Organization

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

   Yes, I can. The incorporation in lessons and activities of group work as well as individual work, not only allows the students work cooperatively but also allow the teacher to manage the class in a more efficient fashion. Besides, whether I organize learners individually or in groups of work, they may be always developing a specific activity proposed by the teacher. In like manner, it is important as a teacher to monitor the activities performed in groups, individual, pairs in order to control a possible disruptive situation or the students do not focus on the task.

2. I can plan for learners’ presentations and learners’ interaction.

   Yes, I can. As a teacher, I should consider the use of presentations and interactions but depending on the language skill the students need to develop. For example, whether the lesson is aimed at practicing the speaking and listening skills, the most probably is to assist the students with any presentation or interaction among the learners. In other words, presentations may play a relevant role in developing students language activities in order to them become familiarized with the skill given that whether the students are encouraged to prepare a presentation then they should analyze the topic they want to focus on facilitating to each one of the groups the awareness about the topic. Contrarily, when students are exposed to interact they may develop critical thinking about several as well as specific topics that encourage them to learn and develop language abilities.

3: I can plan when and how to use the target language, including metalanguage I may need in the classroom.
Yes, I can. In my role as teacher, I would try mainly of using the target language when the situation demands to provide students with instructions to develop any activity. However, it may be done by considering also the learners’ level, since it has no sense explain a topic or expect students develop an activity related to a topic or concept they did not understand. On the other hand, the use of metalanguage is crucial when becomes necessary students understand a grammatical rule such as verbs or adjectives.

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

Yes, I can. It is important to take into account collaborative work given that it contributes to understanding in a more efficient fashion a specific topic or about another subject. Furthermore, when working with other teachers we can interchange ideas and concepts that contribute to enriching our knowledge and reflect on possible difficulties what we have been exposed to

7. CONDUCTING A LESSON

A. Using Lesson Plans

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

Yes, I can. One of the most important aspects of the implementation of a lesson is the way we engage our students given that it contributes the students focus on the topic. Moreover, it motivates the students to participate actively in the activities and in the class. Therefore, I make use of engaging material such as videos, images and short texts in order to support learners and increase their interest in the topic becoming the main aspect of the class.
2. I can be flexible when working from a lesson plan and respond to learners interests as the lesson progresses.

Yes, I can. The teacher plays an essential role when responding to learners interests since in this process the teacher is the closer resource to students solve doubts. In this sense, I am able to design activities and extra class work to support the students when they need it.

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

Yes, I can. Considering that it is important to make transitions from an activity to other, I may employ different ways of smooth transitions when necessary. For instance, I can ask the students work in the next activity with their peer next to them and clarify they have one minute to do it. As a result, the class becomes more organized and the time is employed productively for each activity.

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

Yes, I can. As a teacher, I always have to consider possible problems that might come about during the development of a class or any activity, mainly when it happens in public schools wherein the final of a class session becomes difficult to students come into another classroom. Under the circumstances, I should have considered having a second option in order to compensate a probably lost time.

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

Yes, I can. One of the strategies that I most implement to awake students attention is to reflect on the topics carried out in class; thus, the learners have the chance of analyzing the
content and the activities performed in the class. Moreover, they have the opportunity to think
critically about the class development supporting the teacher to ameliorate the lessons and
classes.

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

Yes, I can. Given the fact that, the end of an activity requires coherence with the process
of the lesson during the time it was implemented, I may consider use activities that conclude a
lesson in an appropriate fashion. For instance, asking the students what they most liked from the
class, I can also design a final activity to provide students’ understanding related to the topic
carried out in the class, and so on.

B. Content

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

Yes, I can. In certain cases, it is important to consider a certain type of texts (articles and
new texts) that provide a different atmosphere in the classroom. Moreover, it is essential to
innovate classes and activities mainly when students are asked to work in groups or individually.
In this way, it increases students’ motivation about the learning process.

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

Yes, I can. As a teacher, I often try to relate what I teach with students’ knowledge since
that type of aspects are favorable when I design the activities in from a suitable way. In this
sense, the students strengthen their knowledge and at the same time I become most aware of
differing language needs students may have.
3. I can relate what I teach to current events in local and international contexts.

Yes, I can. When teaching, it is important to consider the national as well as the international context in order to design the activities and lessons to make clear the language topic mainly when are used the cultural content. To illustrate, I can use videos related to real social events, to expose the students to consider the language of a more contextual way.

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

Yes, I can. When is taught a different language from the mother tongue, it is important to take into account all cultural aspects of the culture of the target language since it provides learners comprehend how the culture of foreign language works and how they use some expressions in order to communicate something to others. Therefore, I may relate the language to the culture of those who speak it by using videos, movies, or series that provides language related to native speakers.

C. Interaction with learners

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

Yes, I can. Interactions between learners are important given that I can have their attention for developing any activity. For this reason, I tend to engage the learners with several activities designed to study different language abilities. In this sense, I may activate students’ previous knowledge and awake their interest about the topic being to be developed.

2. I can keep and maximise the attention of learners during a lesson.

Yes, I can. In order to maximize and to keep students’ attention during the class, it is important to consider time management given that when activities exceed ten minutes students
tend to get distracted while working in an activity. However, when the time of an activity is what expected, it is possible the students achieve the objectives of the class.

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

Yes, I can. I consider that when supporting students they increase their self-confidence and have better achievements with the language. For this reason, I may be responsive and act supportively to learner initiative and interaction by guiding them when necessary. For instance, when students ask for clarification of any doubt.

4. I can encourage learner participation whenever possible.

Yes, I can. Considering that, the students are the main focus of the class, I may motivate the students by showing audiovisual material, giving them the opportunity to participate and give their own opinion about any aspect of the class, and so on. However, whether the students do not get motivated, then I have to consider make changes in the methodology employed or in other types of aspects that might not work appropriately.

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

Yes, I can. The use of learning styles are crucial when learning; for this reason, I have to design activities that include some of those styles in order to the learners understand and use what they consider more comfortable to learn and understand any specific language aspect or solving any particular situation from an activity.

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

Yes, I can. I may use my experience as a student in order to consider provide learners with relevant strategies to overcome language difficulties. Hence, I may recommend the students read, watching movies in the target language, practice the language supported by online courses, etc.
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. Considering that, when is designed a lesson there are certain situations that happen in the class in order to provide the learners with several learning situations, I am able to perform roles as a resource, monitor, controller, tutor, and so forth. Conversely, it may be possible according to the activity the students are asked to develop. For instance, whether the students are asked to create a dialogue to perform it in front of the class, then, I can play the role as a resource in order to solve students’ doubts, and so on.

2. I can create opportunities for and manage individual, partner, group and whole class work).

   Yes, I can. Depending on the type of activity carried out in the classroom, I can organize the students in groups of work, in pairs, and so forth. For example, Whether the activity is about asking questions about doubts they may have about any particular aspect of the class, I can ask them to work individually, or in small groups of work since in the group are more than four students most of them do not work productively and cooperatively. In other words, depending on the activity and objective of the class I can consider how to organize groups of work in a productive fashion.

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

   Yes, I can. I may design flashcards, mainly for engage the students in the topic and in certain tasks. I may also use videos, images; games in order to students get comprehend a topic. For example, I can use images in order to provide students with new vocabulary; thus, the learners relate the image with the word and acquire a more clear understanding of the topic.
4. **I can manage and use instructional media efficiently (OHP, ICT, video etc.)**

   Yes, I can. As a teacher, I have to consider employing technological resources in the design of the lessons. With this in mind, I may employ in classes videos in order to the students develop listening comprehension. Moreover, I can design games like puzzles, crosswords to students practice vocabulary. Besides, I can use a video projector in order to explain a topic by using this electronic device and so forth. As a result, the students are exposed to content supported by technology increasing their desire for learning the language.

5. **I can supervise and assist learners’ use of different from of ICT both in and outside the classroom.**

   Yes, I can. At the present time, prevails the use of educational platforms and applications that have become essential tools for both teachers and learners. Hence, I can use those platforms and applications in order to provide students with chances to practice the language inside the classroom and outside of it. I can also make use of social networks such as WhatsApp and Facebook in order to students practice the language talking about any specific topic about their preferences or to solve doubts by interacting with their peers by those means.

**E. Classroom Language**

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

   Yes, I can. As a foreign language teacher, I have to take into account to use the target language since the learners have the opportunity of practicing it. Furthermore, it is crucial to students acquire confidence with the target language by being exposed to the way it works.

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

   Yes, I can. I consider that the most appropriate is students have a considerable amount of time to use the target language. However, in certain cases is indispensable to use the mother
tongue in order to the students understand what they should carry out in any specific task. In this sense, the use of the native language plays a crucial role in the success of the activity performed for learners.

3. I can use the target language as metalanguage.

Yes, I can. Given that, in certain cases use the target language becomes a relevant aspect of teaching, I may use it in order to clarify any language aspect. For example, whether the topic is to teach new vocabulary, then the use of the target language instead of the appeal to translation, become relevant to talk about the metalanguage that would be the explanation of new words and how they work on.

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

Yes, I can. I may employ body language, facial expressions; objects from the classroom in order to the students understand what they should do. For instance, whether I am reading aloud to the learners I can employ body language and facial expression by making the activity understandable for learners. I can also use drawings, images, videos in order to students get to understand the message or the information provided to them.

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

Yes, I can. In my opinion, what more the students were exposed to the language the most they master the language. Therefore, I can support the students when they have any doubt by praising them for taking risks so that increase pleasure for using the target language in their daily life.

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. Given the fact that, there are some students that have learned other languages, I can encourage them to relate what they are learning in relation what they have just learned in order to find certain similitudes between them and give a solution to a problem related to the English language.

8. 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. As a teacher, I always consider the evaluation of each activity in order to make it more appropriate and more productive for the learners. In this sense, the students may reflect about their own learning process. For example, I may provide the students with a self-reflection paper in wherein the student answer a set of questions about their learning process and how they feel while carried out.
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. My role as teacher is to support the students in the development of certain activities in order to increase their self-reflection about the learning process. As a result, I can select activities like generate a discussion in class wherein the students expose their learning styles at home while they reflect about their learning strategies.

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

Yes, I can. As a teacher I have the role of guide my students in order to become autonomous learners. Under that idea, I can encourage the students to trace their own goals and objectives supported by clear examples about how they can create their own.

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

Yes, I can. It is important consider during the teaching process a relevant aspect that is the development of reflections about learning strategies in which learners have the chance of reflecting about their learning. Hence, I can show certain web pages wherein the students have the chance of practicing the language skills and personal abilities like how to get the main idea from a text, how to get contextualized vocabulary avoiding look at the dictionary and so forth.

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

Yes, I can. One of my role as a teacher is contribute as a guide for the learners during their learning process. Therefore, I may employ and implement strategies in order to the students develop abilities and increase their strengths. For instance, I may support the students to be
autonomous learners in order to learners take their own decisions related to their needs in the learning process. Moreover, I can guide the students in order to them become responsible students with their learning and in other aspects of life.

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

Yes, I can. I may do this by asking question to the students when implementing a lesson in order to the students evaluate their learning process. For example, the use of specific questions related the topic the students were exposed last class, in this way the students may reflect and evaluate their own knowledge and process.

B. Homework

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

Yes, I can. I may evaluate and select tasks but considering the type of difficulties the students had in class especially in certain topics in which the students did more effort to accomplish them. As a result, homework promotes students develop autonomy and self-responsibility while learning and practice the language at home.

2. I can set homework in cooperative with learners

Yes, I can. An essential aspect as a teacher I focus on is on cooperative work among students, since students has the chance for sharing information and knowledge with peers. Therefore, students contribute each other to supply certain gaps they have. Additionally, learners have the chance of implementing group learning strategies at at time students establish social relationships while learning and for their personal life.

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. As a teacher, I encourage students to consider homework a relevant aspect of improving and practice the language mainly when learning a language. Additionally, it essential the time taken for practicing the language outside the classroom since time of practicing the language provide students learn and improve it.

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

Yes, I can. I consider that as a teacher it is essential assess students from a valid and transparent fashion since it evidence to students, parents and teachers transparent outcomes learners have had through their learning process. Moreover, when assessing homework, learners have the chance of realizing on what component of the process requires attention in order to improve it. As a result, the students practice and improve what demands intervention.

C. Projects

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

Yes, I can. The main role as a teacher in this scenery, is as a tutor and monitor for learners. For instance, while developing a research project the facilitator have to work as a tutor in order to solve possible doubts students may have in the process and as monitor while the students develop the project. As a result, learners are supported by the teacher in order to evidence students are achieving the aims and objectives proposed and planned by me as facilitator.

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

Yes, I can. I may organize cross-curriculum project work by myself; however, I consider that in most of the cases it is essential the cooperation with other teachers from other subjects since each one of them may contribute from different ideas about it. Additionally, teachers of
other subjects have experience and knowledge about the subject they guide hence they can support my project from an enriching way and I can learn enough in the development of it with the support of colleagues.

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

   Yes, I can. As facilitator, one have several roles during students’ learning process; thus, during the development of project works it is essential teachers consider their role according to student’s needs. Under the circumstances, the teacher may have the role of tutor and resource in order to assist the learners in project work when necessary.

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

   Yes, I can. In order to encourage learners to reflect on their work, it is indispensable they become aware of certain strategies to achieve it. Therefore, I often ask the students to take notes, write journals (according their language level); besides, in some specific situations it is essential they become exposed to diaries in order to collect relevant information and learners realize what went well and what needs improvement in their learning process.

5. **I can help learners to use relevant presentation tools**

   Yes, I can. Given that, one of my roles as a teacher is to be a model for students I have the responsibility of using some presentations tools in order to learners practice the language supported by slides, Prezi, and so forth. Moreover, when students learn to employ these presentations tools their work becomes more interesting and raises their motivation while learning.

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

   Yes, I can. One of the relevant aspects I have learnt through my process as a teacher is students are central in teaching and learning. Accordingly, it is essential students are involved in
the process of assess their own outcomes in project work in order to students realize what they have achieved and what need improvement. Moreover, learners may provide their peers with relevant comments in order to ameliorate either language or learning aspect.

D. Portfolios

1. **I can set specific aims and objectives or portfolios work (for coursework, for continuous assessment etc.)**

   Yes, I can. As a facilitator I would employ portfolios with the purpose of students have relevant material of the subject in an ordered fashion in order to provide final students’ scores. Afterwards, portfolios are crucial since students become organized and responsible with relevant activities performed in and out of class.

2. **I can plan and structure portfolios work**

   Yes, I can. I may plan and structure portfolio works according to the level of students and needs. It may be structured by date in order to have evidence the progress on those specific periods. I may do it by asking learners including on portfolios, quizzes, exams, and activities developed during classes.

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

   Yes, I can. Due to the fact that, feedback plays a crucial role in learning, I can supervise and give constructive feedback to students on portfolio work in terms of autonomy and organization. Moreover, in certain cases when scores are not what expected by students then they become to focus more on the organization of their learning material and work. Additionally, feedback provides students with chances for becoming responsible while learning.

4. **I can assess portfolios in relation to valid and transparent criteria**
Yes, I can. Regarding that, I would employ portfolios mainly to encourage learners to be more responsible, organized and autonomous. I would not include many descriptors and aspects in criteria to assess portfolios of students; since, the insight is guiding students to be responsible implicitly while learning the language.

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

Yes, I can. In terms of portfolio work, I consider students would have work individually, since it is about students consider responsibility and autonomy from a personal view. Therefore, as a facilitator, I would encourage self-assessment; however, in certain cases it is essential consider peer assessment in order to students learn to provide and take feedback from partners and understand the point of view of their peers may be relevant for improving.

**E. Virtual Learning Environment**

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

Yes, I can. Presently, ICT resources play a crucial role in education, since it provides innovation in methodologies. For instance, the implementation of blogs and web pages for teachers and learners, since from these type of tools may be shared documents and videos related to the subject matter of study. Finally, the employment of emails with the purpose of communicating with learners for solving doubts or for sending material for class, and so forth. In other words, I may employ several ICT resources in order to create engaging activities and a different work atmosphere for students.

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

Yes, I can. My role as a teacher is guide the students in the use of ICT resources from a conscious fashion and providing them with relevant resources (web sites, search engines and so
on) in order to students practice the language and employ these resources for oral presentations, works, and for their personal life.

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

   Yes, I can. The implementation of platforms like Schoology is a vantage since students and teachers may share information and students may work in several learning activities and homework. Additionally, the facilitator may upload material for learners in order to students practice the language and perform activities. Therefore, I can facilitate students learning environments as the above exposed, besides the use of social networks but with a restricted use.

F. **Extra-curricular Activities**

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

   Yes, I can. I consider that, the extra-curricular activities are fundamental but depending on the type of subject the teacher is guiding; inasmuch as, these type of activities demands utmost level of responsibility from the teacher to students. Nevertheless, whether in any moment of a class one consider it is necessary an extracurricular activity in order to students have a real experience while learning for instance vocabulary about animals, then I may take student into the zoo in order to learners practice those type of vocabulary from real context.

2. **I can set aims and objectives for school trips, exchanges and international cooperation programs**

   No, I cannot. I do not have a great deal of knowledge about the creation of aims and objectives for these situations; hence I do not have any relevant opinion for answering this question.
3. I can help to organize exchanges in cooperation with relevant resource persons and instructions

Yes, I can. During my process as a teacher, I expect to meet colleagues with knowledge about this topic and acquire knowledge and expertise about it, in order to learn and guide students about this matter.

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

No, I cannot. Due to the fact that, I do not have the expertise and knowledge about these type of aspects in order to evaluate, guide and give any opinion about these aspects, I consider it is crucial that I first develop any knowledge about it.

10. ASSESSMENT OF LEARNING

A. Designing Assessment Tools

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

Yes, I can. Before evaluate and select valid assessment procedures it is crucial to analyze the content that is going to be evaluated in order to be consistent with the content provided to the learners. In this sense, I may evaluate and select valid assessment procedures appropriate to learning aims and objectives. Moreover, the use of tests are essential in order to provide students have learned and achieved the aims and objectives set for an specific purpose. Equally important, it is important for consider implement other type of learning strategies in order to ameliorate in some specific learning aspects students may not have reached successfully.

2. I can negotiate with learners how their work and progress should best be assessed
Yes, I can. Depending on students motivation to learn and develop their language abilities, it is feasible discuss the way of evaluate their process. Furthermore, it raises student’s motivation since they are considered central component in their learning progress and in the process of evaluate their outcomes.

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

   Yes, I can. As facilitator, I would use several types of activities that could support the students to develop their language abilities and solve doubts students have about any language content. In this sense, the implementation of works and activities accomplished in group work provides students have the chance of sharing knowledge and support their peers developing competences. Moreover, I may generate spaces outside of classroom in order to learners may solve doubts about any language content and guide students in order to them develop their learning abilities.

B. **Evaluation**

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

   Yes, I can. Given that some students may probably have difficulties with a specific language content or ability, I can suggest the students’ resources which support them to improve their difficult. For instance, if students have problems comprehending a text, then I can suggest web pages, books according to their level and needs to practice and strengthen that ability.

2. **I can assess a learner’s ability to work independently and collaboratively**

   Yes, I can. In view of students have to learn to work from different situations (in groups, individual, and in pair), I can assess learners abilities. For example, I can assess students in group while they work in a discussion or designing a poster what they have to talk later, dialogs, oral
presentations, etc. What is more, I can assess students independently when they work developing any activity like reading, speaking, and so on. That is to say, I can assess the students at these situations in order to learners become competent working with others in different activities.

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

   Yes, I can. The results of assessment are relevant evidence for reflect on my teaching process and make improvements when necessary. In this sense, the use of results taken from learners is essential to think if it is appropriate continue to the next stage or if it is necessary to make changes and make reviews in teaching and learning process. In short, student’s results are relevant evidence and collected data to think critically about our teaching performance.

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 learners, parents and others.**

   Yes, I can. The information about student’s process while learning is indispensable because all people that have to do with the learners should know about the process of them. Therefore, I can present the progress of students in the form of a descriptive evaluation highlighting the most relevant aspects teachers, parents and students should know to support students’ process, such as, scores, clear information about students’ abilities and weakness, etc.

5. **I can use appropriate assessment procedures to chart and monitor a learners progress (reports, checklist, grades)**

   Yes, I can. Considering that it is crucial to have a continual report of learners to monitor their progress, I may employ appropriate assessment procedures like grades, observations, reports and in some cases, journals are relevant since they works as reminder of aspects I might forget
about the student’s progress, thus, those assessment procedures are crucial to make changes when necessary and monitor learners progress.

6. **I can use assessment scales from the common European framework of reference**

   Yes, I can. The assessment scales represent a relevant concern in English teachers since the use of them are crucial to design the learning objectives or aims the students are expected to reach. Conversely, it is possible taking into account students’ level to design the material and information the students need to develop the language, thus, assessment scales help to assist the design of the classes and what it is essential the students learn.

7. **I can use a valid institutional, national, international, grading system in my assessment of a learners performance**

   Yes, I can. Given that I have to use the type of grades used in the institution one is teaching, I would use valid institutional grading system that goes according the demands of the school. Nevertheless, I can use a valid national, international grading if it is necessary but from other situations and with other needs and requirements. In short, it depends on the institution and the requirements and concerns of each institution.

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

   Yes, I can. One of the responsibilities as teacher is to be transparent when using procedures to assign grades for tests and examinations. Accordingly, I can use reliable and transparent procedures to assign grades to learner’s tests. To illustrate, if a student’s fail a test more than grade subjectivity, I have to use that information to support the learners making improvements but being clear with their results. All in all, I can assign grades for test and examinations from an ethical way and if it is the case consider use other strategies in order to the
student process does not continue being affected by routine events and lack of feedback to overcome the difficulties.

C. **Self- and peer assessment**

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

   Yes, I can. As a teacher, I can assist my students to set personal aims and assess their own performance through reflections where learners may reflect on aspects such as "*I did my best on...*", "*I could have worked harder on...*", and so forth. In consequence, students become aware of their own learning process working harder to achieve high outcomes.

2. **I can help learner to engage in peer assessment.**

   Yes, I can. I am able to do this by asking students to assess other learners' works. However, before learners begin to assess their peers I have to explain to students what they will do in their peers’ work and the expectations about it in order to achieve the expected objectives in it. On the other hand, I can assist them with rubrics and checklists designed according to student's level and purpose intended to reach. Moreover, some of the advantages for engaging students in peer- assessment are that while learners are engaged in the evaluation, they have the chance to strengthen social skills, enhance self- confidence and motivation.

3. **I can help learners to use the European languages portfolio.**

   No, I cannot. Given that I do not have any knowledge about this document, I am not able to help learners to use it. However, as a teacher I will learn to use it in order to assist my students in the document.
D. Language Performance

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

   Yes, I can. Given that it is important students are exposed to different aspects of the language, I can assess learner’s ability to produce a spoken language according to the student’s needs. For instance, if the students have issues on accuracy and coherence, then I can assess the students on those aspects at the same time that I assess them in content, range and so on to strengthen also those language aspects on the student.

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

   Yes, I can. Due to in order to be an able writer, it is necessary that students are exposed to practice the writing skill, I can assess learners ability to produce written product supported by criteria. For instance, if learners need improvements on aspects such as range, cohesion, and content, then I can assess them according to their level, through descriptive essays, paragraphs, and stories written by them, supported by criteria that support students' achievements on it.

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

   Yes, I can. In view of the fact that spoken text is an essential part of students' learning process, I can assess them in aspects of spoken language through recorded stories that are appropriate for their language level. In a like manner, I can assess them through inferential questions where learners have the chance to express what they have understood about it. In this sense, I can assess them on listening for gist, and specific and detailed information.
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. In order to assess students’ ability to understand and interpret a written text, I can assess students through mind maps, discussions about the topic, summaries or oral presentations which may provide strong evidence students have understood and interpreted the written text purpose.

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. I may assess learners’ spoken interaction and relevant aspects of it supported by dialogues, role plays, round table, and so forth. Additionally, I can assess them through recording real situations; such as, interviews to other peers, talking about any specific place of the institution or about the place they most like of their home, a classmate's last vacations, etc. In this sense, I can assess their performance on fluency, accuracy, etc., in a different fashion in which the students will work implicitly on those aspects.

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

Yes, I can. In order to assess learners on those aspects in written interaction, I can do it through letters where students are supposed to write a letter to an old friend talking to him/her about a specific topic or situation. I can also assess learners in written interactions through emails, blogs, and forums.

E. Culture

1. I can assess the learner's knowledge of culture facts, events etc. of the target language communities.
Yes, I can. Due to the fact that it is essential students learn and develop knowledge about the target language cultures, I can assess their knowledge about those communities through several activities. Including, role plays, dialogs in which a students take the role of a speaker of the target language and the other one, the role of first language person, and so on.

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

Yes, I can. Given that, it is crucial students are aware of the differences between the culture of the first and the second language, it is necessary to assess learners based on the differences between them. In this respect, I can assess learners by means of oral presentations where students talk about any aspects that differ from the own. For instance, learner might be evaluated while they talk about Christmas in Colombia and The Unites States. In brief, I can assess students during role plays, debates and written tasks.

3. I can assess the learner's ability to respond and act appropriately in encounters with the target language culture.

Yes, I can. I may assess student’s ability to respond and act appropriately in encounters with the target language cultures, through different classroom interactions; such as role plays, debates, short dialogs, etc.

F. Error Analysis.

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

Yes, I can. I consider that there are certain essential and specific aspects that may support analyze learner’s errors. In this case, the employ of quizzes and tests play a relevant role, since those resources provide evidence about the errors students are making and identify the process
that might cause such errors. In this sense, I may use the outcomes provided by quizzes and tests, to assist my students dealing with those issues.

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

   Yes, I can. In order to students become aware of the errors or interlanguage that are affecting their learning process, I would dialogue with students who are being affected by that problem. In this respect, I would guide by providing learners effective strategies to overcome those difficulties. For instance, I can give to learners’ strategies to learn new vocabulary, such as reading enough, and instead of looking for the unknown word in a bilingual dictionary, I can encourage them to find the meaning through the context of the text. In this way, learners may overcome these learning difficulties.

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

   Yes, I can. In order to deal with errors that occur in class and in a way which supports learning processes and communication, I can use peer-feedback but in order to it benefit students, I would select certain students who has higher abilities in the language to provide feedback. Besides, I can deal with error through different activities and exercises to students realize where they are having the errors.

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. Given that students are exposed to commit certain errors in written and spoken language, I can deal with errors by giving students feedback after they have performed an oral presentation; if the case, I can provide feedback individually in order to this do not undermine students confidence and that situation may affect students to take risks in the learning process.
10. CONCLUSIONS

The purpose of the project was the English language teacher reflects over some methodologies, strategies and methods that are used in English classrooms. Some conclusions about it, due to the fact that the project was develop for a student of Licenciatura en Bilingüismo con Énfasis en inglés, taking into account that not have a lot of experience in a ways of teaching using the different methodologies and strategies that are necessary in the classroom, the reflection has an important part of their professional and personal aspects.

In terms of the professional development the EPOSTL create a good impact for the reflection of some topics that help us to know, in which things, I as a English teacher need to improve or to complement in order to make the classes more effectively; not only for the development of knowledge of the learners for teachers too; is important to reflect that during the development of the document was evidenced exist some problems with certain topics that in this moment in the professional life are not clear and these type of things make more difficulties the reflecting of it. The reflection over all the stage that the document purpose is really important to take into account that help to develop our teaching knowledge, and at the same time to reflect if the knowledge that are been acquired in this moment or in the future are sufficiently in terms of education.

In personal aspects, I concluded that reflection for the teacher have a good impact during their preparation not only for their knowledge because in some cases we not only teach English we will have different students with a lot of problems that could change our views about teaching and is necessary to be more human, due to the fact that if I as a teacher will have the opportunity to teach in other country not only my knowledge in
English will be necessary, the other aspects such as, culture, beliefs and different ways of learning need to be take into account during the implementation and preparation of classes.
REFERENCES


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