

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

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LICENCIATURA EN LENGUA INGLESA
PEREIRA, 2015**

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

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1. ABSTRACT

This Project is based on a document from the European Portfolio for Student Teachers Languages. This document is a personal reflection about my professional development developing the principal aspects of teaching such as curriculum, methodology, resources, lesson planning, conducting a lesson, independent learning and assessment of learning. As a reflection I have covered all of these aspects in the most honest way I could. During the development of this document I realized how much I have to improve because now I am more aware of my weaknesses, but at the same time it was very pleasant recognize my strengths.

1.1 RESUMEN

Este proyecto está basado en el documento de EPOSTL. Este documento es una reflexión personal sobre el desarrollo profesional cubriendo los principales aspectos de la enseñanza tales como plan de estudios, metodología, recursos, planeación, manejo de clase, aprendizaje independiente y evaluación. A manera de reflexión he cubierto dichos aspectos de la manera más honesta posible. Durante el desarrollo de este documento me he dado cuenta de todos aquellos aspectos que debo mejorar ya que ahora estoy mas consiente de mis debilidades y fortalezas.

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2. RATIONALE

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education. Building on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Commission-financed project European Profile for Language Teacher Education – A Frame of Reference (Profile), it seeks to help prepare students for their future profession in a variety of teaching contexts. Further, the EPOSTL can facilitate discussion of aims and curricula between teacher educators working within different national or European contexts.

Reflective teaching is seen as a process that can facilitate teaching, learning and understanding, and that plays a central role in teacher professional development. Schoen (1983) has demonstrated that reflection is an essential component of professional knowledge and practice and has believed that teachers will develop the ability for continued learning throughout the professional career if they are engaged in reflection in action. Richards and Lockhart (1996) argue that critical reflection of one's practices can trigger a deeper understanding of teaching and contribute to one's professional development. Wallace's (1991) reflective teaching model of professional education development described the role of reflection in teacher professional development.

It is pertinent also consider the term 'teacher cognition' which refers to what teachers know and think and how this affects their behavior. Much of what we think we 'know' about language teaching is based on anecdotal evidence or the work of inspirational educators.

Reflection is deliberate and structured thinking about choices. It is an integral step to improving our practice. Through reflection, we as educators can look clearly at our successes and struggles and consider options for change. Reflecting teaching practice is an essential aspect of quality teaching. We reflect upon the information or data we collect about what is happening in the classroom.

For the developing of this reflection planning and assessment plays important roles. There are several reasons why a planned lesson is better. One of them is that having a lesson plan helps you maintain focus. With a classroom full of children, with their short attention and their natural desire to disrupt anything and everything, it is very easy for a lesson to be sidetracked or derailed completely,

and the best way for you, the teacher, to steer the lesson back on course is if you happened to have brought your map along with you. Sorry about mixing the train and car metaphors there.

Kids also notice when a teacher doesn't really know what to do. If you show one sign of weakness, they will misbehave. A lesson plan is the best way to anticipate any problem. Kids respond extraordinarily well to structure and regularity, and planning out your lessons gives them that structure.

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding.

3. OBJECTIVES

- To encourage teachers in development to reflect on their competences.
- To make teacher in development be aware the aspects of teaching that need to be improved.
- To analyze objectively the process of learning of the teachers in development.

4. DESCRIPTORS

4.1 PERSONAL STATEMENT

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

Experiences of being taught
Positive: Teaching always come by the hand of learning, this is a process that never ends which I found is a very enriching aspect.
Negative: Some of my teachers just repeat the same lesson over and over again which turns in the lack of interest for the class from my partners and I.

4.2 SELF ASSESSMENT

a) What aspects of teaching are you most looking forward to?

I want to improve my teaching skills in order to be able to design enjoyable and useful lessons for learners.

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

Grammar is an aspect of teaching which I am not very attached for teaching explicitly I rather do this in an implicit way.

1. Expectations of your teacher education course

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

Be able to keep my learners motivated to learn.

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

I want to keep on learning from my teachers, peers and learners.

c) What do you think that your teacher educators expect from you?

I think they expect to be better than they are.

2. How important do you consider the following for a language teacher? Add your own ideas. Discuss with a partner and give reasons for your choices.

I consider very important this process in order to become a better professional, knowing what the weaknesses to improve are and the strengths that we have.

CONTEXT

4.2.1 CURRICULUM

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

Yes, I can. National and local curricula set those requirements in a very simple and understandable way.

2. *Can I design language courses around the requirements of the national and local curricula?*

Yes, I can. I can design language courses around the requirements of national and local curricula and also taking into account the profile and background of the learners.

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

Yes, I can. I understand the principles formulated in the CEF.

4. *Can I understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching?*

Yes, I can. During my process of teacher in development I was training to integrate the content of CEF in my lesson planning.

A. Aims and Needs

1. *Can I understand the personal, intellectual and cultural value of learning other languages?*

Yes, I can. I do understand the importance inferred in the aspects previously named.

2. *Can I take account of overall, long-term aims based on needs and expectation?*

Yes, I can. I always take into account long term aims in order to have a clear view of what I want to achieve.

3. *Can I take into account differing motivations for learning another language?*

Yes, I can. I understand that not all learners have the same motivation for learning another language, we as teacher need to find the appropriate approach in order to encourage learners' motivation.

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

Yes, I can. All these aspects are taking into account during my lesson planning.

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

Yes, I can. I have learnt that learners are more cooperative with the development of the class if they are enjoying what they are doing.

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

Yes, I can. This is not a very easy thing to achieve because fulfill the expectations of every one is a hard job, but I give my best trying to get everybody happy including myself.

7. *Can I take into account attainment target levels set in curricula (e.g. deriving from the Common European Framework of Reference)?*

Yes, I can. I used them as a reference in order to establish proficiency levels.

B. The Role of the Language Teacher

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

Yes, I can. Nowadays people are more aware of the necessity to learn a second language. Motivation to learn it is another issue, so I try to find the motivation according the target population.

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

Yes, I can. It is a very enriching experience work with learners of diverse cultural backgrounds.

3. *Can I 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. I have discovered that we get to know better our own language when we are learning another one.

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

Yes, I can. It is very important support my planning with theory in order to have a clear aim and how to get to it.

5. *Can I critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly?*

Yes, I can. Reflective teaching is important in order to improve our job as teachers, we always know when something is not going well or as it was planned.

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

Yes, I can. Even though I prefer being assessed by my teachers and pairs, due to the fact that they can recognize easily the weaknesses of my development.

7. *Can I accept feedback from my peers and mentors and build this into my teaching?*

Yes, I can. Is a very enriching way of to improve my work by receiving feedback.

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

Yes, I can. During my process of learning my pairs and I were instructed to give constructive feedback.

9. *Can I locate relevant articles, journals and research findings relating to aspects of teaching and learning?*

Yes, I can. There are several pages in the web dispose for educational porpoises, but also there are many articles not necessarily made for educational porpoises but interesting enough to work whit them in class.

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

Yes, I can. By the identification and investigation of these I construct my plan of action.

C. Institutional Resources and Constraints

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

Yes, I can. However public schools sometimes do not count with an easy access to these kinds of resources.

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

Yes, I can. This was exactly what I had to do during my teaching practices. There are several limitations in public education in our country technology is one of them, not everyone can access to it. During my practicum however the school where I was had a computer room, we as practitioners were not allowed to use it.

4.2.2 METHODOLOGY

A. Speaking/Spoken Interaction

- 1.** *Can I create a supportive atmosphere that invites learners to take part in speaking activities?*

Yes, I can. Every time I have designed speaking activities I take into account learners profile in order to come up with topics that can catch their attention, but also taking into account the language aims. This had helped me to improve the urge for participation from the learners

and also through these method levels of anxiety from learners decrease due to the fact that they felt comfortable with the topics.

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

Yes, I can. As I chose topics from learners preference interaction between them goes more fluent, this gives me the opportunity to evaluate them when the learners does not even notice that they are, because they are too involved in their interaction.

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

Yes, I can. Every time I plan any activity, not only for speaking, I try to involve intercultural activities. I have realized that themselves provide the appropriate environment for discussion because through culture we can share experiences of life and also get to know the others too.

4. *Can I evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)?*

Yes, I can. Developing all this activities during speaking provide us a resourceful way to evaluate, but I have found that through discussions it is the activity that I always choose in order to evaluate, because I consider this one more real and allows learners express their ideas and feelings.

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

Yes, I can. Nowadays we have to make use of technology, and learners are always very committed to use any kind of device (cell phones, laptops, ipads, etc) they are very willing and participative with these that is why I have to give them the most educational use as it can.

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

Yes, I can. Authentic material is the most useful tool that we as teachers could use because not only provide the learners with a meaningful approach with the language but also help us to evaluate if the income provided is accurate according their outcomes and development during the activity.

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

Yes, I can. Design activities about learner's interests and preferences are useful in order to the learners deal with anxiety and they are more willing to be outgoing during the activity.

8. *Can I evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.)?*

Yes, I can. Learners are more outgoing when they use informal language and was a challenge for me dial with commands because learners not always are willing to follow orders.

9. *Can I 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. This aspect has been a challenge for me because learners are used to express these such as clarification and comprehension using L1, in order to avoid this I tried to use body language for getting a better understanding from them.

10. *Can I 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. It is been difficult for me to design activities in which pronunciation features were implicit but when working with young

learners it is easier to introduce this one's because there are more attentive at reproduce what their hear, they only need an assertive input.

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

Yes, I can. I have found that tongue twisters and repeating the same phrase using different emotions such as being happy or sad or angry are very appealing for the improvement of these aspects as well to the engagement of the learners to the activity.

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

Yes, I can. Using oral presentations about topics being taught in that moment or topics that the learners already domain, in order to create a real environment of communication rather than memorize conversations not very useful for their learning.

B. Writing/Written Interaction

1. *Can I evaluate and select meaningful activities to encourage learners to develop their creative potential?*

Yes, I can. When you ask learners to write about what they like and their interests they become more creative and willing to participate rather when they forced to write about something they do not do very well.

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

Yes, I can. This goes related with authentic material provided by the teacher, writing as producer skill needs of the appropriate income in order to encourage learners to develop the activity requested by the teacher.

3. *Can I evaluate and select texts in a variety of text types to function as good examples for the learners' writing?*

Yes, I can. Writing is a skill that requires of a very good income for learners in order for them to reproduce, which is why I take into account learners profile and topics of preference in order to come up with the suitable option to catch their attention in order to they will be willing to realize the activities.

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

Yes, I can. Visual aids, authentic material are very useful in order to stimulate the participation of the learners when they have to produce, because they will be more aware of what they are going to write about.

5. *Can I evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately?*

Yes, I can. Technology and devises are definitely what learners enjoy nowadays, which provide us a very useful tool to use besides there are plenty of possibilities to work with.

6. *Can I help learners to gather and share information for their writing tasks?*

Yes, I can. This is a difficult aspect due to the fact that in here we have to dial with learner's affective filter. I always ask learners to share in small groups or just to me in order to avoid this sensitive spot.

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

Yes, I can. Mind maps and brainstorming are the most used for me because it helps learner's imagination and also gives them an idea for where to start and continue.

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

No, I cannot. This have been a very difficult process for me because I am on the way to improve my own writing then I've had to be really careful when I am assessing learners.

9. *Can I use peer-assessment and feedback to assist the writing process?*

Yes, I can. Certainly I've been using this kind of assessment for learners which is always a process of learning also for me.

10. *Can I 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. By starting with short texts in order to cover all these aspects and then move on to complex ones.

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

No, I cannot. In order to being really honest this was an aspect that I've never was aware before.

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

Yes, I can. Using writing activities for consolidate learning is a factor that I always take into account because also work as a self evaluation for me in order to check if learners understand what teach to them.

C. Listening

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

Yes, I can. I used to this always not only for listening activities but also for all the activities that I planned; I check the learners' profile.

2. *Can I provide a range of pre-listening activities which help learners to orientate themselves to a text?*

Yes, I can. This have been part of our training in which we have to include pre-listening activities so learners will be able to understand better what come next.

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

Yes, I can. For me is very important to listen learners expectations and comments related with the topic because it gives me a hint if the activity will work or not in order to control the situation with anticipation.

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

Yes, I can. Develop activities in which you ask first for the general idea and then start to ask for specific information is the way that I've been developing listening activities.

5. *Can I 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.)?*

No, I cannot. At my short experience, I have never designed an activity like this.

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

Yes, I can. I have tried to work in voice projection but avoid redundancy is a very challenging aspect due to the fact that learners level is A1 and their knowledge of vocabulary is low and introduce new one is a process that takes time.

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

Yes, I can. I suggest the interpretation of the text itself in order to go to the dictionary word by word.

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

Yes, I can. It depends of the activity that have to be carry next to post-listening or the skill that I want to to cover next, according to this I prepare the task.

C. Reading

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

Yes, I can. According to learners profile and the aim that I want to cover from there I start to look for the suitable text that fulfills the needs.

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

Yes, I can. Prepare learners for an activity is always important in order to get them to understand what is next.

3. *Can I encourage learners to use their knowledge of a topic and their expectations about a text when reading?*

Yes, I can. I prefer to choose text that is of the interest of the learners in order to avoid lack of motivation.

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

Yes, I can. It depends of the aim of the activity that is designed that I apply the appropriate way of reading a text.

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

Yes, I can. I design activities that involve skimming and scanning as also key word identification depends of the aim of the activity.

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

Yes, I can. I suggest learners to analyze the context in order to understand some unknown terms instead of going to the dictionary word by word.

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

Yes, I can. It depends of the skill that will be covered next.

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

Yes, I can. The profile of the learners is the basis in order to recommend the kind of reading appropriate for them.

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

Yes, I can. After a reading activity I used to have a discussion in order to check their understanding which allows me to analyze their own interpretation of the reading.

D. Grammar

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

Yes, I can. I preferred introduce grammar implicit and the different activities designed focusing on the four skills rather than introduce itself as an item.

2. *Can I 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. I preferred to teach grammar implicitly and not explicitly.

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

Yes, I can. If learners ask for specific grammar item I am in my entire disposition for providing that information.

4. *Can I use grammatical metalanguage if and when appropriate to the learners' needs?*

No, I cannot. I do not consider grammatical metalanguage appropriate for the learner needs because could cause lack of interest or motivation from them.

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

Yes, I can. Grammar is always implicit in all activities that I plan.

E. Vocabulary

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

Yes, I can. According to the topic of the day and the activities planned, a set of words are selected to be introduced in each class.

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

Yes, I can. The vocabulary taught in each class is recalled at the next in order for learners to keep using them and remember them.

3. *Can I evaluate and select activities which enhance learners' awareness of register differences?*

Yes, I can. Using the context it is the easiest way to register differences.

F. Culture

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

Yes, I can. I really like to use content based activities and culture suits perfect and this kind of activities.

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

Yes, I can. Oral presentations are the best opportunity for me in order for learners to do the research and then share with their partners.

3. *Can I 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. Comparison is always a good opportunity for learners to take a view of the whole world and the differences in it.

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

Yes, I can. Class discussions and role plays are activities that learners enjoy.

5. *Can I evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems?*

Yes, I can. There is a lot of material that can be used for this aim it just depends to find the suitable one for the target population.

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

Yes, I can. When learners compare their own culture with other which always generate a good environment of discussion appropriate for evaluate.

- 7. Can I evaluate and select activities which enhance the learners' intercultural awareness?*

Yes, I can. These kinds of activities are very appealing for learners because show them different cultures which they will be compare with their selves and always will generate controversy.

- 8. Can I evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language?*

Yes, I can. There were always will be the suitable culture topic according to the target population and open for discussion and evaluation.

4.2.3 RESOURCES

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

Yes, I can. I always take into account the target population before to take the materials that I will need.

- 2. Can I select those texts and language activities from course books appropriate for my learners?*

Yes, I can. If it is appropriate for the target population.

- 3. Can I 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. In order to get a better understanding from learners we have to use all resources as possible.

- 4. *Can I make use of ideas and materials included in teachers' handbooks and resource books?***

Yes, I can. They are a very useful resource that I use as a support for my lessons.

- 5. *Can I design learning materials and activities appropriate for my learners?***

Yes, I can. It depends of the activity and also the target population.

- 6. *Can I recommend dictionaries and other reference books useful for my learners?***

Yes, I can. They are useful tools to use as a support but not as a guide of translation.

- 7. *Can I guide learners to produce materials for themselves and for other learners?***

Yes, I can. Learners really enjoy activities in which they manage to create something and share it.

- 8. *Can I select and use ICT materials and activities in the classroom which are appropriate for my learners?***

Yes, I can. ICT material is very useful and very welcomed from the learners but there are not many possibilities for this in public schools here in Colombia.

- 9. *Can I design ICT materials and activities appropriate for my learners?***

No, I cannot. Honestly I can use ICT material but when is me who have to designed I do not feel that confident to develop that job.

- 10. *Can I guide learners to use the Internet for information retrieval?***

Yes, I can. The learners always are guided to look for as much as information that they can get.

11. *Can I use and critically assess ICT learning programmes and platforms?*

No, I cannot. Until today I have not used them for critical assessment.

4.2.4 LESSON PLANNING

A. Identification of Learning Objectives

1. *Can I identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests?*

Yes, I can. These learning aims and objectives are related to the target population, once we define that planning becomes easier.

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

Yes, I can. This point took me some while but I really got it now.

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

Yes, I can. Aims that challenge them but not too much in order that they do not get frustrated.

4. *Can I set objectives which take into account the differing levels of ability and special educational needs of the learners?*

Yes, I can. Specific objectives are related to the target population and the lesson plan.

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

Yes, I can. When lesson plan is being designed aims and topic and so will fit in the right place according to what you want to achieve.

6. *Can I set objectives which encourage learners to reflect on their learning?*

No, I cannot. This is difficult for me.

B. Lesson Content

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

Yes, I can. This is what we were doing during our guided and autonomy practices.

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

Yes, I can. I can balance skills and competences in an activity in order to get a more meaningful learning.

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

Yes, I can. I can plan through that way because all of them have to create a bridge from one to another.

4. *Can I plan activities to emphasize the interdependence of language and culture?*

Yes, I can. One simple topic such as food could help to create the interdependence between language and culture.

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

Yes, I can. Grammar needs to be introduced in a subtle way and vocabulary is the bridge that makes it possible.

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

Yes, I can. I really like to use content based or CLIL lessons, because learners can recall what they already now but in a different context.

- 7. *Can I identify time needed for specific topics and activities and plan accordingly?***

No, I cannot. This is one of my biggest problems, I was not be able to manage timing completely.

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

Yes, I can. Every class designed contains a part in which you remember what learners saw in previous lessons.

- 9. *Can I vary and balance activities to enhance and sustain the learners' motivation and interest?***

Yes, I can. It was a process difficult to achieve but after a while I started to dominate.

- 10. *Can I vary and balance activities in order to respond to individuals learners' learning styles?***

Yes, I can. Different types of activities are designed for the same lesson in order to cover aspects such different learning styles.

- 11. *Can I take on board learners' feedback and comments and incorporate this in future lessons?***

Yes, I can. During the development of the lesson I take my personal notes in order to avoid all those aspects that do not work or recall the ones that did.

- 12. *Can I involve learners in lesson planning?***

Yes, I can. I can take into account activities that learners made take in mind for future lessons, and include them when could be possible.

C. Lesson Organization

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

Yes, I can. When activities are planned the layout of the classroom has to be included as well as the distribution of the group.

2. *Can I plan for learner presentations and learner interaction?*

Yes, I can. Planning different activities that may involve pair groups, groups or individual work, it depends in the aim of the activity.

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

Yes, I can. I manage to use rather L1 or TL according to what I need in that precise moment of the lesson.

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

No, I cannot. Never had to face this situation but I think that in this case I will improvise.

4.2.5 CONDUCTING A LESSON

A. Using Lesson Plans

1. *Can I start a lesson in an engaging way?*

Yes, I can. I manage to use engaging activities every time I will change of skill.

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

Yes, I can. I can be flexible as long as do not take too much time and do not go too far from the lesson.

- 3.** *Can I ensure smooth transitions between activities and tasks for individuals, groups and the whole class?*

Yes, I can. In order not to waste too much time reorganizing the classroom with every change of activity transitions need to be very smooth.

- 4.** *Can I adjust my time schedule when unforeseen situations occur?*

Yes, I can. For situations like this we need to be prepared with plan A, B or C.

- 5.** *Can I time classroom activities to reflect individual learners' attention spans?*

Yes, I can. Just making a quick interference in order the learners know who have the control.

- 6.** *Can I finish off a lesson in a focused way?*

Yes, I can. I finished a lesson with homework.

B. Content

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

Yes, I can. Classes must be planned in order that the previous topic is related with the current and this with the next.

- 2.** *Can I relate what I teach to learners' knowledge and previous language learning experiences?*

Yes, I can. I often do this when I made Content Based or CLIL lessons.

- 3.** *Can I relate what I teach to current events in local and international contexts?*

Yes, I can. Relate the current events to the context in order to be well informed and also to use authentic material that is very useful for learners learning.

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

Yes, I can. I can relate both because in order to be a good speaker of the TL I need to know more about its culture.

C. Interaction with Learners

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

Yes, I can. Engage activities are useful for this purpose but once in a while they do not work and I have to improvise.

- 2. *Can I keep and maximize the attention of learners during a lesson?***

Yes, I can. When an activity is not working I change to another in order to not lose learners' attention.

- 3. *Can I be responsive and react supportively to learner initiative and interaction?***

Yes, I can. I never react in a negative way if a learner is voluntary to participate.

- 4. *Can I encourage learner participation whenever possible?***

Yes, I can. In order to encourage their participation I use gratification.

- 5. *Can I cater for a range of learning styles?***

Yes, I can. Once I have identified which ones are.

6. *Can I make explicit and help learners to develop appropriate learning strategies?*

No, I cannot. I have not tried that.

D. Classroom Management

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

Yes, I can. I can change my role according to the activity on development and also according learners behavior.

2. *Can I create opportunities for and manage individual, partner, group and whole class work?*

Yes, I can. All this grouping needs to be planned previously.

3. *Can I make and use resources efficiently (flashcards, charts etc.)?*

Yes, I can. They are very useful in order for learners get a better understanding.

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

Yes, I can. If I have the chance of course that I tried to made a proper use of it.

5. *Can I supervise and assist learners' use of different forms of ICT both in and outside the classroom?*

Yes, I can. By using blogs in where I can assess the learners' learning.

E. Classroom Language

1. *Can I conduct a lesson in the target language?*

Yes, I can conduct class in TL.

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

Yes, I can. I usually use TL the major part of the class and only turn to L1 in order to clarify instructions or for calls attention.

3. *Can I use the target language as metalanguage?*

Yes, I can use TL as metalanguage. I have been instructed for that during this degree.

4. *Can I use various strategies when learners do not understand the target language?*

Yes, I can. I use body language and as an ultimate resource, code switching.

5. *Can I encourage learners to use the target language in their activities?*

Yes, I can. During their activities I prompt to the learners in order to check they use the TL as much as they can.

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

No, I cannot. I think that learners will only been able to use L1.

4.2.6 INDEPENDENT LEARNING

A. Learner Autonomy

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

Yes, I can. I vary the kind of activities during a lesson in order to cover different competences and skills.

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

Yes, I can. Through observation of the activities I feel able to tell to each learner what they need to improve.

3. *Can I guide and assist learners in setting their own aims and objectives and in planning their own learning?*

Yes, I can. Based on this they can see the improvement of their process of learning.

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

Yes, I can. After recognizing the learners' failures is easier to think in an activity that could help him to improve.

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

Yes, I can. I consider that if the learner shows interest in learning why not doing it.

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

Yes, I can. Self assessment is required in all different aspects, not only in learning.

B. Homework

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

Yes, I can. For home I choose activities that I know they will enjoy, as videos, and the worksheets and exercises I'd rather to be developed at the classroom.

2. *Can I set homework in cooperation with learners?*

Yes, I can. Totally, that is why I prefer to be developed at the classroom.

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

Yes, I can. I always provide enough input and plenty of explanations.

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

Yes, I can. I assess homework according to what was explained in class.

C. Projects

1. *Can I plan and manage project work according to relevant aims and objectives?*

No, I cannot. I have not done this yet.

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

Yes, I can. During the time of my teaching practice my partners and I were assigned to develop this project which we carried in a successful way.

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

Yes, I can. I like to be there in order to help them with anything they can need.

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

Yes, I can. Their process of learning will improve if they reflect on their work; I encourage them to use journals where they can register this.

5. *Can I help learners to use relevant presentation tools?*

Yes, I can. I can encourage learners to be creative in their presentations according to their resources.

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

Yes, I can. Using specific aims I can assess this process in order to evaluate if learners achieve what was planned.

D. Portfolios

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

Yes, I can. I can set specific aims but I have never worked with portfolios before.

2. *Can I plan and structure portfolio work?*

No, I cannot. I have never work with this.

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

No, I cannot. I have never worked with portfolios before.

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

No, I cannot. I have never worked with portfolios before.

5. *Can I encourage self- and peer assessment of portfolio work?*

No, I cannot. I have never worked with portfolios before.

E. Virtual Learning Environments

1. *Can I use various ICT resources (email, web sites, computer programmers etc.)?*

Yes, I can. However this is not very accessible in public schools in order to teachers work with.

2. *Can I advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines. computer programmers etc.)?*

Yes, I can. By creating blogs or platforms in which I can assure that the contents of it will be pertinent for learners' learning.

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

Yes, I can. Learners enjoy using technology and using this kind of approaches helps as engaging for learning.

F. Extra-curricular Activities

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

Yes, I can. I have discovered that learners enjoy very much extra-curricular activities.

2. *Can I set aims and objectives for school trips, exchanges and international cooperation programmes?*

No, I cannot. I have never tried this before.

3. *Can I help to organize exchanges in cooperation with relevant resource persons and institutions?*

No, I cannot. I have never tried this before.

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

No, I cannot. I have never faced this kind of situations.

4.2.7 ASSESSMENT

A. Designing Assessment Tools

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

Yes, I can. Even now I am able to do this, is a process in which I need to keep improving.

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

Yes, I can. I found this convenient for both learners and I.

3. *Can I design and use in-class activities to monitor and assess learners' participation and performance?*

Yes, I can. I use this type of activities all the time.

B. Evaluation

1. *Can I identify strengths and areas for improvement in a learner's performance?*

Yes, I can. Trough out the evaluation of the skills (oral, writing, reading, listening) we can see which are the strengths and the improvement elements for the learners.

2. *Can I assess a learner's ability to work independently and collaboratively?*

Yes, I can. However learners are not very used to work collaboratively.

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

Yes, I can. Knowing the strengths and the weaknesses of learners I can design activities in order to help them to improve or to exploit their abilities.

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

No, I cannot. I am still in this process of learning.

5. *Can I use appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades etc.)?*

Yes, I can. I use all of those in order to monitoring learners improvement.

6. *Can I use assessment scales from the Common European Framework of Reference?*

Yes, I can. I use them in order to identify learner's profile.

7. *Can I use a valid institutional/national/international grading system in my assessment of a learner's performance?*

Yes, I can. I based my lesson in the national grading system.

8. *Can I assign grades for tests and examinations using procedures which are reliable and transparent?*

Yes, I can. Every point on the exams has a determinate value and according to this grades can be assigned. I also assign to learners points for participation with this they can improve any low grade.

C. Self- and Peer Assessment

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

Yes, I can. Once I know their strengths I am able to help them to exploit them in order to help their learning process.

2. *Can I help learners to engage in peer assessment?*

Yes, I can. Peer assessment helps to assess individual effort and group effort also helps to increase their motivation.

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

No, I cannot. I have never use this before, but I have been using my research about this one and I will be using it for the future.

D. Language Performance

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

Yes, I can. This is a process that requires time and effort but is possible.

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

Yes, I can. They need to be guided step by step in order to produce a text whit those conditions.

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

Yes, I can. Activities such as pre-listening, during listening and post-listening are necessary in order to obtain the better understanding of the learner.

4. *Can I 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. Reading techniques must to be teach for later assessment.

5. *Can I 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. This had given me good results if I use topics of popular interest of the learners.

- 6. Can I assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy and appropriacy of response etc?*

Yes, I can. If I use topics of popular interest of the learners and off course take into account learners' proficiency level this strategy had worked very well for me.

E. Culture

- 1. Can I assess the learners' knowledge of cultural facts, events etc. of the target language communities?*

Yes, I can. Cultural topics are always interesting for learners due to the fact that they are able to compare with their own culture.

- 2. Can I assess the learners' ability to make comparisons between their own and the culture of target language communities?*

Yes, I can. Is very interesting to watch learners reactions towards this kind of discussions, this are very engaging.

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

Yes, I can. Respect for others cultures are always implicit in the lesson.

F. Error analysis

- 1. Can I analyze learners' errors and identify the processes that may cause them?*

Yes, I can. It is important identify the cause of the error before this could be fossilized.

- 2.** *Can I provide constructive feedback to learners concerning their errors/ interlanguage?*

Yes, I can. After identify the cause of the error I can provide constructive feedback taking into account the appropriate moment to remark it.

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

Yes, I can. This must be done in a very subtle way in order to not affect learners' participation and confidence.

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

Yes, I can. I always try to do it in privet in order to not affect learners' confidence.

5. CONCLUSIONS

- During the realization of this document I have made a very deep reflection about my professional growth. I realize now which exactly my weaknesses are and I can start to improve them. I consider this as such positive outcome because made me realize how much I want to go forward on my process of learning.
- As a personal growth I found this process very enriching because it was made me realize that I have chosen since teaching is what I want. This deep reflection is helping me to analyze why I choose this degree and what I want for my future, I become aware of my needs to improve and keep learning every day.

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