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

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Trabajo de grado presentado como requisito para obtener el título de

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2. ABSTRACT

This research was based on the implementation of 193 descriptors of the European Portfolio for student teachers of a language (EPOSTL). This study was elaborated take into account two main aspects such as personal statement and self-assessment; these two aspects were determined a holistic process in terms of teaching and learning a language, which allowed to reflect and encourage on our teaching process and all those resources that are necessary to teach languages. This project was developed based on my own experience answering these descriptors during a period of one month and half, in which seven research questions from the (EPOSTL) were developed daily, which allowed us to get insights about lesson planning, methodology, and resources. The purpose of this study was to help facilitators to reflect, assess and monitor the progress of their teaching experience.

2.1 RESUMEN

Esta investigación se basa en la implementación de 193 descriptores del Portfolio Europeo de futuros profesores de una lengua (EPOSTL). Este estudio fue elaborado teniendo en cuenta dos aspectos principales, como declaración personal y la autoevaluación; estos dos aspectos determinaron un proceso holístico en cuanto a la enseñanza y el aprendizaje de un idioma, lo que permitió reflexionar y llevará a cabo un proceso de enseñanza y emplear todos esos recursos que son necesarios para la enseñanza de un idioma. Este proyecto fue desarrollado basándose en mi propia experiencia en términos de enseñar. Los descriptores se contestaron durante un período de un mes y medio, en el que se desarrollaron siete preguntas diarias del (EPOSTL), lo que nos permitió obtener una amplia perspectiva sobre la planificación de clases, metodología y recursos. El propósito de este estudio fue ayudar a los facilitadores para reflexionar, evaluar y monitorear el progreso de su experiencia docente.

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3. RATIONALE

This project is aimed to teachers in practicum that are in the process of integrating teaching, so as to create awareness of their own process and at the same time improve their teaching skills; it was developed with the help of the European Portfolio for Student Teachers of Languages (EPOSTL) take into account that this was created as a tool for developing skill in terms of teaching. It is a document that contains 193 descriptors of competences related to language teaching, which provides all the elements that enable student teachers of language to reflect on their own teaching process. The construction of this was based on two main issues which are   personal statement and self-assessment. The first one previously mentioned, consists on some specific aspects in terms of overall teaching that makes facilitators be aware and reflect before starting a teaching practice. The self-assessment, which is the second issue, is about can-do statement which helps facilitators reflect upon things in terms of teaching that they are able to do. This study intends to show my reflection based on the progress and experiences as an English teacher in practicum; also it was a guide that helps construct a positive view when learning a language in order promote knowledge among learners and teachers, it helps to reflect on methods, techniques and strategies that allows future teachers to improve professionally in a variety of teaching contexts. Furthermore it encourages facilitator to foster the communicative competences where learners are able to identify how to deal with specific aspect of a language that will enable them to develop abilities and skills in order to practice what they have learned in a real world. The (193) descriptors, drove me to be aware of some characteristics of teaching and how to performed the role of teacher, such as having empathy, which allow students to response better when they know that teachers cares about them and their learning, active

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learning, because students' participation facilitate the process of learning a language, the interaction of group or individual, which means that learning is a solitary activity but it can be improved with teamwork.

4. OBJECTIVES

- The Use EPOSTL as an instrument of reflection to identify my progress as   an English language teacher.

- To encourage English language teacher   to reflect on the competences in order to attain knowledge that feeds these competences.

- The use of this guide enables teacher who are in the stage of their professional growth to manage different issue in a variety of teaching contexts

- To promote discussion and interaction among learners, teachers and mentors.

- To facilitate self-assessment of your developing competence.

- To encourage teacher to be aware when developing strategies in order to complete a teaching process.

- To facilitate tools that helps teacher identify weaknesses and strengths in a teaching context.

5. DESCRIPTORS

5.1 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:

When I was in high school, most of the teachers developed their classes, in a dynamic way; they gave us lessons whereas students had to concentrate, analyzed, and were able to express what we have learned in order to activate our critical thinking. With the experience I obtain conducted my practice required by the university I have learned that as teacher we have to identify learner's needs, their educational level, learning style and other factors that will help them success in the learning process.

Negative:

Establishing rapport is one of the most important aspects when enter to a classroom setting, because it allows teacher and learner to have a positive relationship and connection in terms of learning. The lack of rapport is evinced with some teachers in high school because they were very strict, and this may not help the language learning process so that it

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is important to have a better rapport with students. This kind of situation could be changed if teachers try to be more flexible and give students confident in the classroom setting.

1. A what aspects of teaching are you most looking forward to?

First of all a safe learning atmosphere is needed. Students must feel comfortable, and so must the teachers. Both parties must also feel motivated - students to learn, and teachers to facilitate students' learning. Moreover; clear objectives are also important to create collaborative team work in order to help learners to share ideas and clarify doubts. Those strategies will help learners to develop their abilities in terms of learning a language. In the lesson plan time management is consider an important tool when carry out a lesson since it gives ideas on how to control the class and activities to achieve goals.

B. What aspects of teaching are you least looking forward to?

Developing listening, since it is a skill that learners could enhance through interaction among them, is not a matter of taking a tape recording in classes and listening to different conversation, is more a matter of interacting and performing real life situations.

3. Expectations of your teacher education course.

A. *What do you expect most from your teacher education?*

I expect to be a responsible teacher, honest when it's time to provide grades to my students, also l will like to reinforce my ability to deal with subjective answer that students can come up with during the learning process, further more I will like to be patient, tolerant to different situations that raise up in the classroom.

B. *What do you want most from your teacher education?*

Something that I want most from my teacher education is learn to deal with the different learning styles,   this will allow me as teacher to provide methods, tools and strategy in order to complete a successful learning process and environment, this will allow students to feel motivated and self-confident.

C. *What do you think that your teacher educators expect from you?*

They expect that I assume with professionalism all those learning that they gave to me to be a better person, and as a teacher employs new mechanisms and techniques when all my knowledge is required in the pragmatic context.

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.

1. Cooperating with others

2. Good organizational skills

3. Being able to explain grammar

4. Learning strategies

5. Peer feedback

6. Teachers feedback

7. Reflecting upon teaching practices

8. Assessing students

9. Planning lessons

10. Collaborative learning group

5.2 SELF- ASSESSSMENT

5.2.1 CURRICULUM

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

Yes, because before I started conducting a teaching process at an institution, I already Know that a curriculum is based on objective, content, criteria, methodologies, different techniques or type of assessment that guide the academic activity in order to determine how to teach and what to teach.

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

Yes, once I determine students English level and students need, I will be able to design courses in order to form and shape the learner in to an objective that are established, such as needs of the society and demand of technologies in terms of learning a language.

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

Yes, because when guiding a teaching process in an institution, or a particular scenario one of the principal aim is to identify learner learning competences, (to be, know, to know, how to do, and to do). These will help learners to encounter with them self, understand and identify their abilities, skills in order to practice what they have learned in a real world.

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, because during my academic formation I have learned the principles that have helped me improve in my conception of the teaching process, with this, it is quite relevant to have in minded all of the principles when teaching in view of the fact that it gives facilitators ideas to promote learning in class. Taking learners to interactional view of the language rather than a structural one.

A. AIMS AND NEEDS.

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

Yes, because when learning another language, it is important to investigated, understand and interact with that language. Due to the fact that they have a lot of behavior in terms of expressions such as idiomatic and colloquial. It's important to be aware of the level of domination of the language to be learned in order to determine how much most I proposed to myself to become proficient.

B. Can I take into account of overall, long-term aims based on needs and expectations?

Yes, once identifying learner's needs, it's easy to plan and to design lessons that cover long term aims, this will help to guide a particular learning process where facilitator   will be able to assess a class in a detail way, by developing different activities such as project, worksheet, writing activity all with the same aim or objective.

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

Yes, I can. It is important to identify learner's motivation, in terms of acceptance, curiosity, autonomy, self-confident and social contact when learning another language. Due

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to the fact that motivation in   learning another language will enable learners to develop

different abilities, strategies and skills in order to become advance in the process of

learning a language.

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

Yes, I can. When conducting a class, first I have to identify learners educational level,

theirs interest, and needs, this will help me, as teacher, create and design task where

students have to figure out result based on their background by activating their previous

knowledge and connecting words throughout the context to give a coherent significant to

questions, Instead of giving them explicit information, it is important for learners to analyze

and investigate.

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

Yes, since developing a class I always take in to account the way students response to

the topics or activities given to them, if they do not understand I try to explain twice, and

also try to praise their work so that they feel motivated and self-confident in order to risk

take when it is time to performed tasks. Effective Feedback provide by teacher play an

important role when identifying learners learning process, this is an aspect that help learners encounter with their   strength, weakness and motivated them to improve. A positive atmosphere enable learner to achieve an enjoyable class. Throughout a lesson a teacher can determine if the class are success or not because of the attitude and response of the students.

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

Teachers always play the role of a model, in and out of an institution, teachers are seen in the society as a person that shares knowledge, shows respect and instills values.

G. Can take into account attainment target levels set in curricula (e.g. Deriving from the Common European Framework of Reference)?

Yes, because when organizing and planning lessons for the students, objective and their educational level (target levels) have to be clear. Due to the fact that a learning process has to be guided with coherence and connection among topics depending on learners needs.

C. The Role of the Language Teacher

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

Yes, due to the fact that, learning another language is not only for learners that attend to a classroom setting in order to learn specifics topics, it can also be for others people, included parents who are the most interested in their child academic development, it is important that they know about learners formation, the quality of if and how to employ it in real situations.

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 reflected when I develop a lesson at the school, my classes always are carried out in dynamically since students have to interact among them, some of the activities that are promoted in the classroom are based on the acceptance of each other ideas, depending on their cultural backgrounds. The idea is to help learners realize about their different cultural background with the intention of allowing them recognize significant patterns of individual's culture.

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 language?

Yes, because when learning a language it is important to be acquainted with what learners know about it, in terms of cultural aspect, sociocultural, vocabulary, some grammar structures and language function; it is relevant to achieve knowledge of how to interact with that language. I would take advantage of all these factors to design my syllabus so that learners may go beyond what they are familiar with.

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

Yes, because during my academic formation at collage, I was exposed to a variety of theories that allow me as teacher to manage and face different issue in a classroom setting, either positives or negatives, for example classroom management, emotional, social, environmental factors, motivation, self – esteem, autonomy etc. have been some of the issue to work on in order to have a successful and learning process.

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

Yes, because when conducting a teaching process teachers should reflect on what they have taught, looking forward to improve what have failed in the learning process, identifying learners strength and weakness in order to promote methods and techniques with the objective of reinforce learning outcomes.

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

Yes, I can. Before I enter to a classroom setting, I started to think and reflect up on my own teaching process and asking questions such as am I guiding a lessons that covers my learners needs?, am I taking in to account their expectation to as specific topics?. I always inquire on my teaching process with the objective to improve and foster an effective and efficient learning.

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

Yes, Due to the fact that effective feedback promotes to better understanding, and guide fruitfully in the process of improvement when learning a language. Providing feedback allows learners to reflect on what they have done in order to become proficient in the language. During my academic formation at collage, most of teacher promotes collaborative learning groups, with the objective of peer feedback with our classmate,

share ideas, clear doubts, and accept subjective answer. All those learning I included in my teaching at school.

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

Yes, most of the time during my formation at collage teacher always asks to assess our classmate by providing constructive feedback. When I started to develop my practices at the institution peer feedback where evidenced when our companions observed a session, with the aim of focus on specific criteria such as, classroom management, role of teacher, role of students, use of flashcards, use of the board, classroom environment etc… those aspects are issue to take in to account when providing peer feedback.

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

It was quite difficult when searching for relevant articles in documents   such as journals, and finding related to aspects of teaching and learning because it demand a prudent period of time searching for an appropriate document connected with teaching and learning issue, finally this was possible because of   the collaborative work of mentor, and classmates. There are a lot of documents that we work on and that help us improve in the learning and teaching process, such as Common European Frame Work of References, el Reto, and many other academic articles.

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

Yes, because before going to an institution or school to direct a teaching process. It is
important to have knowledge of the different techniques and pedagogical methods that will
allow students to have an effective learning. Furthermore, Instructional design is the basis
of well-implemented strategies for learning, long as it contains, presentation,
demonstration, drill and practice, tutorials, stimulations, interaction, modeling etc.

D. *INSTITUTIONAL RESOURCES AND CONSTRAINTS.*

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

Yes, because before using this kind of resources, we have to take into account the
impact that different resources may help the language learning process (advantages and
disadvantages), for example; a language room for students enhance their skill in the
language which is really significant for the process. The idea is to make usage of the

available resources that the institution has and make them part of the teaching-learning process.

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

Yes, since resources for teaching is so variable, if the institution does not count with authentic material such as CD player, computer or video projector that will help foster learning, I am able to implement others strategies, for example reading aloud in order to practice listening, create flash card is an important items that capture learners attention. Flashcards can be a great way to introduce new vocabulary so that learners have a very clear understanding of the word or concept. Furthermore when practicing reading is not necessary to have an activity book, teacher can take pieces of paper with a specific reading in order develop this skill.

5.2.2 METHODOLOGY

A. Speaking/Spoken Interaction

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

Yes, before planning lessons it is important to have a clear aim, so that teacher can lead the student to a pleasant place to be, by fulfill their needs and expectation with topics that are enjoyable for them. When students work on topics of their interest they will be able to participate with full motivation and able to risk take.

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

Yes, Due to the fact that learners seems to have different way of interact, and express their self, it is important to design meaningful material in order to motivate learners to participate, for example depending on the audience teacher can create different strategies or method to encourage learners. If the audience are children's an interesting lesson can be to talk about daily routines actions and with teenagers or adult technologies could be an effective topic.

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

Yes, in view of the fact that in a classroom setting it is important to determine and highlight student's opinions about their identity   and culture, by developing speaking activities about the way they celebrate important dates like Halloween, mother's day and

Christmas; Promoting these aspects in a class allows learners to interact, identify and contrast ideas and information delivered by peers.

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

Yes, as teacher I always integrate activities where students have to produce and develop their interactional ability, for example when I gave them a topic such as how to keep a healthy diet; is with the objective of creating discussions atmosphere that will able them to come up with different ideas, furthermore performing role play in a classroom setting is essential because learners are able to improve their fluency.

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. And it is a challenge for teachers and also for the learners when implementing this kind of issue (telephone conversation, transactions, and speeches), since normally in real life we are aware of the different language code. In the classroom setting teacher are able to implement activities such as, digital dictionaries on the cell phones, perform real actions, simulating conversations by phone, providing the different vocabulary to use when doing transactions or another activity etc… these helps learners to learn new knowledge, also to take advantages of it in order to improve their learning process.

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

Yes, most of the time when conducting classes at school, I provide learners with activities where they are able to perform better and promote as well as assess their language learning process. Speaking is such important skill that student must develop so that I usually motive my students by taking different activities to classroom, activities that could promote learning in the classroom and make the classes enjoyable for learners.

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, and it is evidenced, when carryout a class at school, I always plan lessons that will help learners elicit information and activate prior knowledge, throughout asking questions, provide input, doing mimic or using body language   these strategies   permit learners to produce simple definition, and allows them to self-confident and risk take when ask to develop a more complex activity (conversation, role play etc.).

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, when conducting assessment in my classes, I always provide to learner's different view of the language for example that there are many expressions that we can incorporate when interacting with others such as idiomatic or colloquial expression, which help to speak in a more interested and colorful way but they also give insight in to another culture. Furthermore I develop activities where students understand the importance of using informal and formal English, for example , depending on the situations, audience and the moment due to the fact that when learners speaking with the teacher, they pronounces quite carefully and slowly, avoids using contractions, tries to use syntactic constructions and words that can be understood by everybody. But as soon as the same person meets his or her friends at a particular scenario, could be a party he or she speak more carelessly and rapidly, the used of contractions will evidence.

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, because when learning a second language it is important for the learners to know how to deal with the different linguistic system of that language (phonologic, grammar structure, syntax etc) in order to formulate and ask questions in other words, give information, express comprehension of reading, or a dialogue the idea is to learners have a

clear view of the language and understand the important of the interaction among other people using certain proficiency of the language learnt.

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, when conducting my classes, I always try to design activities where learners are aware of the different pronunciation of sounds since they should be exposed to the segmental and suprasegmental features of the pronunciation even though these could not be taught explicitly in these settings.

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. This part of the suprasegmental features of the pronunciation help learners develop their capacity of communication clearly in the target language, it is why this is really relevant in the way that it promotes a better interaction and understanding in the language process. Moreover, it is quite meaningful for learners to be aware of the suprasegmental features of the pronunciation on the grounds that this enhances the phenomenon of interpretation and clarification in the target language.

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

Yes, I Can. The idea of the English classes is to incorporate a set of activities where learners are able to develop different skills in the target language thus, I always teach my classes making use of different oral activities in order to activate and construct knowledge. Activities such as: role plays, simulating activities, asking for information, asking for a favor, dialogues and so on.

B. Writing / Written Interaction

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

Yes, I can. Because when I design a lesson, learners needs and demands have to be clear in order to develop a meaning full classroom environment, that will allows students to interact throughout different strategies, methods, that teacher provided to them, due to the fact that when conducting a soft Clil class it is important to provided real material. For example teaching about animals (Carnivores and herbivores) Teacher have to provide to students all the information that this topics require, provide a lots of input that will help learners to produce orally or written and also have a organize content, well structure communications strategies, foster cognition that will allows learners to analyzed and compare about different issue and finally the culture play an important role because with

the information provided by teacher, learners will be able to activate critical thinking in order to compare and contrast our culture with many others one and identify different and similarities.

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, because in a classroom setting learners have to learn the different ways of communicate with others and to know the appropriate language when developing letter, stories, reports. Conducting this kind of activities, enable students to be more creative and participative in order to learn how to write in a formal and informal way and how to express ideas throughout different perspective.

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, effective writing has a clearly defined purpose.   When I provide this kind of activities in the classroom it makes a definite point, it supports that point with specific information, learners able to provide clear, connected and arrange information about a given topic also they able to create appropriate sentences with a concise and emphatic structure.

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

Yes, I can. When I plan lesson to stimulate learners writing, I provide activities of their interest, this will allow them to be creative, to express freely, and with confident for example, describe a bout favorite food, music and many others issue that they enjoy and like.

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. Before I give learners activity such as creating emails or job application, I provide different kind of way to do it, modeling the action, due to the fact that each one of these has a specific structure. For example writing a email contains simple vocabulary, you can write short and concise sentences, and it is more informal, while a job application we use a more structure language, where persuade play an important role because you have to justify all your abilities and skills.

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

Yes, I Can. When developing a class, normally I give students tools to elicit information, activate previous knowledge, also model some issue to figure out vocabulary, in order to activate their motivation in the learning process, after that I provide to them reading about specific topic where they will able to identify relevant information that will allows them to create sentences, answers questions and share information. In other words, I expose learners to different activities where they can gather and share information on what they have written, activities such as: Finding their partners, asking questions to gather information or exchanging information on what they have written.

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

Yes, when leading my teaching process I provided learner's effective tools that will help them to be creative, able to   related ideas, and help remember what have been learnt which will allows them to design (mind maps, outlines). For example when teaching a specific topic such as water cycle, first it is important to have a knowledge and stand out characteristics of this phenomenon, vocabulary, expression and so on in order to start to construct a clear and general idea about the topic.

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

Yes, a teacher responsibility is to provide opportunities for writing and encouragement for students who attempt to write. By assessing strengths and weaknesses, teaching specific skills and strategies in response to students needs and giving careful feedback that will reinforce newly learned skills and correct recurring problems.

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

Yes, I can it evidenced when I ask learners to develop activities in class and share answers with a partner, it engages them in the learning process and develops their capacity to reflect on and evaluate their own learning skill development, also peers feedback promote and provide evidence of the development of generic skills and attributes such as working cooperatively, thinking critically, and giving constructive feedback.

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. For instance when conducting a writing session, I always provide students a lot of input such as, reflection, description, creation of dialogue and written letters, due to the fact that these will help learners to practice their writing and able to produce and construct text with coherence through constant practice.

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

Yes, I can. It is important to develop spelling while teaching, because it lay a basic foundation in learner's education, for example when I teaching vocabulary to students, I always practice spelling because it requires the integration of phonological, orthographic and morphological knowledge, learners are able to identify how to pronounce each letters and identify the different when writing words in order to sure if it looks and sound correct.

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

Yes, I can. when assessing my students, I provide activities where integrate (grammar, vocabulary, spelling) for example, in order to assess grammar learners have to produce simple tenses, when evaluating vocabulary, learners have to identify words from a text, and by doing matching activities (match object with words). Finally in order to practice spelling learners are able to practice the alphabet, teacher exposed a group of words and learners have to do the spelling.

C. LISTENING:

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

Yes, I can. Before teaching a lesson, teacher have to be aware of student's needs, interest and language level, this help the class in successful way. When teacher determine those factors (needs, interest, language level) of the learners, he or she are able to plan a class for a specific aim.

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

Yes, I can. Pre-listening activity is relevant when learners are exposed to a given topic, this kind of activity enhance the learning process and enable learners to elicit information and to be contextualized.

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

Yes, I can. For example when conducting a listening activity, I always encourage learners, if they do not understand something I started to provide examples where they can activate previous s knowledge's and figure out possible answers.

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

Yes, for example when preparing learners for a specific listening activity I always provide a reading with information that will help them go beyond and achieve the goal. The listener relies on the language in the message that is the combination of sounds, words, and grammar that create meaning such as listening for specific details, recognizing cognates and recognizing word- order patterns.

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.)?**

Yes, I can. When guiding a teaching process, it is important to lead learners and evolved them in all aspect referring to learning, for example learners need to be exposed to the different features of a spoken language, this will help them to identify different issue such as tone of voice, learners will be able to identify if is a question, or if the person are expressing in an affirmative way, style of speaking learners have to deal with the different accent.

*6. **Can I help learners to apply strategies to cope with typical aspects of spoken***

*language (background noise, redundancy etc.)?***

Yes, I can. When learning a language, there are a lot of issues that have raise during that process, sometimes things do not work out how teacher expected. For example in the institutions sometime the presence of noise outside the classroom are evidence and this kind of situation can produce misunderstanding among students that are attending a specific explanation. When this kind of situation raises, I proposed to students to be calm, quiet and concentrate in what we are doing.

*7. **Can I help learners to apply strategies to cope with difficult or unknown***

*vocabulary of a text?***

Yes, I can. For example when learners are ask to read a particular book or article with a level of complexity I suggest them to try figure out that word throughout the context and if it does not work, use the help of dictionary or another resources such as computer or debate that word with a peer.

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

*between listening and other skill?***

Yes, I can. Once learners have been exposed to relevant information about a specific topic, they are able to provide knowledge gained from a listening for the development of others skills, such as speaking or writing. For example when learners listened to a TV program presenting a certain point of view regarding type of food, teacher can ask students to do some research and identify some advantages or disadvantages views to present them in class. Furthermore engaged learners in a discussion of the merits of the views that were expressed in the listening segment.

D. READING

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

Yes, I can. Before I conduct a class the learner's needs and interest have to be clear, in order to provide meaningful and authentic material that will motivate learners to produce effective results in terms of language learning. Depending on the topic to teach I always select appropriate reading, vocabulary, activities that will help students, improve in the learning process by producing output.

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

Yes, I can. Since pre-reading activities, help to increase comprehension, and activate prior knowledge of a topic so that they can use it as they read their text. For example before

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reading a text about planet as the setting ask students what they already know about planets and discuss. Furthermore related students' lives with the topic are a powerful way to motivate students to read and to help them understand what they will be reading.

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

Yes, I can. By eliciting information and using techniques and strategies that will enable learners to come up with ideas, provide examples and share knowledge about a specific topic. In terms of expectation about a text when reading, I always exposed questions where learners will able to discuss, and give their point of view of a reading.

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

Yes, normally when I provide reading activity at school students are ask to do it in an individual and silent way, this will able them to concentrate and understand the topic, after that they are able to organized in group in order to share ideas, doubts that help learners to improve the learning process.

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 always provide to the students pieces of paper with readings where they have to identify main ideas, general information about the reading. Also they can look for specific fact or piece of information without reading everything.

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

Yes, before starting with reading activities I always try to write a glossary where students will able to understand the unknown words. Also they will able to have a clear understanding and figure out meaning of words depending on the context.

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

Yes, when I conduct complementary activities in order to foster student understanding of a particular reading, I always develop activity among them where they have to produce utterances employing they receptive and productive skills.

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

Yes, I can. Before teaching a particular topic at school, a suggest student to do reading, for example if I going to talk about food, I ask them to read general information about that topic, so that when they enter to the classroom they have idea and also able to interact with the knowledge they already achieve.

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

Yes, I can. When teacher give to the learner a topic or a statement with the intention of develop in them they critical thinking in order to suggest idea and perceive it based on different point of view, also when learners are able to reflect on what he or she said by listening to teacher or peer feedback.

E. GRAMMAR:

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

Yes, I can. Actually, that is what I did with my students, when we are working on grammar I do it in an implicit way, because when teaching grammar it seem to be bored for them so I try to do it in a dynamic way, for example when teaching daily routines the grammar structure that we work with is simple present (I wake up, I take a shower, I take

breakfast etc.). The main goal of teaching grammar is to help students understand the way language is constructed and apply this to what they are learning.

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. When teaching a specific topic at school, it is important to develop activities of pre reading in order to activate student's previous knowledge, and also contextualized them in the learning of new vocabulary and grammar structured. Furthermore it is important to practice drills with students because this allows them to have a clear vision of grammar structures by practicing for example: (I go shopping, Martha goes shopping. She goes shopping).

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

Yes, I can. Sometimes students come up with questions concerning to grammar, the structure and how it works, I normally show them how to used it providing several examples also I reference books where they can practice and reinforce on that skill.

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

Yes I can. When dealing with met language in the classroom setting it is important, because it helps learners to understand language-learning resources. When you look at a new sentence structure, word or even pronunciation point a textbook, you need to understand metalanguage in order to have knowledge of what you are learning.

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

Yes, at the beginning of learning English, we must pay much attention to English grammar. Learners need to know about the way words work together, the way we express different time or tenses, the way we use adjectives, adverbs, prepositions and so on. Due to the fact that those elements provide the improvement when interacting with the language.

F. VOCABULARY

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

Yes, I can. For instance when conducting my practice at school, the majority of time learners are learning new words, the more words they know the more they will be able to understand what they hear and read; and the better they will be able to say what they want when speaking or writing. When teaching to the students vocabulary, first I exposed the words to them, so they are able to see how it write, how it is pronounce and then I ask if they know the meaning, if they does not know the meaning I provide flash card that illustrate the meaning of that, and the a started to use the word in context.

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

Yes, once I provided and exposed new words to learners, I gave them a lot of visual aid (flash card) and started to practice these words with activity such as matching, tick and cross, writing sentences, and developing roll play, with the objective of interact with those words.

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

Yes, I can. Before teaching new vocabulary learners are exposed to a variety of ways of using that word, as I said before throughout flash cards, games such as matching, word search etc, in order to see the different of sounding and writing.

G. CULTURE

1. Can I evaluate and select a variety of texts, source materials and activities which awaken learners' interest 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. Before selecting a set of topics to be taught needs and interest of the learners have to be detected, so that the learning processes are guided in a successful way. For example if the classes are going to be about the different kind of food, with the information that teacher provides , learner can take advantages of that and make relation with the different kind of food we eat here in our country, and also make reference of others culture.

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

Yes, I can. It is important to provide tools and strategies that will help learners involve in the language that they are learning, by encourage them to investigate and questions themselves about important issues that will help them improve in the process.

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. By providing texts where learners understand the importance of how to express politeness in a given context, also how to behave in a particular social group or culture. Role plays are an effective way to illustrate sociocultural norms, due to the fact that when students act out a scene it is more meaningful for them to interact in real life situation.

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

Yes, I can. For instance role play is a helpful strategy where students can express ideas, opinions and interact with others in an authentic way understanding the fact that all people show different behavior in terms of culture.

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. By providing learners with text and activities that will help them identify and recognized the different system that are adopted in each culture, also they will able to reflect and accept each other differences.

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. It is important to highlight that all people are different, in terms of nationality, sexual orientation etc. learners have to be aware and respect others differences and ideas without adopting discrimination behavior and ignore the diversity within groups.

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

Yes, I can. When conducting a teaching process, it is important to involve students in the acceptance of others cultures, customs, they religions, political believe and economic system. Those factors allows student to understand how to behave when visiting others cultures.

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. When we talk about language we talk about culture, so students need to be exposed in a variety of way in order to know about the language that they are going to learn, an effective strategy to evolved students in order to understand the interrelationship between culture and language is providing books with activity, performing role play that highlights specific characteristics of others culture, they accent, the food, etc.

5.2.3 RESOURCES

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

Yes, I can. In my experience as teacher practitioner I would say that materials design definitely will always depends on the context (age, interest, motivation, interaction, learning style etc.). It is just a simple fact that it is easier to design your own material according to your class needs that trying to adopt other material to your class. However designing material takes more time, I guess that is the reason why most of today's teachers prefer adopting what others have done and not creating their own.

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

Yes I can. As I mentioned previously all materials used in the process of teaching a second language in any classroom can be selected, designed, adopted taking into account the context.

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. Since internet have become one of the mass media more used and visited by people, also it contain resources and relevant information, that will help teacher to design a lesson, to be creative and to innovate strategy in the learning process.

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

Yes, I can. Normally when planning a lesson, I design a sequence of activity that will be carry out in a coherent way, I use handbooks to highlight some procedures and key points. Furthermore I used resources books in the classroom to address some relevant information.

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

Yes, I can. For instance when I conducted my classes I always try to create meaningful materials that will able learners to interact in real situation, also I provide resources that will help them become successful in the learning process.

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

All teachers can absolutely recommend, the issue is having your students to follow what you recommend, so instead of a recommendation I usually find a way to invite-motivate my students to independent learning, using extra sources (books, video, websites..) personally I do not like to use dictionaries but the fact students always believe teachers must know everything which is absolutely false sometimes makes the class difficult. When my students generally ask me a definition of a word I do all I can to give them exactly what they ask for "definition" not translation so I basically use synonyms, explanation, I draw or even dramatize if I have to Concerning recommendation I have always believe that teachers should think of the way they learned, the way they were taught what they found useful and useless only when they understand this they would probable know how to get to their students to maybe give the right "recommendation" of use of extra materials to encourage their student to improve their learning process.

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

Depending on the context I think team work will somehow have positive impact when learning a foreign language, however as each learner has their own leaning style I think that

teachers should absolutely develop- widen each one of them. I personally do not think they could design materials for others, but I do think other could be interested-curious in what they have designed and find it useful.

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

Yes, I can. Because these kinds of materials are effective in order to access, adapt and create knowledge, also learners will be able to interact with the language in a virtual form.

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

Yes, I can. When planning or designing ICT materials for my learners, I do it thinking on their needs and interest, providing a lot of activities and resources, that will enable to apply relevant and practical contexts used to bring task to real life.

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

Absolutely, however in my experience I have found out that it is risky. Firstly I would have to know what the teacher proposes as "guide" I am one of those teachers who definitely believe in classroom interaction, games, finding out students interest so I can have them learning a language through what they enjoy and learning the language for real life interactions.

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

Yes, I can. Currently I assessing my autonomous practice with eight graders at and public institutions, and we are working with a platform name schoology, here learners are able to submit a given task, search for information, create dialogues and participate in forum, all those aspect involved a success learning process.

5.2.4 LESSON PLANNING

IDENTIFI CATION 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. When conducting a teaching process at an institution, before plan a lesson, we have to create and think about the main objectives that we what learners to achieve. The curriculums of some institution are coherent and adjust to needs and interest of the students.

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

Yes, I can. when planning each one of my classes, I always focused on a principal aim, what I want students to achieve and learned, I design classes where students will take an active position instead of just listening to what teacher are saying, I always provide a lots of tools that enable students to interact among them.

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

Yes, I can. For example when conducting CLIL classes, learners are able to develop project, this kind of activities allows them to come up with a variety of ideas, suggestion, strategies and materials that help them improve in the language learning.

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

Yes, I can. Due to the fact that, all learners do not learned through the same mechanism there are a lot of styles that learners adopt in order to encounter with their own learning strategy. After identifying those styles it is easy for the teacher determine what to teach, how to do it and what the objectives of providing effective learning environment.

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

Yes, I can. Normally when I plan a lesson, I think on the objective, what I want learners to achieve, how? And why? It is important to reflect on those questions because it guides us in to a fruitful teaching process. Learner need to have a clear knowledge of the structure of the language that they have learning. Having some notions of the language provide a significance understanding of a topic or an issue in the second language learning.

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

Yes, I can. it is important to lead and guide students in their learning by providing positive assessment, and encourage them to questions they own learning for example what went well, what did go that well, and what they will able to do in order to improve.

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. Currently I guiding my teaching practicum at a public school, and the institution already have they curriculum well-structured and design, this is an advantage because it allows me to have an idea of what and how to plan each session with coherent, and sequence.

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

Yes, I can. This permits students to express their selves developing their abilities. For example when teaching about parts of the body, learners are exposed to the topic, new words, flashcards everything that has to be connected with that topic, as well as social knowledge about how and when to use utterances appropriately.

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

Yes, I can. And it evidenced when I gave to students activities where they have to interact among them, by performing real situation. For example a dialogue about a specific topic.

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

Yes, I can. it is important for the learners to have a knowledge of the language that they are learning and how it works, due to the fact that through language.

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

Yes, I can. Before starting a lesson, it is important to explain particular factors of interacting with words such as, form, meaning and use. When learners internalized the importance of how to use words given in a vocabulary they will be able to develop a successful learning process. Furthermore, when including grammar and vocabulary at the same time it is an advantages because learners will learn how to use words in a organized structured, also they will be able to create meaningful communication.

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

Yes, I can. Currently in my autonomous practice, we are implemented CLIL, which is a great challenges to teach content subject. Teacher has to be well prepared to deliver meaningful and coherent information which will allows student to involve in the learning of new things. When teaching Clil lesson learners are able to identify and produce information based on the 4C (Content, Communication, Cognition, Culture).

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

Yes, I can. For example when students do not fully understand a topic, I take time and provide a lots of examples, activity and drills that will help them interact in different way with the purpose to achieve that knowledge.

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

Yes, I can. Before teaching a lesson it is important to elicit information from students, develop pre-reading activity, and activities that will help activate learners previous knowledge this will guided an effective teaching process and learners will be able to produce meaningful utterances.

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

Yes, I can. Once a teacher determines the way learners learn, (learning style) it is an advantage, because this allows teacher to develop activities of their interest, fostering motivation that will help learners performed real life situation.

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

Yes, I can. Once a teacher have detected learners learning style it is easier to design activity that will raise they motivation and wake their interest toward specific topics. For example if the learning style of a student's it is visual, the projections of flashcard are helpful tools to obtain knowledge.

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

Yes, I can. This is a way of reflecting on issues that will help in the improvement of the learning process; also teacher will take advantages of all those issue in order to make some corrections to assess weakness and strength of the learners.

12. Can I involve learners in lesson planning?

Yes, I can. Teacher always have a learning aim in mind before start teaching a lesson, but it is a great idea to guide students to their own learning objective for a specific lesson. When involving students in the creation of a lesson, they feel more empowered and they learning become more focused and self-directed.

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. But it depends on their behavior. For example, there are some students who affect their classmates' behavior, so there are grades in which I know that it is not a good idea to work in groups or at least I make them group in different ways to see how it works.

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

Yes, I can. In fact, the idea is to provide students with examples and time for them to practice and interact in English with their classmates as much as possible.

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

Yes. For example, when I am planning, I realized about how I will provide some instructions and I really know about my student's English knowledge, or disciplinary problems. But, usually, I do not plan when to use it. It just happens, when they definitely did not understand. Which means it have to give clear and concise instructions.

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

Yes, I can. Before starting a new academic period, we, teachers, meet to design the objectives that we are going to work the coming period, but usually, I plan my lessons by myself, However, I sometimes ask them how they would teach certain topic in order for all teachers to have the same line of teaching.

5.2.5 CONDUCTING A LESSON

A. USING LESSON PLANS

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

I consider that lessons should have an engaging part before starting the class. In that sense, I, as a teacher, could use some aids in order to engage learners in the class; for instances, I could use flashcards with images related to the topic, I could use some songs and videos, and games are also useful.

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

To my mind, I must take into account what the learners' interests are, before planning a lesson. With the purpose of knowing what the learners' interests are, it is important to make some questions to the learners in the first class.

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

Yes, I can. It is important to know very well the procedure of the lesson in order to ensure smooth transition. For example, the time used for the activities have to be prepared beforehand.

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

Inside the classroom, there are a lot of things that we cannot control; so, I need to be prepared for it and have a plan for those unexpected things. The idea is to have anticipating problems and anticipating solutions for those problems which would help the lesson progress even when unexpected situations emerge.

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

Yes. I can. It should be planned some activities which promote reflection among students and the way they are learning in midst of the classroom. The activities must be timed so that they learners could have certain demanding and put the best effort on them.

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

In a lesson plan has to be established the aims for a specific lesson; so, at the end of the class students have to develop the skills for that lesson, these aims, of course, must be achievable for the learners to attain.

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 do it. As an example of this, I teach math in English to first until eighth grade, so they are exposed to language content related to the this subject like solving problems based on a situation given that is represented through graphics and statistics; which help them to analyze the problems. This process is appropriate for them as it helps them to reinforce their English knowledge, no matter the age.

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

Yes, I can do it. For example, at the school I conduct my practicum, I have to design my lessons based on objectives that are established having into account the objectives that were worked last period. (We do not work based on topics, but objectives).

3. Can I relate what I teach to current events in local and international content?

Yes, I can do it. For example in reading comprehension my students compare what people from other countries do differently or similar to us.

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

Yes. I do. We usually compare some expressions that are appropriate or not to use in another place, but here there are ok to say them.

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. I always do a presentation part of the lesson in which I catch learners' attention for them to be engaged and concentrated on every single stage. It means that it is quite important to have students' attention since it helps the flow of the class.

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

Through my experience I have noticed that catching learners' attention during the development of a lesson is really difficult, that is why I always try to take different activities that promote learning through the interaction and enjoyable ways.

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

Yes, I can. In view of the fact that I like guiding my students and support them when they need to advance in the learning process. I try to assist them in the development of various interactional skills to promote learning.

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

Yes, I can. As teachers, we have to guide and promote participation among learners as much as possible. Learners need to be active participant of the learning process since they are the key point of the lessons.

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

Yes, I can. I expose learners to variety of activities in which they implicitly identify their learning styles; activities such as visual, kinesthetic, auditory and so on where they can explore and reflect upon their learning style.

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

In class learners are motivated to develop language learning strategies which must help them progress in the process of learning the target language. This is really important since finding appropriate strategies to learn is not an easy task so that learners must explore different options to find the effective strategies to learn.

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. Depending on the activities I carry out I play my role as a teacher. It is to say that when I ask learners to group do work, I usually play my role as a monitor; when learners need me to guide them through homework or work, I play my role as resource person; and so on.

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

Yes, I can. I always group my learners using different group techniques since they do not like to be grouped in the same ways. Moreover, it is important to take into consideration the different grouping ideas and to be creative to group learners in class for them to feel motivated and engaged in the class.

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

Yes, I can. Inasmuch as I help learners to be immersed into every single stage during the development of the class. I use efficient and helpful resources to guide better the language process in view of the fact that visual aids may catch learners' attention.

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

As technology has made a big part of us through the last years, I am able to guide learners using a variety of technology. This might help them improve and learn the language enjoyably which is really significant to them since they do not have to attend classes all the time, but also they can work on the net.

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

Yes, I can. Due to the fact that I can ask them to work online so that they have certain time to achieve and summit a task. Besides that, it is necessary to make students be aware of helpful tools they can find on the net for them to be improve in the language process as well as to be autonomous.

E. CLASSROOM LANGUAGE

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

Yes, I can. This is what I most of the time I do when I carry out a lesson in view of the fact that it helps learners improve their skills in the language and to be competent with the language as well as they get used to listening and using the target language.

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

Yes, I can. As English is my second language, I know when to use it and how to use it. I am competent with this language so that I am able to know in which contexts I can use it to communicate with different people by interacting with them in several ways, written or spoken language.

3. Can I use the target language as metalanguage?

Yes, I can. Given the fact that metalanguage makes the most significant part to be professional. In other words, as I am teacher, I speak the language using different lexicon from education and pedagogy. I am able to manage the formal and informal register of the target language.

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

language?

Yes, I can. Due to the fact there are many strategies that facilitators must take into consideration when teaching, strategies such as: repetitions, drills, circumlocution, code switching. The idea is to provide clear instructions for learners to recognize and understand what they have to do.

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

Yes, I can. I think using target language in the classroom is vital for learners as it is in the classroom where students have the chance to be exposed to and practice the target language. However it is ok to use learner's mother tongue for discipline purpose or further explanation if needed.

6. Can I encourage learners to relate the target language to other languages they

speak or have learned where and when this is helpful?

Yes, I can. On the grounds that I always help my students to be aware of the different accents, languages and tongue that exist around them, the importance of speaking different languages and the necessity of becoming intercultural speakers of languages.

5.2.6   I. 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. In fact, the idea of the teaching-learning process is to allow learners to reflect upon their process and what they have learnt through all the lessons presented. This process of reflection must not only be done by learners, but also by the teachers to help and guide their teaching process. I always make my students reflect upon their learning process after lessons.

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. It has been proved that learning a new language is not a simple task, so that it implies many effective strategies for doing so. This may help learners improve their skills in the target language. Thus, Effective learners make usage of different language learning strategies to reach certain proficiency; this process could be ether conscious or unconscious. As well as learning, the same occurs in teaching a foreign language. Most of the facilitators use different strategies to teach so that students learn better.

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

Yes, I can. It is quite significant to be aware, as teachers, of why it is important to include language learning strategies such as: cooperating with others, highlighting, and using imagery in language skills, as well as the setting of different aims and objectives to success in the language 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. On the grounds that the intention of facilitators is to guide and help learners become aware of their learning process. Furthermore, learners should become autonomous to develop their language proficiency and skills. This way Students will be able to understand and solve situations regarding language; for instance, the use of circumlocution when they do not know specific words to name something, and so on.

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

Yes, I can. Due to the fact that when teaching my classes, I handle activities in which learners are able to perform themselves in the way they feel better, activities such as role

plays, presentations on topics of their interests, group discussion on updated topics so that they may enjoy them, and so on.

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

Yes, I can. After carrying out lessons, I usually allow students to inform me about what they have learnt, what strengths and weaknesses they have and what to do next to advance in the language learning process. Besides that, they have a written reflection session when they must write about their learning process.

B. *HOMEWORK*

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

Yes, I can. I select the task according to the levels of students. I provide examples and explanation what they are expected to do as final outcomes. Sometimes it is useful to ask some questions to students to check if the task is clear for them and if they think of some other ways to develop the task. Letting students know the rubrics is also important.

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

Yes, since the importance of teaching the language is to allow learners interact with each other in order to promote meaningful language learning. Furthermore, they may also take advantage of correcting themselves each other.

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

I provide some examples as well as some references as handouts or websites in which students will find some vocabulary, expressions and more sample tasks related to their homework.

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

Yes, I can. I consider this as a very important point; students must know the assessment criteria: what and how they are expected to carry out the activity and the elements to be assessed.

C. PROJECTS

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

I always implement projects through the course. The teacher must plan lessons which contain different tasks; however, they have the same sequences so that at the end of the

course, students are able to outcome with significant ideas and a project of what they have been doing throughout the course. These projects always have achievable general and specific aims.

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

Yes, I can. Inasmuch as the must be a sequence in accordance with all the topics that are taking places in the different classroom settings and the sequence with the topics that have to be taught. This means that I am able to organize and think about project works by myself or with other facilitators.

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

On the grounds that I always guide my students to make good decision in terms of choosing the best strategies or techniques that may help them in the development of the project. They must have clear objectives and aims to achieve them in each stage of the process, besides that they receive significant feedback from me.

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

As part of the course, learners might make usage of various tools to record every single stage and step they take in order to reflect on their progression with the language. In other words, learners usually are asked to do analysis on what they have done.

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

Yes, I can. When carrying out a project, it is necessary to help learners to be recursive with everything. This means learners must be creative and recursive when they have to present their final product. In other words, I supply learners with different tools that they can make use of for support their projects.

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

Yes, I can. Learners are the backbone of the learning process so that they must identify and realize about what they did during the project and they should reflect upon making use of their critical thinking and opinions.

D. PORTFOLIOS

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

In view of the fact that portfolios make a significant part of the learning process, they help, promote and assess the language learning. Moreover, it is important to have portfolios for students to see and analyze every single stage they have passed through.

2. Can I plan and structure portfolio work?

Since it allows learners advance in the language learning process as well as reflect upon what they have learned for having in mind things to improve. The idea is to structure portfolio work related to different tasks and work done during the course with the impact of helping learners advance with their process and enhance the different language skills.

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

Providing feedback on portfolio work gives students confidence to promote learning so that teachers must provide effective feedback to learners. Furthermore, the idea is to assess students continuously for reflecting upon the weaknesses, strengths and aspects to improve in the process as well as recognizing and put into practice different strategies to achieve goals.

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

This is a difficult work; however, facilitators must have criteria for assessing every single work that learners are able to do regarding what it is taught given the fact that this

type of assessment is the accumulation of all the works and tasks assigned through the process.

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

When providing feedback to students, it is quite important to make them discuss and receive different conceptualizations from their classmates. It is why I usually implement peer-assessment as well as self-assessment which basically give students clear ideas on aspects to improve and progress in the language learning process.

E. Virtual Learning Environments

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

Yes, I can because they are great resources that allow teachers to take advantage of them and allow students could feel motivate due to it is not the current or traditional form to learn.

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

Yes, I can. We, as teachers, have the possibility of advising learners in many issues, and with more reason something that is relevant for their process of learning.

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

Yes, already I as teacher I implemented some types of ICT learning environment as discussion forums and web pages, and I can say that they are a very good resources at the moment to learn and teach because allow break with the traditional form of learning in which the teacher is the center. There, in those spaces the learners could be the protagonist of their own process of 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. It is important to provide these kinds of activity to students because it helps reinforce their working skills,

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

Yes, I can. It is important to carry out this kind of event, because it helps students to interact in a variety of way with people from other country, cities also they can gain more knowledge.

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

Yes, I can. It is relevant conducting this kind of things, because it helps students to cope to different learning, and also they can learn to manage variable of situation in terms of teaching and learning a language.

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

Yes, I can. Once the aims are well establish the outcomes will become very significant, this kinds of event help the exchanging ideas, and knowledge.

5.2.7 ASSESSMENT OF LEARNING

A. DESIGNING ASSESSMENT TOOLS

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

In my classes I use portfolios in order to evaluate the student's progress during the whole process and I consider that the self-assessment is so important because my students can evaluate themselves, I mean their strengths and weakness, and it is so important in their academic growth-

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

I consider that in terms of assessment, the student's needs are so important, that's way at the beginning of the English course I negotiated with them the aspects to be considered in the assessment process.

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

Yes, I can. and it evidence when I conducted a class with a specific topic, and students are able to express ideas, suggest, compare and contrast, also they are able to show what they learnt through performing actions.

B. EVALUATION

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

Yes, I can. When students are able to communicate and express themselves we can say that is strength because they take the risk of doing the action. Some aspect to improve could be the risk taking conducting speaking activities.

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

Yes, I can. Throughout the help of   Formative assessment I can assess learner's individual work, and identify strength, weakness and address problems immediately. On the other side assessing learner's collaborative works it is important it can be done through projects, groups and peer work.

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, because through the use of formative and summative assessment I can adjust my way of teaching in order to supply the student's needs, but also I can monitor the learner's progress in terms of final results and in terms of the process.

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?*

In my own experience I use simple language in order to provide comprehensible feedback in a very descriptive way, even if the students have some doubts I use the L1 to clarify them.

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

I always have specific criteria that I share with my students before providing grades, in order to be organized with the scores, but also my students can identify the aspects to improve and their strengths in each activity

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

Yes, I can for example depending on the way of teaching I can provide differing type of assessment, if I want to assess my students during a long process i can used the continuous assessment with permit student to go on a process where progress are stimulated.

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

Yes, I can. For instance at the institution where I conducting my autonomous teaching practicum we have to respect the policy of evaluation in our case the grading system is focus on the students educational competences.

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

Yes, I can. That is what I have learned at collage, to be faire with students and to conduct lesson that are reliable.

C. Self- and Peer Assessment

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

Yes, I can. Due to the fact that it is one of the most important aspect that teaching must develop in classes for learners must reflect upon what they do, how they do it, things to improve, strengths and weaknesses. This critical thinking about themselves makes them progress in the language learning process in view of the fact that it enhances the capacity of looking for better strategies to improve.

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

Yes, I can. Inasmuch as I always do peer-work groups for the students to give feedback each other. I always try to group my students in pairs using different group techniques so that they do not get bored with the same strategies. I use the candy game, where students must get together with the person who has the same candy flavor or color. And so on. Furthermore; I praise the learners who participate most in the classroom when carrying out grouping activities, it is why they motivate themselves and work hard in classes.

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

The idea is to help learners to record all of the language learning achievements they have experienced until the process. Furthermore, it is quite important that learners develop

autonomy, have intercultural awareness and develop proficiency in the target language which allows them experience the other language thus the other culture. The usage of the European Language Portfolio gives clear ideas on how to use varieties of tools that have been collected throughout the language learning process to analyze and progress on it.

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. Given the fact that with those elements, we can measure how the students are learning the language and if they need to improve or keep progressing on their development of it. However; it is also possible if we, as teachers, find different strategies, methods to improve the language. Obviously, in terms of spoken language, which is one of the weakest skills in a great part of the students who are acquiring a second language.

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. Inasmuch as it allows to know what are the level of the Students in terms of making connections between one sentence to another one; also if the Students are able to contextualize words into different written tasks. Finally, those elements give us an idea of

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how Students use the written language, how they use grammar structures, and how they make sense to the language that they are learning.

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. Nevertheless, it is possible if those tasks are comprehensible for the learners, if there are vocabulary previously contextualized inside those spoken text, or if the Students know how to attain general information or specific information from a spoken text, or from assignments.

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. Due to the fact that if we, as teachers, measure this stage of the learning process, we can know what the learners know, or interpret from texts, if they are able to identify concepts, ideas, and in some cases, if learners can comprehend texts in order to answer orally, or in a written a test, or participate in group discussions.

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. In view of the fact that if we use the criteria to assess the spoken language, we can know if the learners are able to communicate, or transmit their message in order to interact with the class or if they find difficulties to participate or being part of group discussion in which they have to use the language to interact orally.

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. Since the idea is to promote writing because it is one skill that needs to be developed. Moreover; this skills equips learners with varieties of advantages; for instances, it allows learners to feel confident about who they are, and The way you write can help others understand more and be able to form their own questions

E.CULTURE

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

Yes, I can. It is important to help learners develop the capacity of accepting different cultural backgrounds given the fact that it is the path for being intercultural speakers. In other words, I always assess my students' perception of the target culture by carrying out different activities related to the target culture and the difference between the target culture and ours.

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

Yes, I can. I always try to implement in my classes the sociolinguistic competence of the language with the idea of allowing learners to think critically of the culture of the target language communities since this may promote meaningful learning in terms of comparing the different celebrations, beliefs and events that take place in the other culture.

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

Yes, I can. On the grounds that I always make learners describe and perform different situations related to the target culture for it gives them ideas on how to act in different scenarios and contexts, what to say, when to say it, and how to say it. Moreover, the idea is to prepare learners to understand, obtain an intercultural habit, and have in mind that the target culture also has cultures itself due to the fact that it covers beliefs, different manners of addressing, politeness, education and so many different issues.

F. ERROR ANALYSIS

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

To my mind, the analysis of this type of errors is not complex to determine and identify their causes. When learning a foreign language a very common error is the language interference and the use of false cognates, since learners try to translate into the foreign language in the same way they speak in their mother tongue. When you have studied theories and about teaching and learning a foreign language, it is possible to analyze yours and others' errors.

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

To provide constructive feedback, facilitators must be aware of the appropriate way to do it. Each error has a way to be provided with constructive feedback. The way facilitator explains why that is wrong, what could be used to solve it and how it could improve, is a key aspect in the revision.

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

The appropriate feedback always provides support, it is important to find the right moment to provide feedback to the student in order to promote his/her involvement in the learning process.

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?*

In my opinion, it is important to avoid the over-correction in order to provide learners more confidence; it is a key aspect that could affect their confidence and encouragement to learn a new language. If a student has so many mistakes in a written task, it is relevant to highlight the most important ones, those which affect the transmission of the message, and in a future correction, step by step the facilitator will have the opportunity to check the others.

6. CONCLUSIONS

The impact of this project upon my professional development was significant; it brought me back in time to remember and analyzed how my academic formation was at college. All those can do statement question led me to reflect and re read documents when I had to answer, due to the fact that sometimes I did not remember some terms or I did not have the clear ideas to express myself. It helps me to involved in an academic world where I understood the overall and integrated concept of teaching, because when we go to a classroom setting is not a matter of deliver information or knowledge, but is to acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching, aligning the three major components of instruction: learning objectives, assessments, and instructional activities, prioritizing the knowledge and skills we choose to focus on, adopting appropriate teaching roles to support our learning goals and involves progressively refining our courses based on reflection and effective feedback. In addition to this, this study helped me improve my perspective over the concept of teaching a language, and help me determine which aspect of teaching I expect forward to and what aspect I least looking for forward to, it allows me to reflect on the expectation in terms of education, also it show me a clear view of implementing methods, techniques and strategies in order to be aware of the progress of learning such as cooperating with others, assessing students, planning lessons and having a well structure organizational skills. Furthermore this project allows me to understand how it is important to integrate teaching based on the context, due to the fact that, it provide participant with an awareness of political, social, cultural and linguistic contexts in which teaching and learning take place.

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