

MY LANGUAGES PROFILE

A REFLECTIVE TOOL FOR TRAINEE TEACHERS



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This profile has been adapted from the *Pepelino* and *European Portfolio for Student Teachers of Languages* documents, both of which were published by the ECML of the Council of Europe.

INTRODUCTION

What is ‘My Languages Portfolio’?

This document should encourage you to reflect on the didactic knowledge and skills necessary to teach languages, help you to assess your own didactic competences and enable you to monitor your progress and record your experiences of teaching during the course of your teacher education.

It should help you to engage in self-analysis. In it you will find information about the knowledge, skills and attitudes that enable the primary educator to foster children’s linguistic and cultural development as an integral part of the educational process in a multicultural society.

Main aims of ‘My Languages Portfolio:

The portfolio can help you to:

- engage in an inner dialogue and manage your own professional development;
- promote exchanges, whether with other students, your colleagues or teacher educators;
- reflect in depth upon professional competences in relation to languages and cultures;
- conduct a self-assessment and set yourself progress targets for the acquisition of these competences;
- chart your progress.

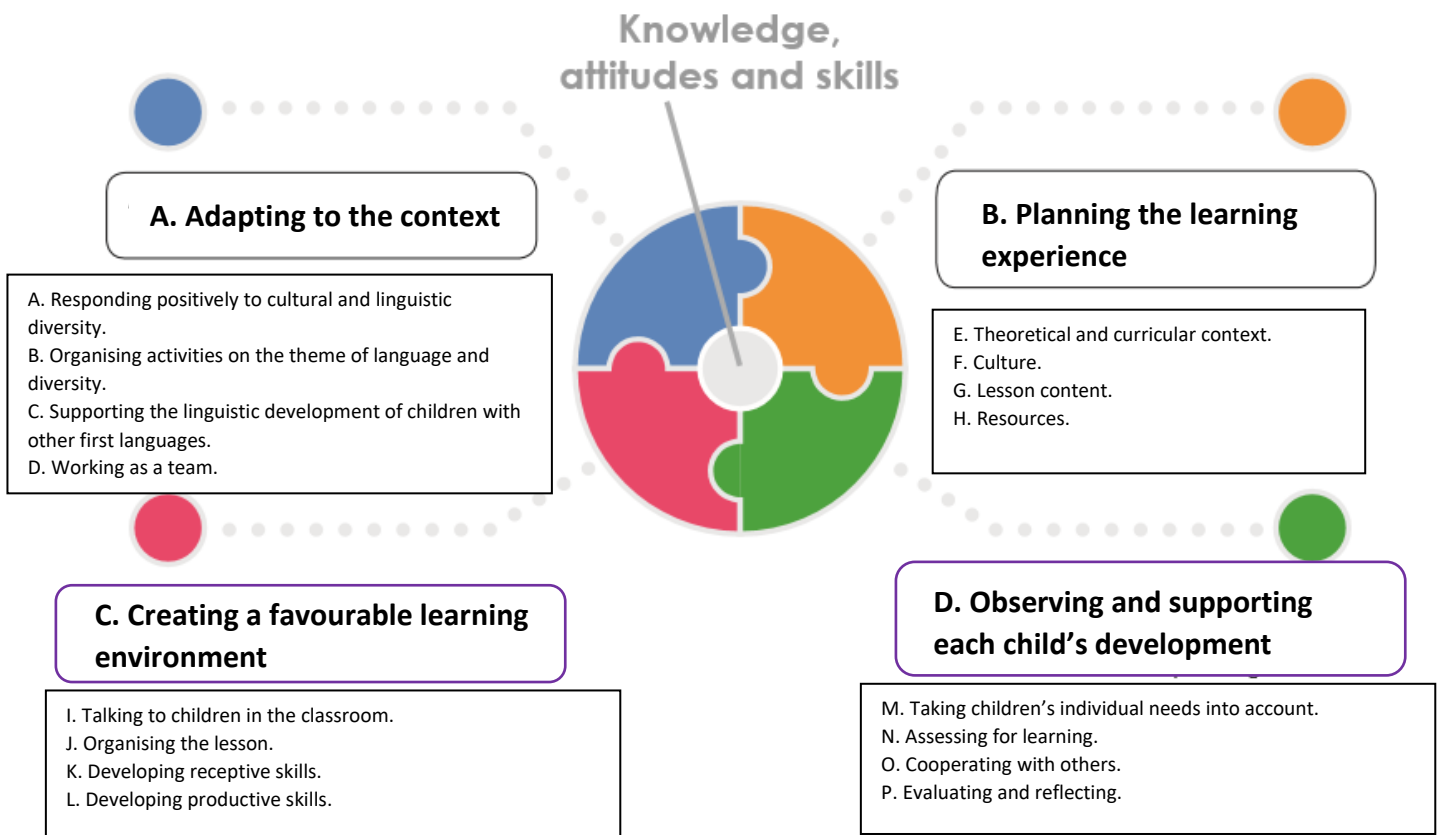
What will I find in ‘My Languages Portfolio’?

It is divided into three main parts:

1. A personal statement section to help you, at the beginning of your teacher education, to reflect on general questions related to teaching. You will also complete your language biography;
2. A self-assessment section, consisting of ‘can-do’ descriptors, to facilitate reflection and self-assessment of your professional competences;
3. A dossier, in which you can make the outcome of your self-assessment transparent, to provide evidence of progress and to record examples of work relevant to teaching;

You will also find a glossary of the most important terms relating to language learning and teaching.

Which professional competences does 'My Languages Portfolio' cover?



The competences

The professional competences are divided into four broad areas (as above). And each of these has four sub-categories (A-P above). Within these sub-categories, there are 'I can' statements with prompting questions.

A few key ideas concerning 'My Languages Portfolio'

The 'My Languages Portfolio structure and content are based on:

- A holistic approach to the child's linguistic development;
- The need to take account of the specific requirements of some children, in particular those with other first language(s) that that/those used primarily with the group;
- The principle of common professional competences for all situations involving working with one or more languages;
- Recognition of the role of personal reflection, in particular with the aid of a portfolio, in developing professional competences.

Knowledge, Attitude, Skills

The professional competences refer to the following:

- The knowledge that needs to be acquired;
- The attitudes that it is desirable to adopt; and
- The skills that are built up through your own experience and by observing others' practices, as well as through exchanges and a personal process of reflection.

When should I use 'My Languages Portfolio'?

Your MFL tutor will discuss some elements with you in lectures and guide you to completing certain sections at specific times. It is a document which you should continue to refer to throughout your training and during your professional life after you have qualified. You are not expected to have evidence for all competences as a trainee as it will take time and experience to compile this. However, it will allow you to focus on what competences you need to develop and simultaneously prompt you to think about the issues associated with teaching languages.

Will I ever have to hand it in to be assessed?

No, you will not be assessed on this. However, you may be asked to submit your thoughts/reflections on aspects of it during the MEd course.

Where can I find out more?

The European Centre for Modern Languages has a detailed website with a number of publications (www.ecml.at). Another useful website is the Language Policy Unit (www.coe.int/lang). More information on a number of matters relating to teaching languages in Scotland can be found at www.scilt.org.uk.

PERSONAL STATEMENT

Name: _____

Institution: _____

Date of beginning to use My Languages Portfolio: _____

Language qualifications (if any): _____

The aim of this part is to help you define your expectations with regard to the professional learning you are about to undertake and to assess a number of issues that may be important at the start of your professional learning. You can come back to this part whenever you like.

There will doubtless be many other questions that you may wish to think about by yourself or discuss with your fellow trainees or your colleagues.

1. My expectations of the professional learning:

What do I expect most from my languages lectures?

What do I want most from my languages lectures?

What, in my opinion, do my languages lecturers expect of me?

2. My experience of being taught languages

Positive:

Negative:

3. My view of teaching languages

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.

How important on a scale of 1-5?

1 = Not



5 = Very important

1. Cooperating with others
2. Good organisational skills
3. Being able to explain grammar
4. Good pronunciation
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

4. Some questions about my professional learning

At the start of my professional learning these are the questions about fostering children's language development to which I would like to find answers:

I would like to put the following questions about conducting language activities with young children to the other students on the course:

I would like to put the following questions on the language dimension of working with children to my lecturers:

MY LANGUAGE BIOGRAPHY*

The aim of the language biography is to encourage you to reflect upon your own experience of language and languages, those used both by yourself and by the people around you. You can make a subjective choice of situations and events that you have personally experienced, without necessarily presenting them in chronological order. The idea is to collect and describe these situations and to relate them to each other in the form of autobiographical accounts.

By recalling and recounting these situations and events, you will be able to link up the many impressions that languages have left on each layer of your memories. Those flashes of memory will thus regain a degree of coherence, enabling you to look critically at your personal relationship with language and languages and to better understand how they affect your behaviour and attitudes.

All learning takes place through language. It is essential for each educator to reflect upon his or her relationship with languages and to be aware of the many forms that plurilingualism can take. Foreign languages may of course be part of a person's individual repertoire. In addition to the diversity that exists among languages, there are also numerous and often very distinctive variations within one and the same language. By exploring the plurilingual dimension of your own repertoire, you are better able to adapt to the complexity and diversity of language situations in a professional context.

However, this general reflection on your individual repertoire should not lead you to ignore the specific characteristics that apply to the learning and use of foreign languages, and to the self-assessment of your proficiency in them. This is the subject of another section in the Portfolio.

By exploring your own experience of language and languages you can:

- record the different times, places and resources that led to the development and acquisition of your own language repertoire;
- identify your own emotional associations with the languages;
- perceive the cultural dimension of languages and understand the role played by language and languages in building a person's identity;
- challenge your own attitudes to languages and cultures;
- develop teaching behaviour that is conducive to plurilingualism.

*(This section from *Pepelino*, ECML)

First step: draw your language portrait

The language portrait is a creative activity designed to stimulate a process of reflection about your emotional relationship with language and languages. This portrait provides an overview of your language resources. The different colours symbolise your emotional relationship with each element in this repertoire. Use the silhouette below to indicate the importance and functions that you attribute to your languages.

How do I draw this language portrait?

You will need coloured pencils, a bit of time (20 to 30 minutes) and a little concentration. Before colouring the figure in, consider for a moment the following question: which languages and which language forms and registers are important in your life?

- Drawing and colouring in: choose the colours and what they symbolise for you.
- Draw your language resources on the figure below.
- Add a caption, describe and recount – explain the position of the different languages on the diagram.
- Comment on, question and analyse the portrait.
- Discuss and exchange ideas with others

Below are a few suggestions of themes relating to the three dimensions that can be attributed to languages and which have an influence on your biography. They can, if you wish, provide a framework for your reflection. This list is not exhaustive and does not follow any chronological order: any of these themes may be chosen, combined or elaborated upon in accordance with your particular concerns, personal objectives and learning path.

Emotional dimension

- What importance do you personally attach to your first and/or other language(s)?
- How do you perceive your relationship, in a social context, with the languages around you: a feeling of belonging, of exclusion, etc.?
- How do you analyse your personal judgments about the languages: cultural representations, the value they represent, prejudices, generalisations, etc.?

Cognitive dimension

- What is your personal experience of language learning and how did you acquire that language or those languages?
- What importance do you attach, in the light of your own experience of using and acquiring languages, to a metalinguistic approach, to learning strategies and to the interdependence between languages?

- How, in your opinion, are your personal language resources evolving?
- What do you think is the link between your language resources and the way in which your thought processes are structured?
- To what extent do languages influence your knowledge of the world around you?
- How do you see your role as a language model for young children and how do you envisage the use of languages in an educational and professional context?

Communicative dimension

- How diverse is your own language repertoire (dialects, language and communication registers, variations and alternating modes of use, foreign languages, etc.)?
- How well do you manage interpersonal and intercultural communication (quality of interaction, experience of linguistic contacts, management of conflicts linked with the use of languages)?

How and when do I work on my language biography?

You can keep your written texts together in the form of a learning diary in a place of your choice, for example a notebook, exercise book, computer file or any other system.

These texts belong to you and it is up to you to decide which parts you wish to share or make public and which ones you wish to keep to yourself. They can be supplemented with anything that you find thought-provoking or illustrative of your ideas: drawings, photographs, notes, quotes, other texts or excerpts, recordings, interviews, etc.

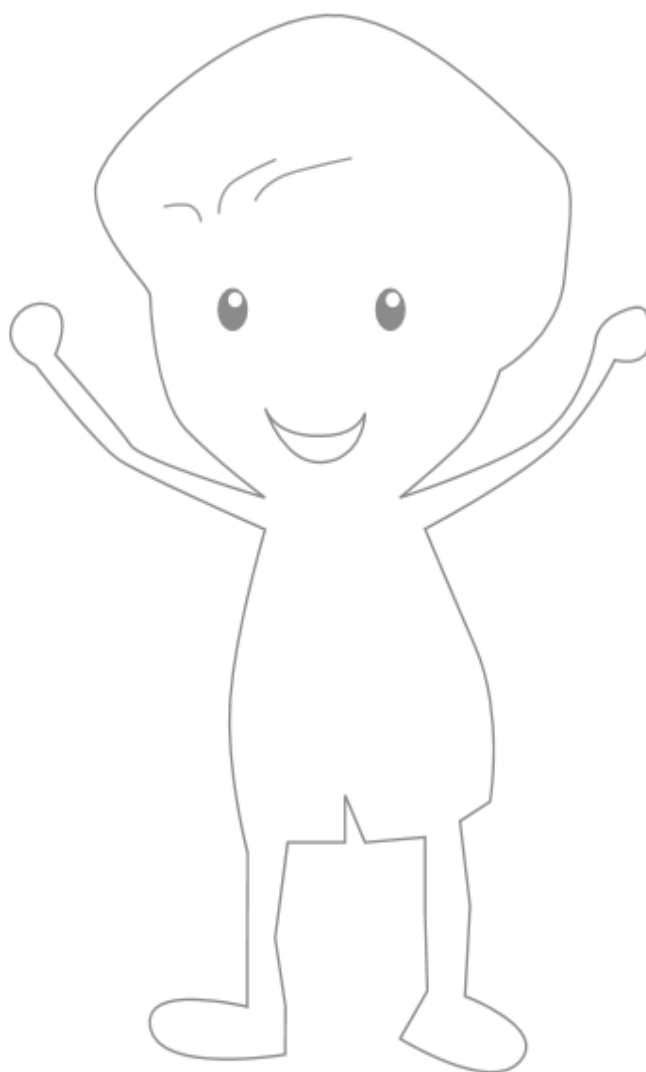
You can resume this reflection on your language biography at any moment during your professional learning, whenever you feel the need or desire to do so, in a formal or informal setting. This part is linked to all the other parts of My Languages Portfolio. You can revisit the same themes several times over in order to consider them in more depth.

A few recommendations:

You can:

- link this work on the language biography with a more general process of reflection on the development of your professional competences and teaching practices (eg. GTCS standards);
- incorporate your language biography into the reflection process you are conducting on the basis of the descriptors and personal questions proposed by My Languages Portfolio;
- reflect in greater depth upon your language biography on the basis of your reading;

- take account of the outcomes of the work you have done on your language biography in your self-assessment of your professional competences;
- compare your language biography with those of other people;
- discuss with your peers, colleagues or teacher educators selected passages from your learning diary;
- think about ways of transposing this into practice: how should young children's language biographies be taken into account and for what reasons?



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MY PROFESSIONAL COMPETENCES

How do I start my self-assessment?

Some descriptors will have prompt questions. You are not expected to answer all these questions. Their main purpose is to help you focus your thinking on various aspects relating to the implementation of that descriptor, and in that way engage in an inner dialogue or in a discussion with your peers, colleagues or teacher educators.

You can choose a descriptor that you find particularly relevant or interesting at a given moment in time and start by expressing the ideas that immediately come to mind in response to the questions.

You can revisit these ideas at a later stage in the light of your further reading, observations, actions or any other experience in this area, in order to examine the subjects concerned from a different angle or in more depth.

Another option is to conduct your process of reflection on a descriptor by enlarging the list of questions attached to it to include ones that you find especially important or useful in your particular case.

This portfolio is your property: choose the option that best suits your personality, mode of learning and specific situation.

If you wish to put your thoughts, observations or experiences in writing, you can either write them in the appropriate box or insert any written texts you may produce into the file after the page containing the relevant descriptor, remembering to indicate the date and the descriptor.

How do I assess my progress?

When you have chosen a descriptor and before you reflect upon it, letting yourself be guided by the questions, you can start by indicating the date of your first “reflective encounter” with that descriptor.

Then, as you begin your reflection on that descriptor, you may wish to summarise what you know about the subject, recount your previous experience and consider what the possible stages in the process of mastering that descriptor might be.

Some time later you may reread your notes and detect changes in your professional identity.

The order of presentation of the descriptors does not imply a linear progression. Moreover, this list of descriptors by no means claims to be exhaustive. This is why at the end of each field of competence there is a descriptor that is left open (“I can also ...”). This is an

invitation to analyse your personal command of this professional area and to think about other skills and strengths that you have acquired.

At some stage during the process of reflection on a descriptor you may feel like “taking a break” and self-assessing your progress. You may, if you wish, indicate how you assess yourself at that point in time by drawing a circle around one of the faces accompanying each descriptor:



I can do this fairly well.



I have made progress but I have more to learn.



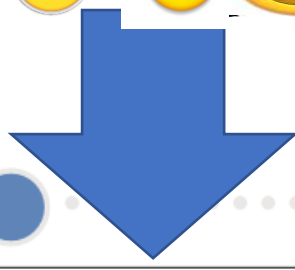
I have thought about this and tried to obtain information but I still have questions about the practical implementation.



I'm not sure exactly how to do this. I need to learn.



A. Adapting to the context



A. Adapting to the context

- A. Responding positively to cultural and linguistic diversity.
- B. Organising activities on the theme of language and diversity.
- C. Supporting the linguistic development of children with other first languages.
- D. Working as a team.

Knowledge, attitudes and skills



B. Planning the learning experience

- E. Theoretical and curricular context.
- F. Culture.
- G. Lesson content.
- H. Resources.

C. Creating a favourable learning environment

- I. Talking to children in the classroom.
- J. Organising the lesson.
- K. Developing receptive skills.
- L. Developing productive skills.

D. Observing and supporting each child's development

- M. Taking children's individual needs into account.
- N. Assessing for learning.
- O. Cooperating with others.
- P. Evaluating and reflecting.

A. Responding positively to linguistic and cultural diversity:

- i. I can respond positively to linguistic and cultural diversity and treat the fact that some children are plurilingual and have experience of different cultures as a real resource for the group.



My thoughts/observations:

In what ways can I make practical use of the fact that there are plurilingual children in the class?

How can I react to a child's spontaneous use of another language or reference to another culture in a way that attracts the other children's attention and encourages them to respond positively?

- ii. I can encourage learners to relate the target language to other languages they speak or have learned.



My thoughts/observations:

How can I identify and make use of potential bridges between the languages that these children know and the ones they are learning?

Do I seize every opportunity to make links between different languages and cultures in order to develop an awareness of the workings of language and a respect for diversity?

iii. I can take account of the emotional dimension in linguistic exchanges with and between the children.



My thoughts/observations:

How can I build a relationship of trust with each child?

What role can I get a character (such as a puppet, soft toy etc.) to play in order to start using a foreign language in a way that is stimulating for the children?

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



My thoughts/observations:

How can I develop pupils' metalinguistic awareness?

How do I promote an open attitude to the diversity of languages and cultures in the world?

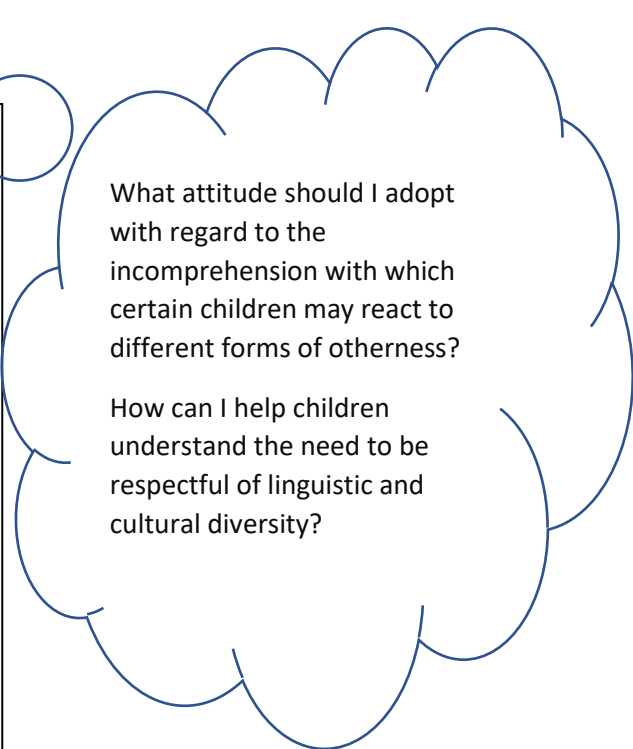
Do I promote the learning of languages in my classroom/ institution?

B. Organising activities on the theme of language and diversity:

- i. I can guide the children in their encounters with different linguistic or cultural behaviour and encourage them to talk about the subject.



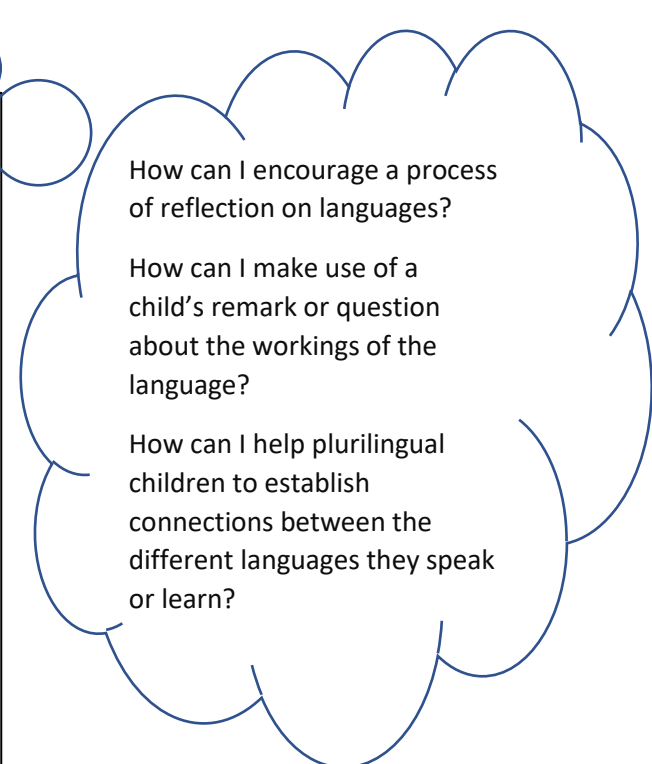
My thoughts/observations:



- ii. I can draw maximum benefit from the moments when the children start to become aware of the workings of the language.



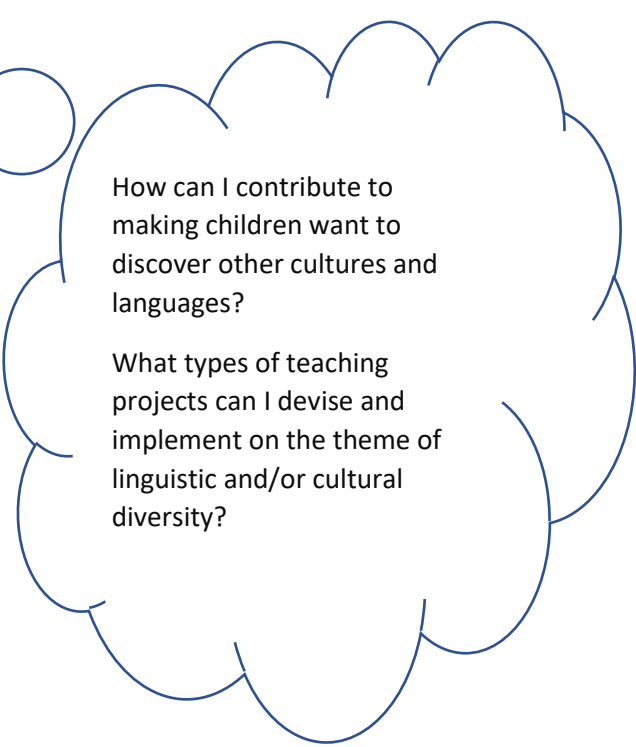
My thoughts/observations:



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



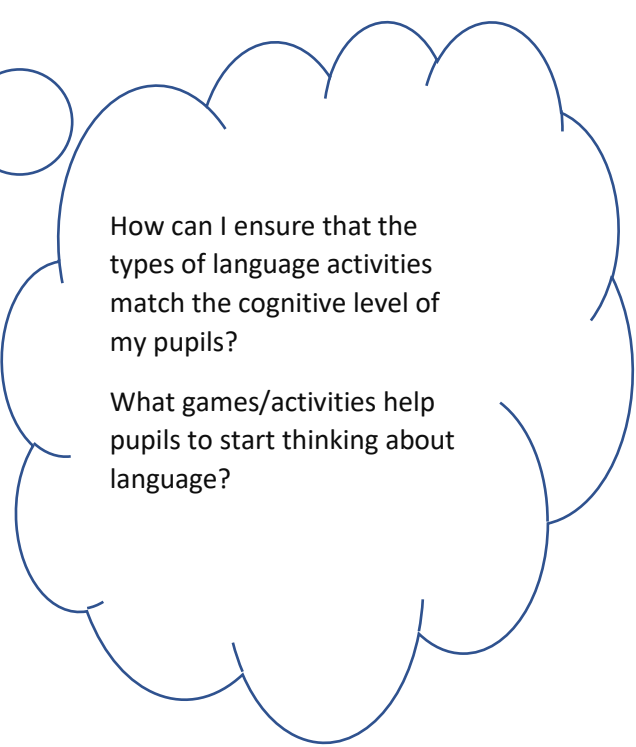
My thoughts/observations:



iv. I can take into account the cognitive needs of learners (communication, problem solving etc.)



My thoughts/observations:

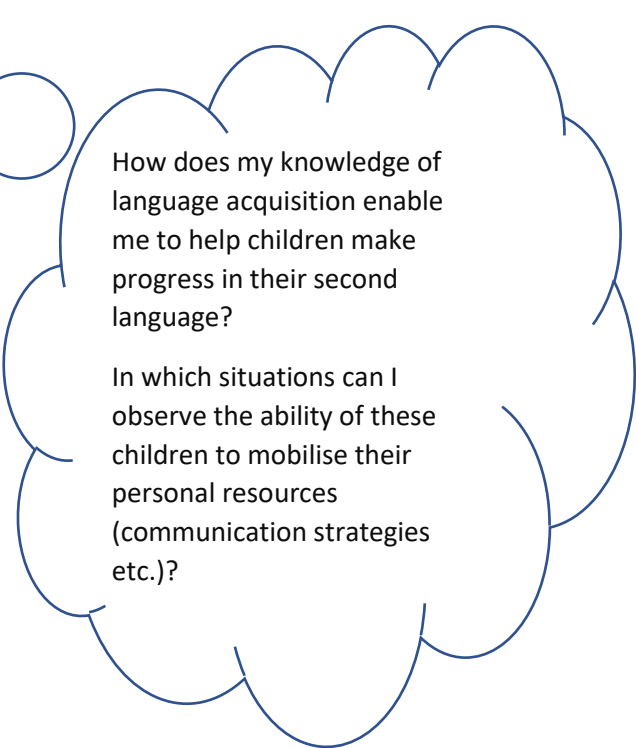


C. Supporting the linguistic development of children with other first languages:

- i. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.



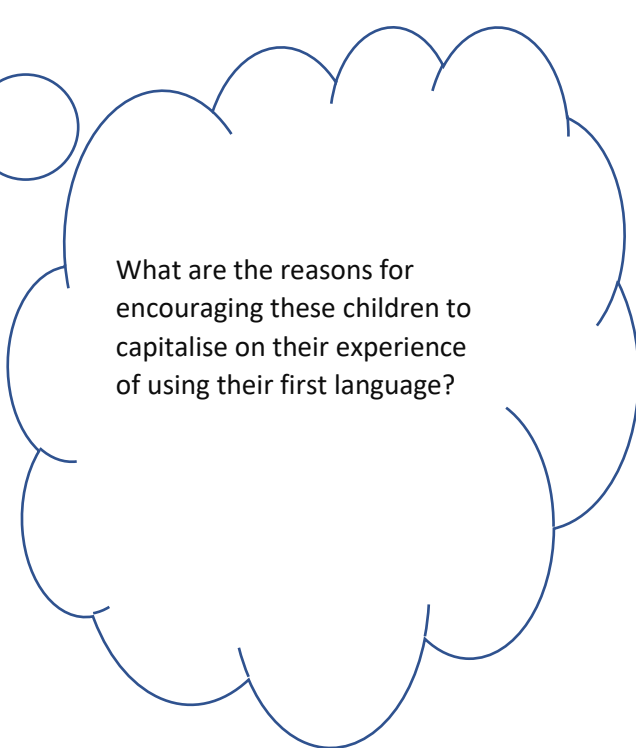
My thoughts/observations:



- ii. I can help children to draw on their first language in order to make progress in acquiring the language used for exchanges within the group.



My thoughts/observations:



D. Working as a team:

- i. I can contribute to an effective exchange of practices and ideas between team members.



My thoughts/observations:

What information can I provide to others and what information do I myself need to help team members harmonise their language work with one another?

How can I take advantage of these exchanges to look more closely at my own practice?

I can also...

My thoughts/observations:

What is my 'context'?

Am I meeting the linguistic needs of my pupils?

How can I add to knowledge about teaching languages to young children?

B. Planning the learning experience



Knowledge,
attitudes and skills

A. Adapting to the context

- A. Responding positively to cultural and linguistic diversity.
- B. Organising activities on the theme of language and diversity.
- C. Supporting the linguistic development of children with other first languages.
- D. Working as a team.

B. Planning the learning experience

- E. Theoretical and curricular context.
- F. Culture.
- G. Lesson content.
- H. Resources.

C. Creating a favourable learning environment

- I. Talking to children in the classroom.
- J. Organising the lesson.
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D. Observing and supporting each child's development

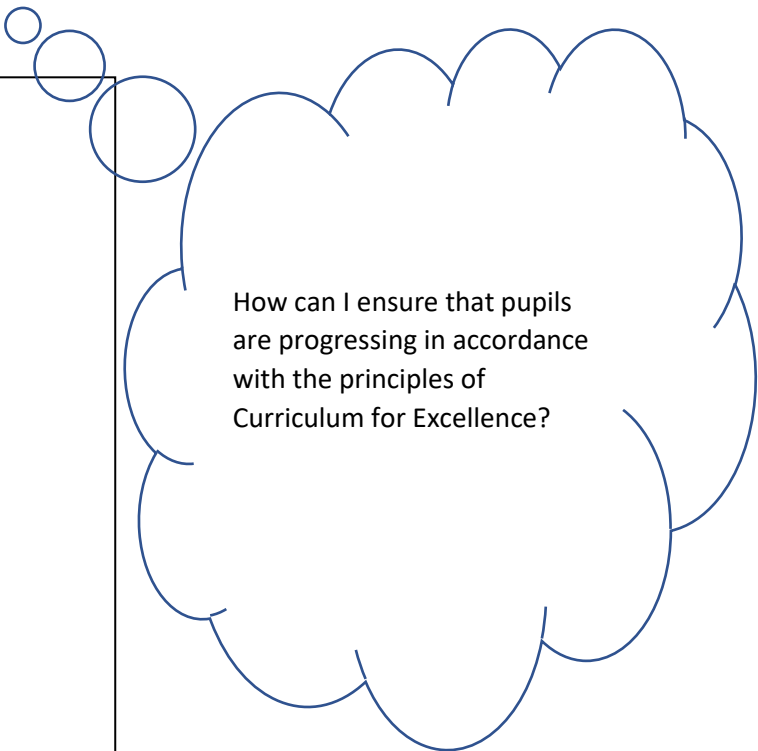
- M. Taking children's individual needs into account.
- N. Assessing for learning.
- O. Cooperating with others.
- P. Evaluating and reflecting.

E. Theoretical and curricular context:

- i. I can understand the requirements set in national and local curricula (Es and Os, benchmarks etc.)



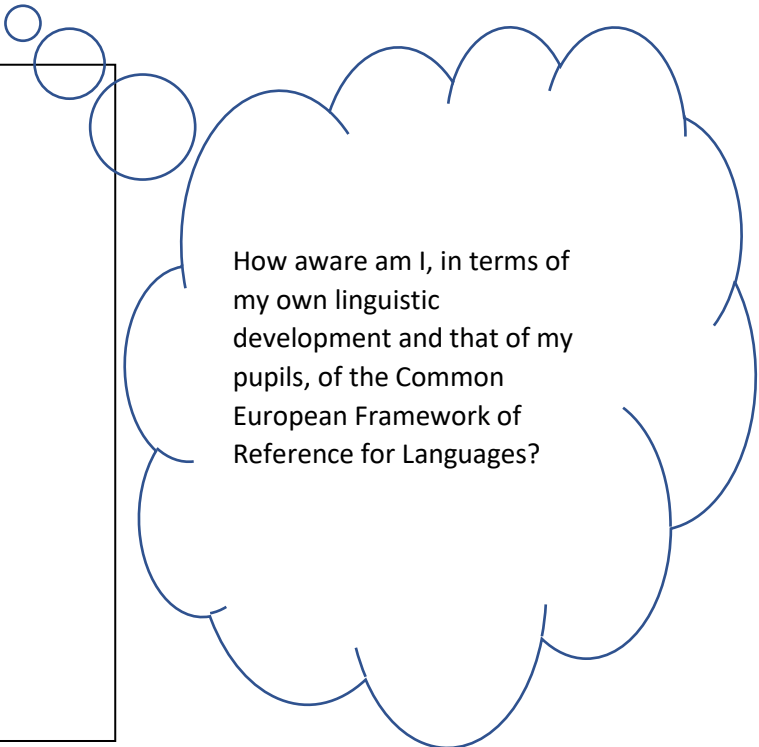
My thoughts/observations:



- ii. I can understand and integrate the content of European documents (eg. CEFR, ELP) as appropriate in my teaching.



My thoughts/observations:



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



My thoughts/observations:

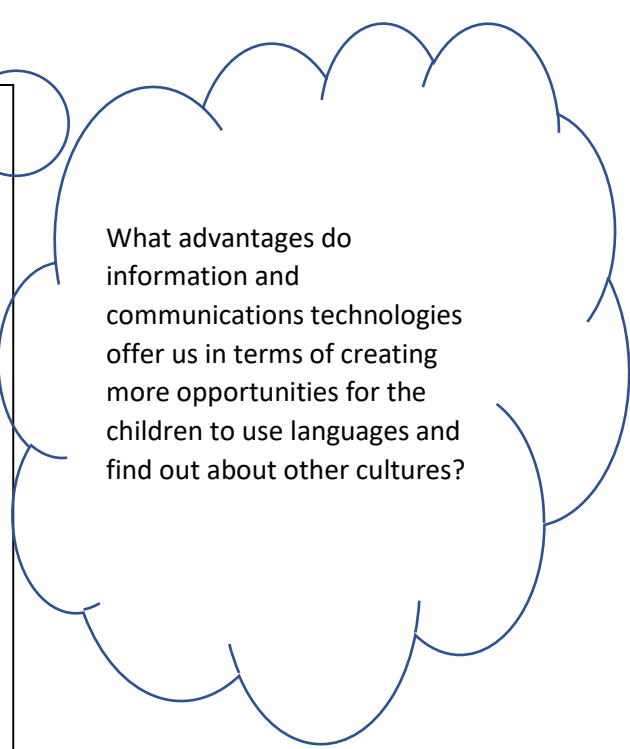
What do I do to ensure I am up to date on the latest thinking and practice with regard to teaching languages in the primary school?

F. Culture:

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



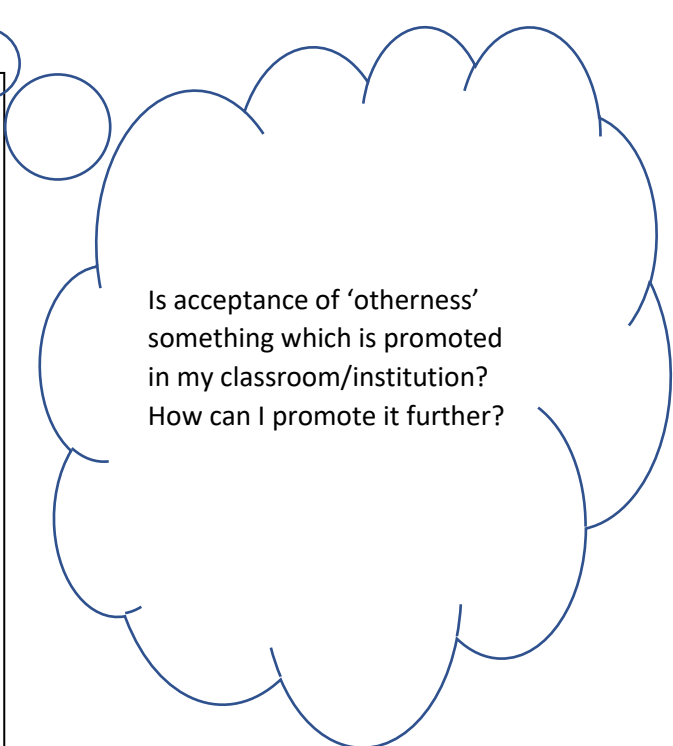
My thoughts/observations:



- ii. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of ‘otherness’ and understand different value systems.



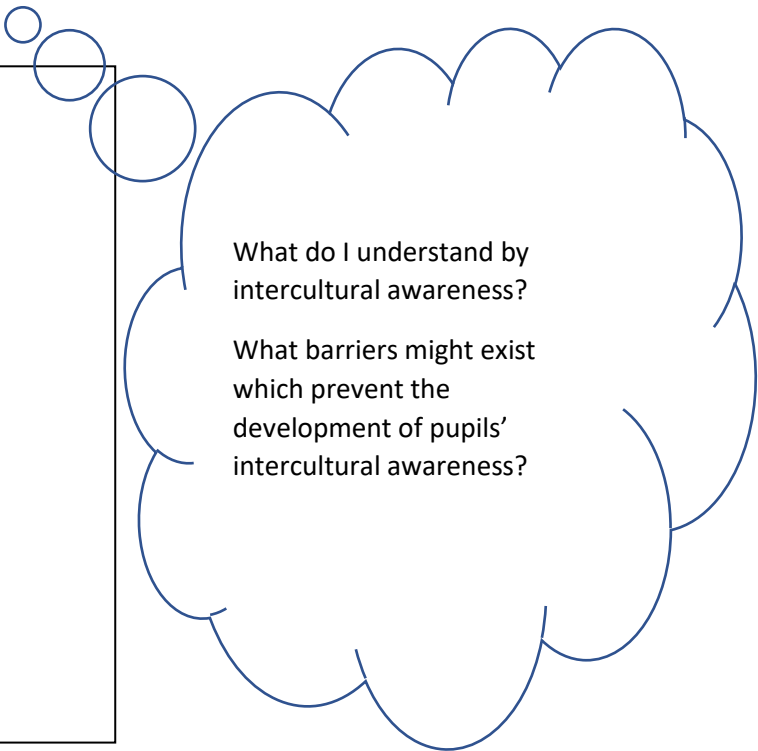
My thoughts/observations:



iii. I can evaluate and select activities which enhance the learners' intercultural awareness.



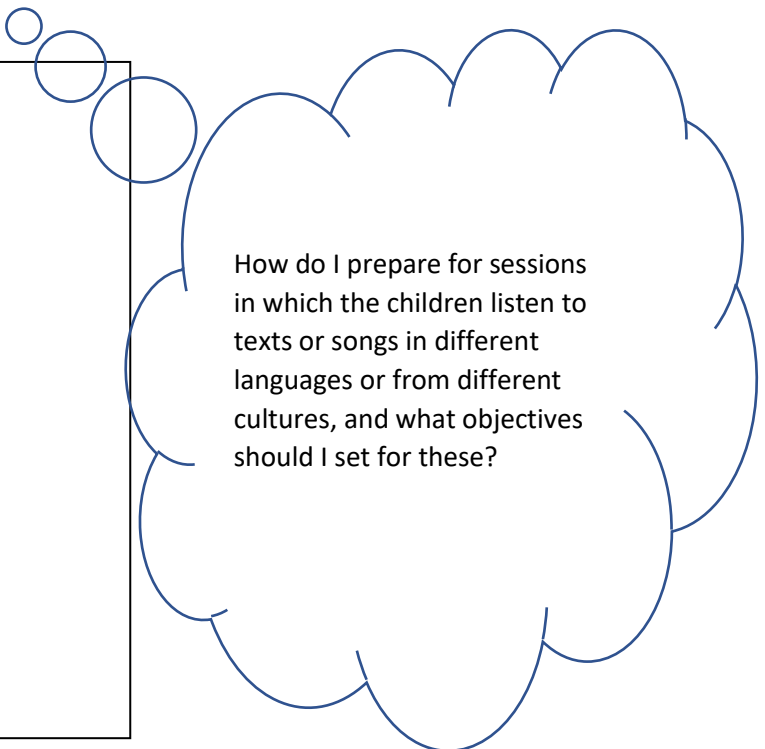
My thoughts/observations:



iv. I can plan activities to ensure the interdependence of language and culture.



My thoughts/observations:

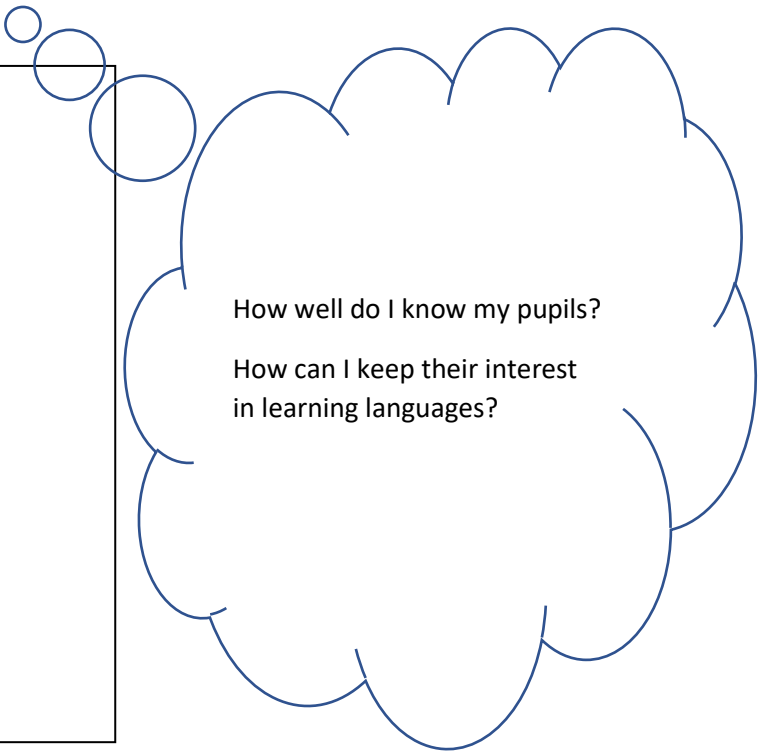


G. Lesson content:

- i. I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.



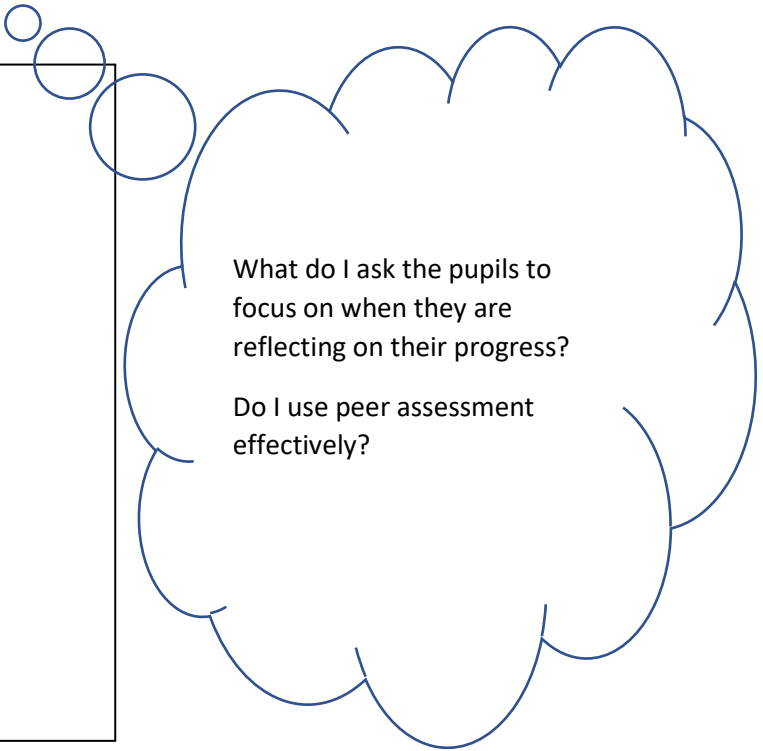
My thoughts/observations:



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



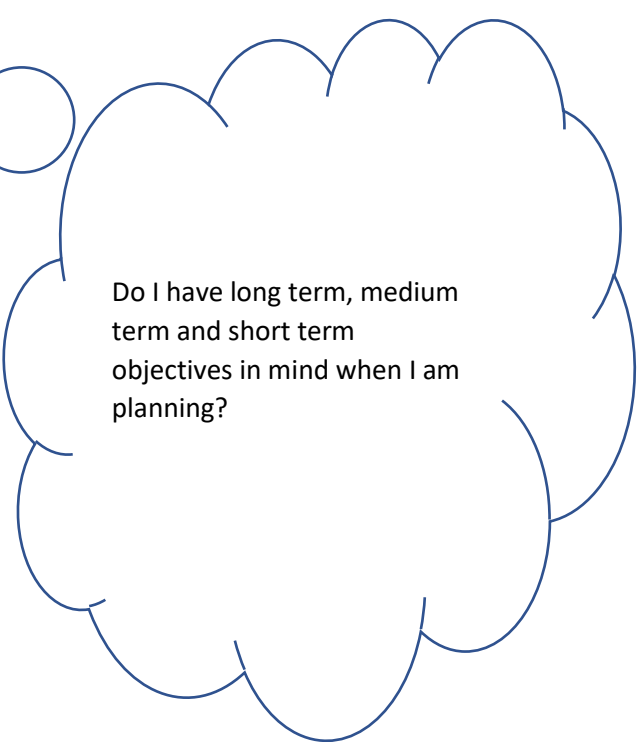
My thoughts/observations:



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



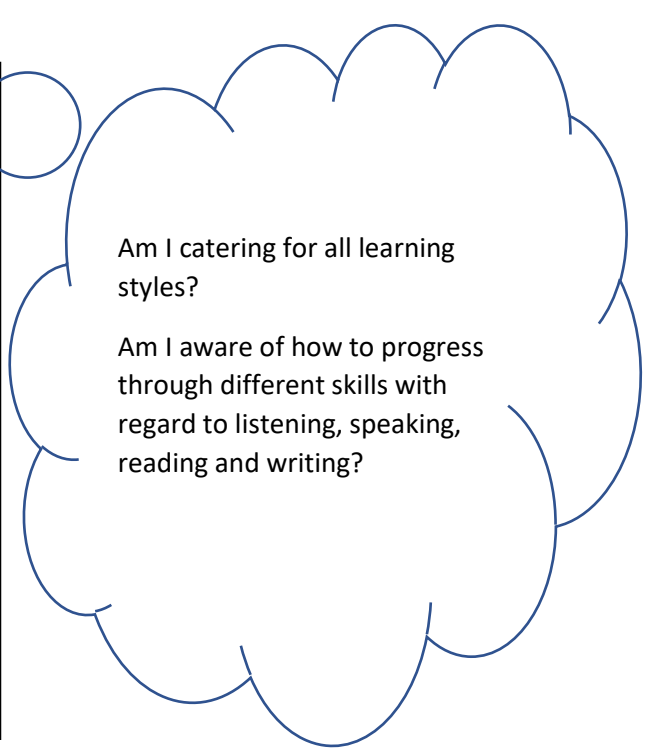
My thoughts/observations:



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



My thoughts/observations:



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



My thoughts/observations:

How aware am I of the potential to use languages across the curriculum?

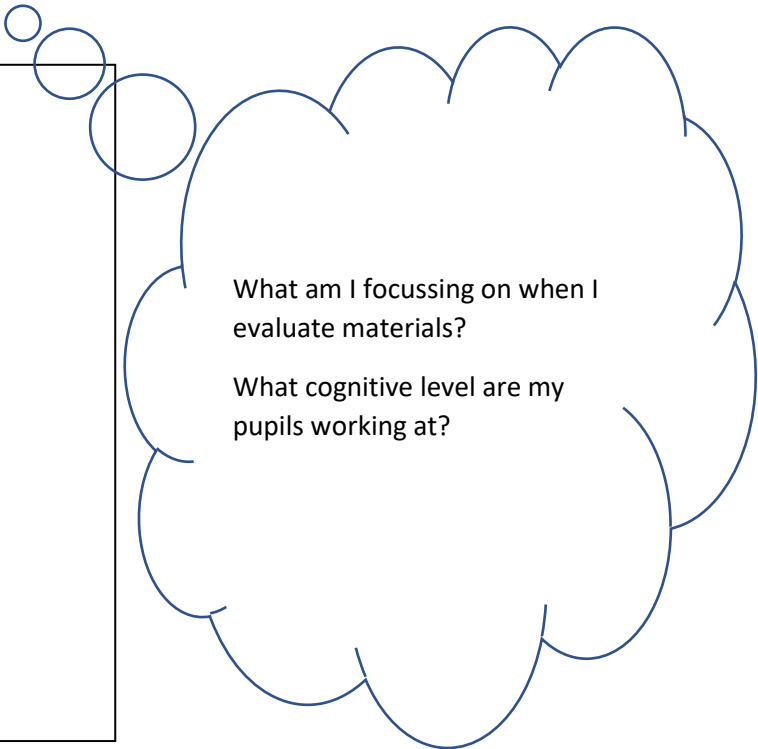
What resources do I need/are available to help me with this?

H. Resources:

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



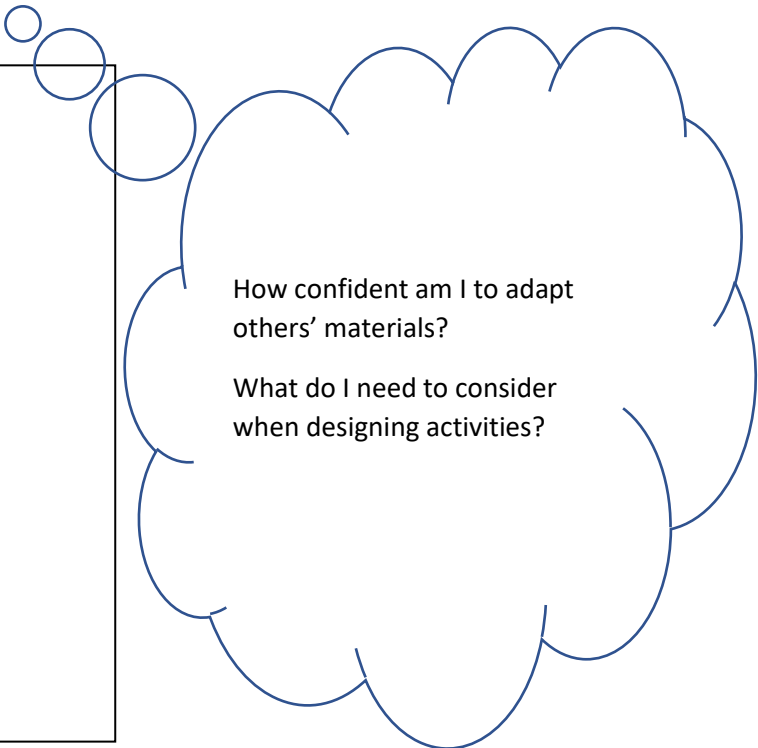
My thoughts/observations:



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



My thoughts/observations:



I can also...

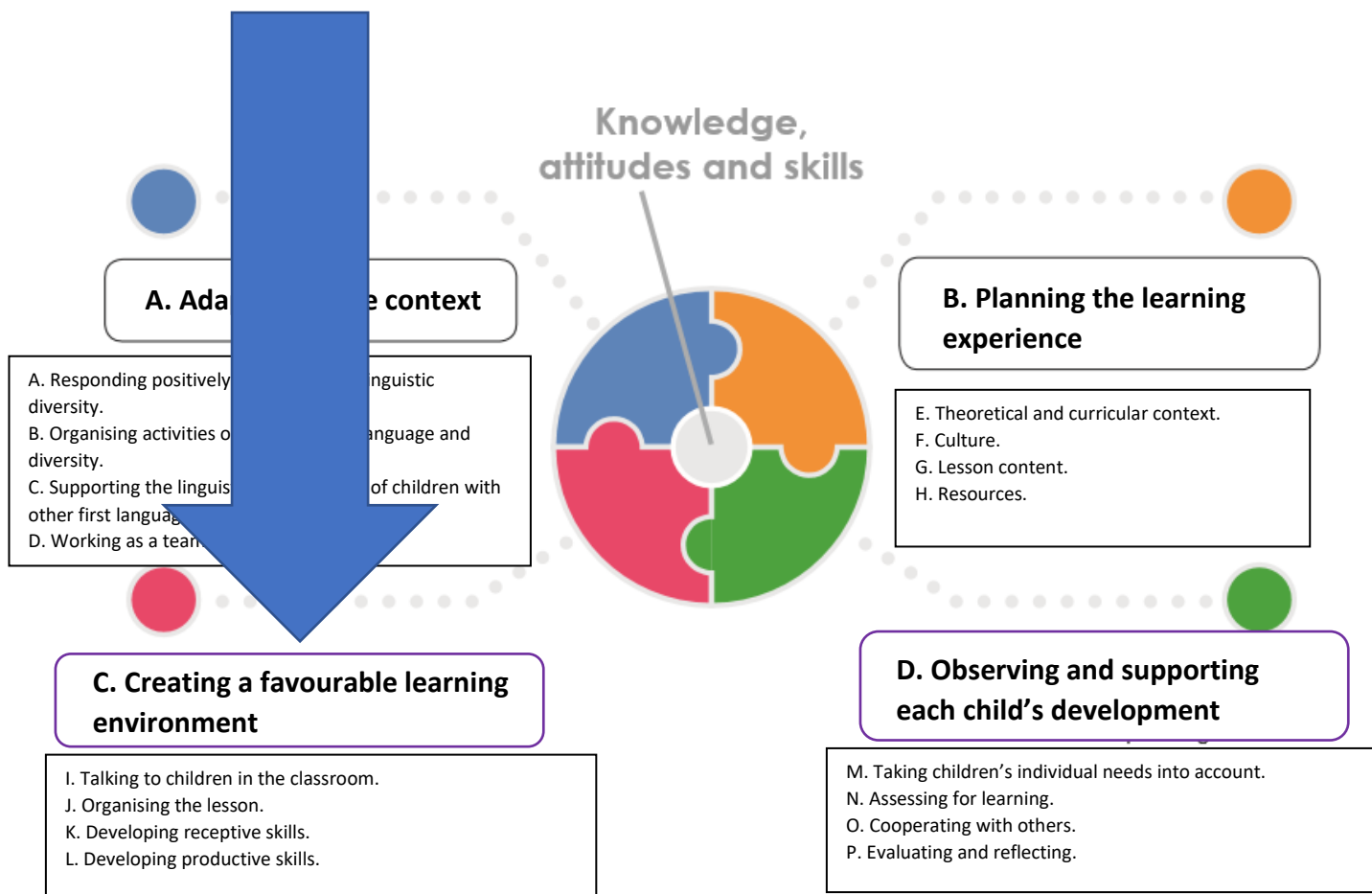


My thoughts/observations:

What are the top three aspects to consider when I am planning on the long/medium and short term?

Does the learning environment support the learning experience?

C. Creating a favourable learning environment



I. Talking to children in the classroom:

- i. I can tell whether the language I am using is well adapted to the abilities and needs of the children in this age group.



My thoughts/observations:

Which aspects (language level and register, specific words, grammatical complexity etc.) should I pay particular attention to in the language I use with the children?

How can I check that they really understand what I'm saying?

Which non-verbal aids can I use to make it easier for all children to understand?

- ii. I can react effectively and use a variety of strategies when the children do not seem to understand everything I am saying to them (including in the target language).



My thoughts/observations:

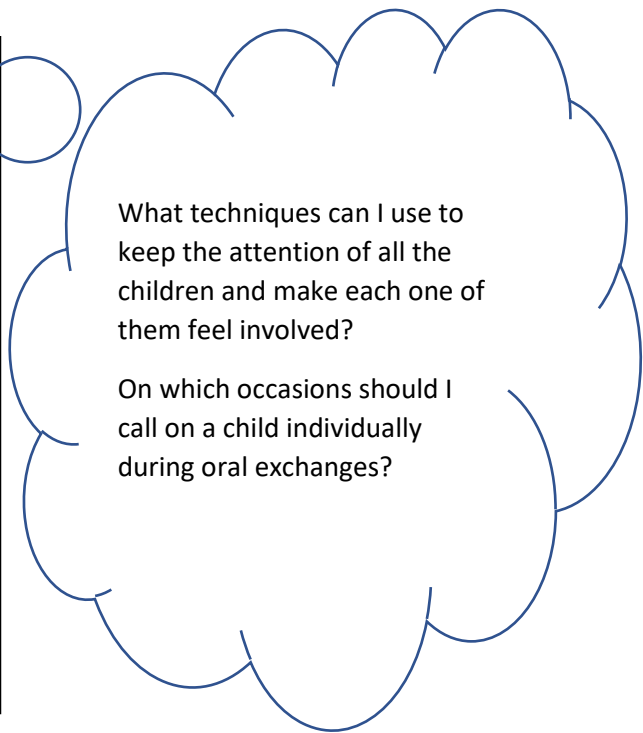
How can I enlist the help of certain children in order to make it easier for the group as a whole to understand?

What techniques can I use to make what I am saying easier to understand without oversimplifying my vocabulary and syntax?

iii. I can make each child feel involved in the discussion.



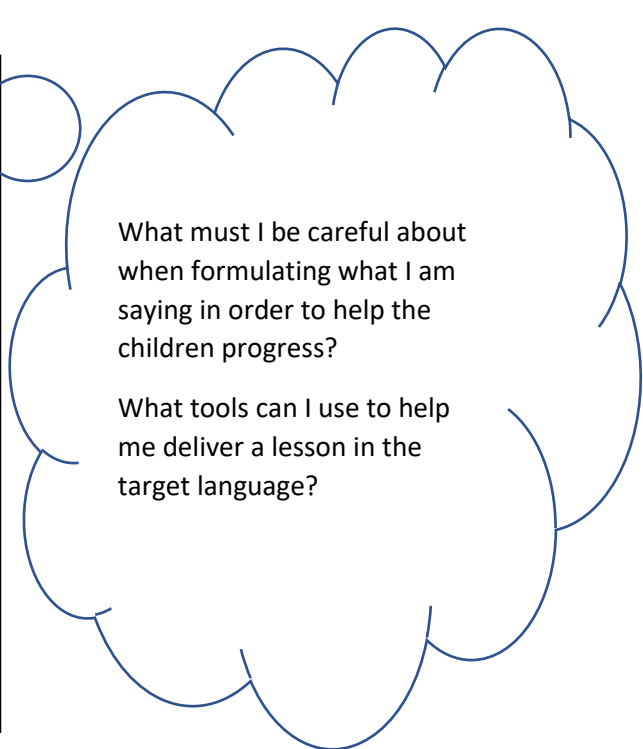
My thoughts/observations:



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



My thoughts/observations:



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



My thoughts/observations:

How can I help the children to feel confident about understanding the target language?

What effect does use of the target language for real communication purposes have on its acquisition?

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



My thoughts/observations:

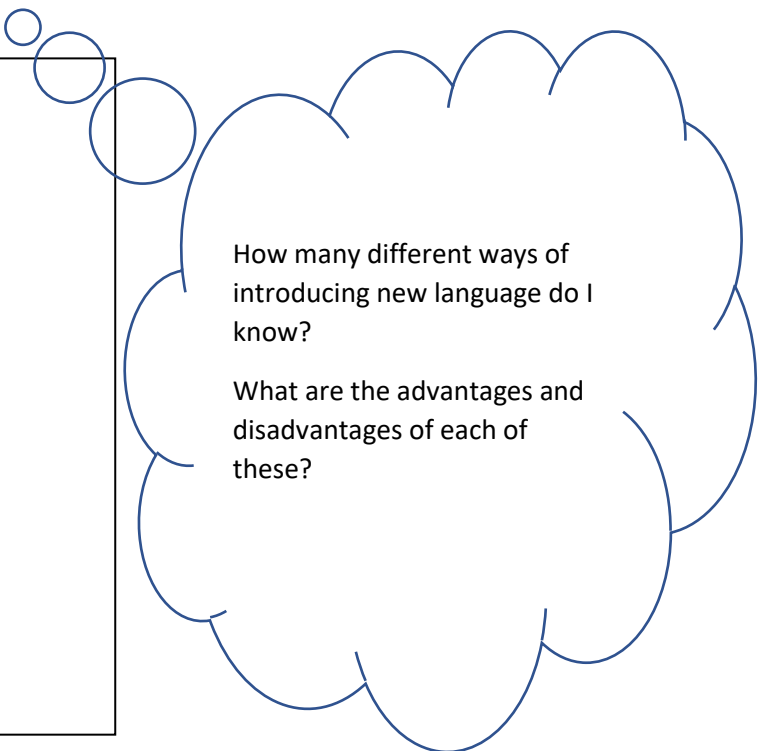
How can I encourage pupils to use the target language?

What support might they need?

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



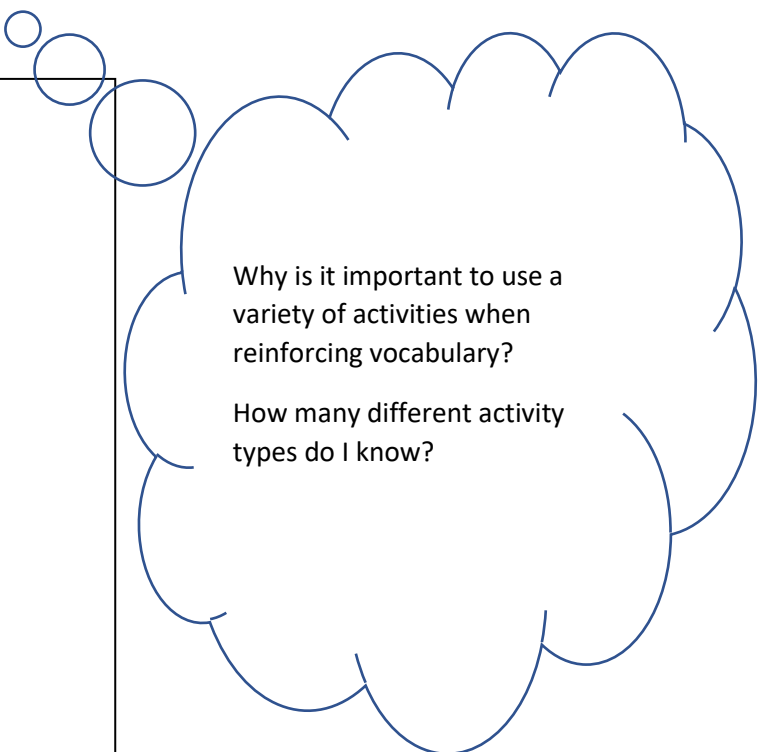
My thoughts/observations:



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



My thoughts/observations:



J. Organising the lesson:

- i. I can encourage the children to use non-verbal communication to support oral expression.



My thoughts/observations:

What particular role can the use of mime play in teaching children how to communicate?

What other types of activities can I use to make the children active when listening to certain texts?

What is it sometimes desirable to allow children to show their understanding without requiring them to say so in words?

- ii. I can make use of each activity in order to foster the children's language development.



My thoughts/observations:

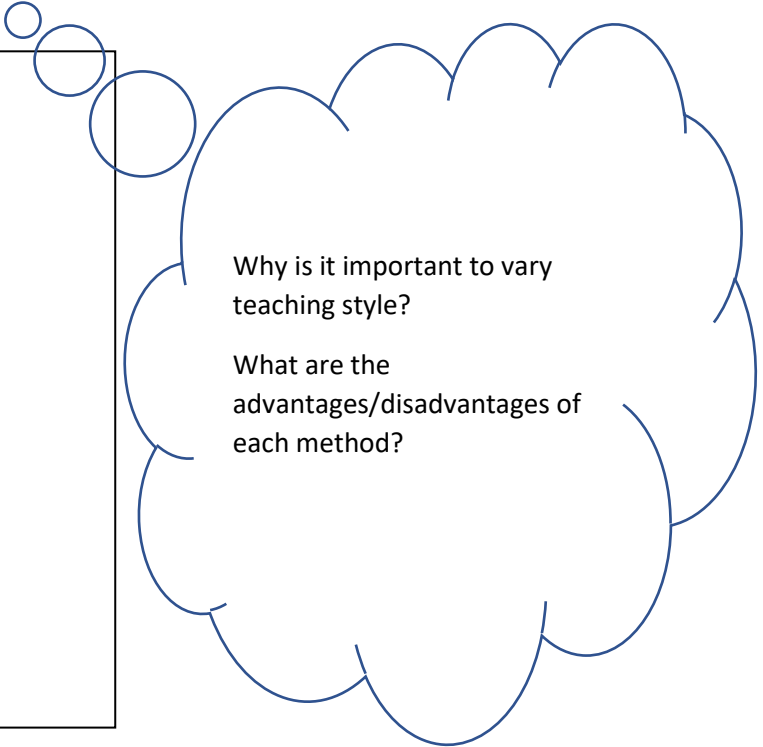
Why is it important to incorporate a language dimension into preparations for the different group activities?

How can I combine activities designed to provide access to knowledge about the world with the pursuit of language objectives?

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



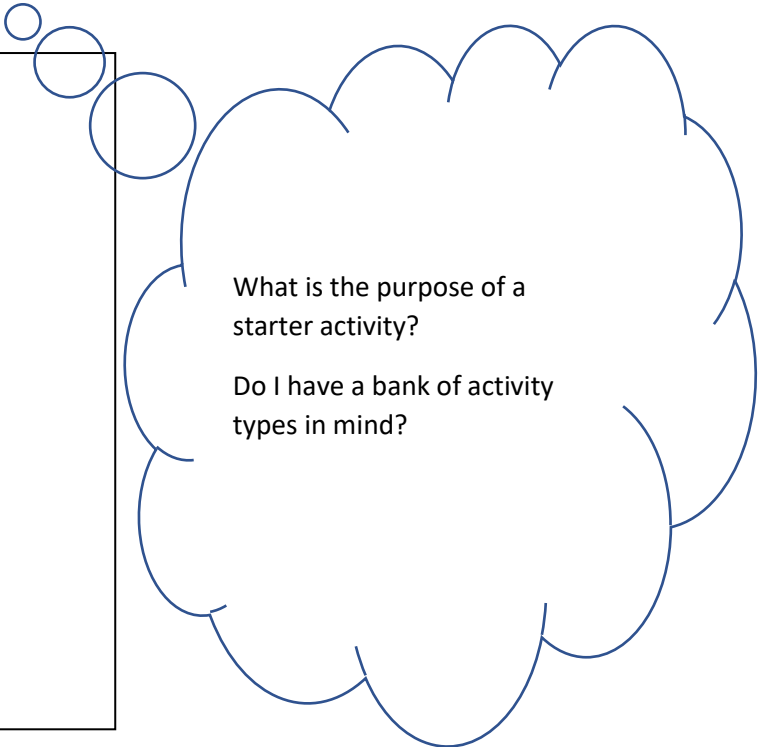
My thoughts/observations:



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



My thoughts/observations:



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



My thoughts/observations:

Why is it important to be flexible?

How can I tell if pupils are genuinely gaining something from the activity/lesson?

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



My thoughts/observations:

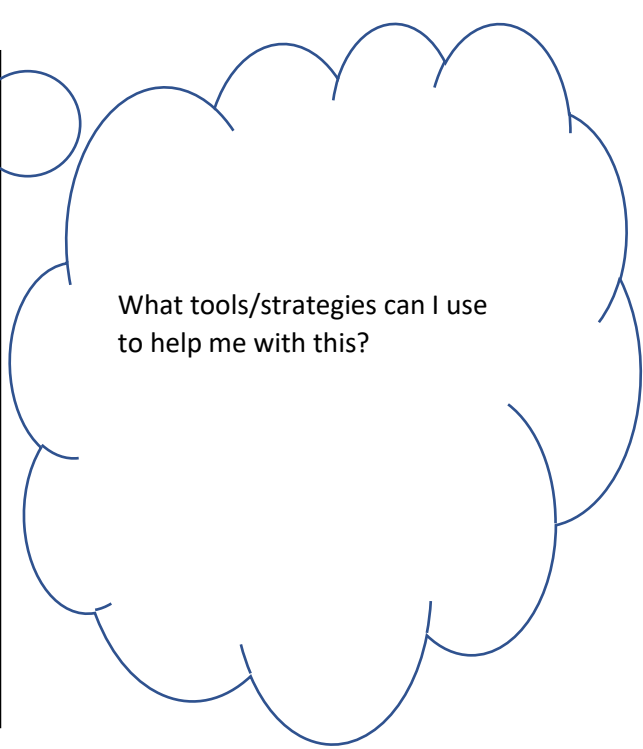
What techniques can I use to ensure that transitions are smooth?

What children may struggle with transitions? And how can their needs be addressed?

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



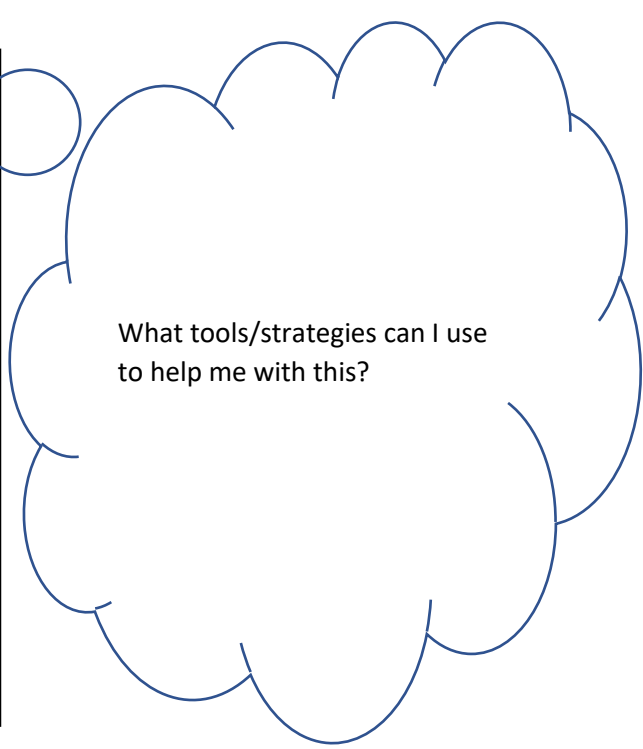
My thoughts/observations:



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



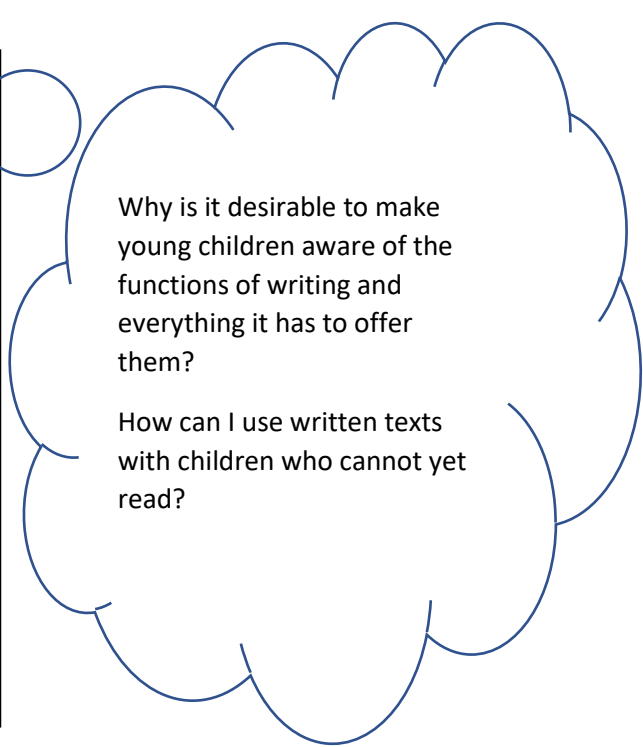
My thoughts/observations:



ix. I can stimulate children's curiosity about writing.



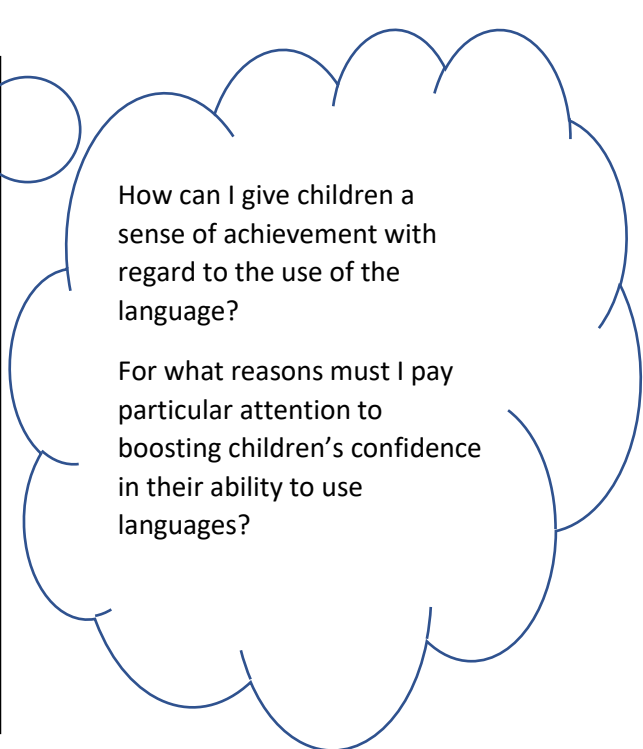
My thoughts/observations:



x. I can help develop each child's confidence in the use of languages.



My thoughts/observations:



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



My thoughts/observations:

How can I do this in language lessons?

K. Developing receptive skills:

1. Reading:

- i. I can select texts appropriate to the needs, interests and language level of the learners.
- ii. I can provide a range of pre-reading activities to help learners to orientate themselves to the text.
- iii. I can encourage learners to use their knowledge of a topic and their expectation about a text when reading.
- iv. I can apply appropriate ways of reading a text in class (eg. aloud, silently, in groups etc.)
- v. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.)



My thoughts/observations:

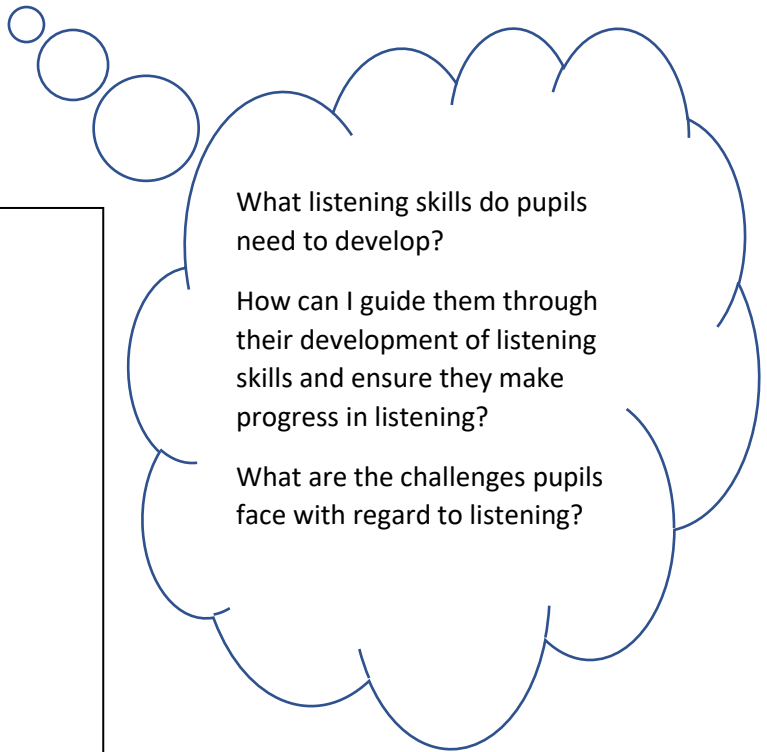
What reading skills do pupils need to develop?

How can I guide them through their development of reading skills and ensure they make progress in reading?

What challenges to pupils face with regard to reading?

2. Listening:

- i. I can select texts appropriate to the needs, interests and language level of the learners.
- ii. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.
- iii. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.
- iv. I can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.)



What listening skills do pupils need to develop?

How can I guide them through their development of listening skills and ensure they make progress in listening?

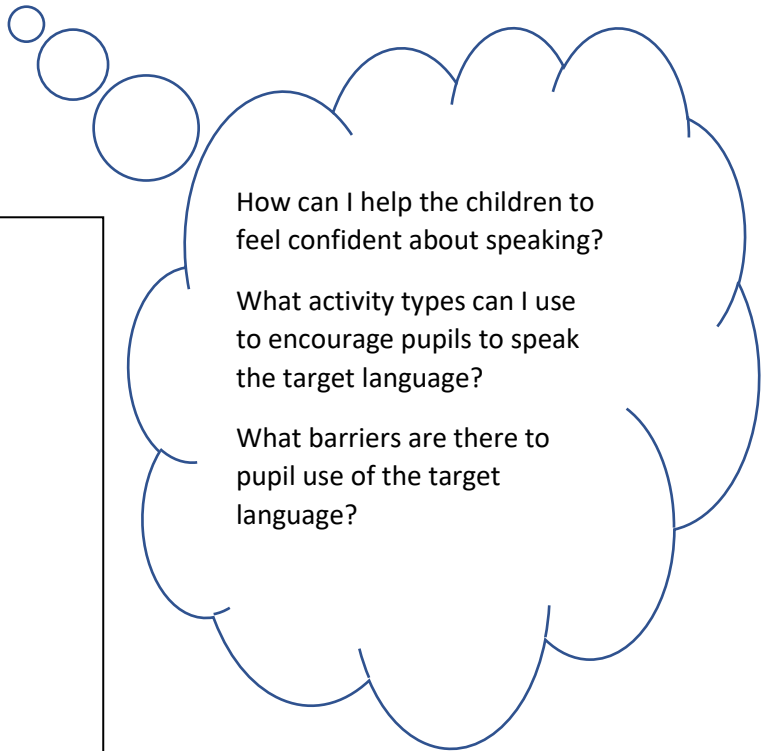
What are the challenges pupils face with regard to listening?

My thoughts/observations:

L. Developing productive skills:

1. Speaking:

- i. I can evaluate and select meaningful speaking activities to encourage learners of differing abilities to participate.
- ii. I can evaluate and select meaningful speaking activities to encourage learners to express their opinions, identity, culture etc.
- iii. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.



How can I help the children to feel confident about speaking?

What activity types can I use to encourage pupils to speak the target language?

What barriers are there to pupil use of the target language?

My thoughts/observations:

2. Writing:

- i. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.
- ii. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.
- iii. I can help learners to gather and share information for their writing task.
- iv. I can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts.



My thoughts/observations:

How can we stage pupils' development of writing skills?

What barriers are there to pupils' development of writing in the target language?

What tools/strategies can we use to help with this?

I can also...

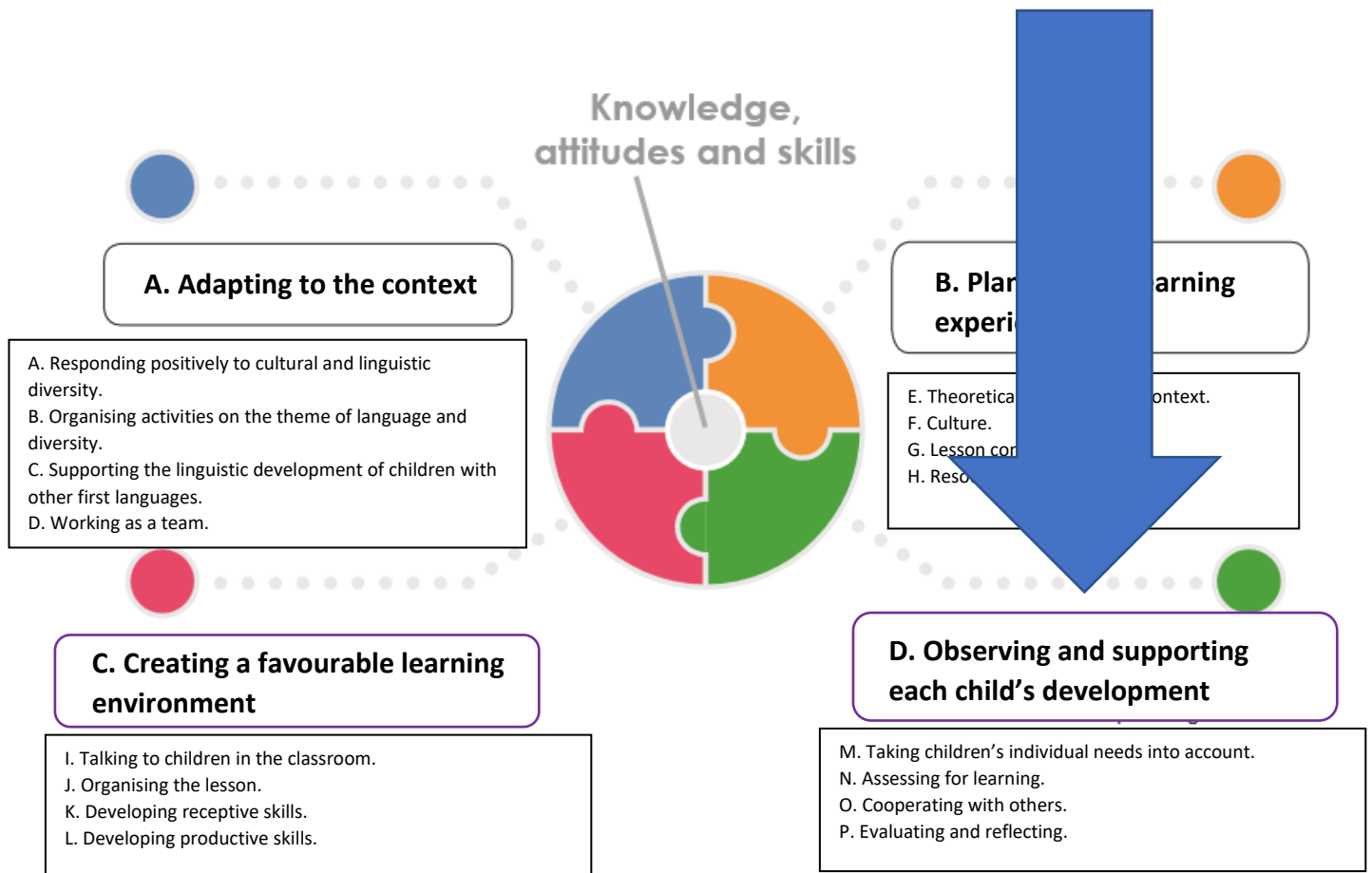


My thoughts/observations:

How do I define a 'favourable learning environment'?

What factors from outwith the classroom can have an impact on the learning environment within?

D. Observing and supporting each child's development

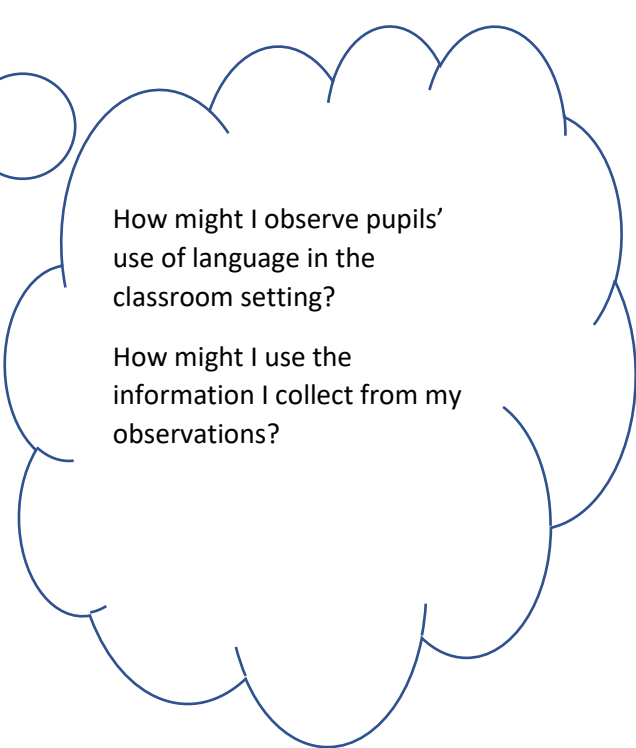


M. Taking children's individual needs into account:

- i. I can identify each child's communication skills and language needs using appropriate observation instruments.



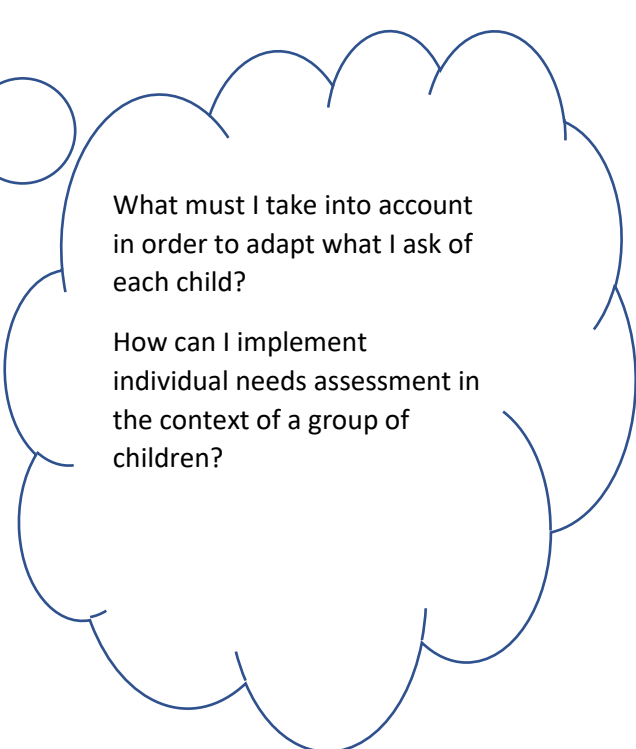
My thoughts/observations:



- ii. I can help each child progress at his/her own pace.



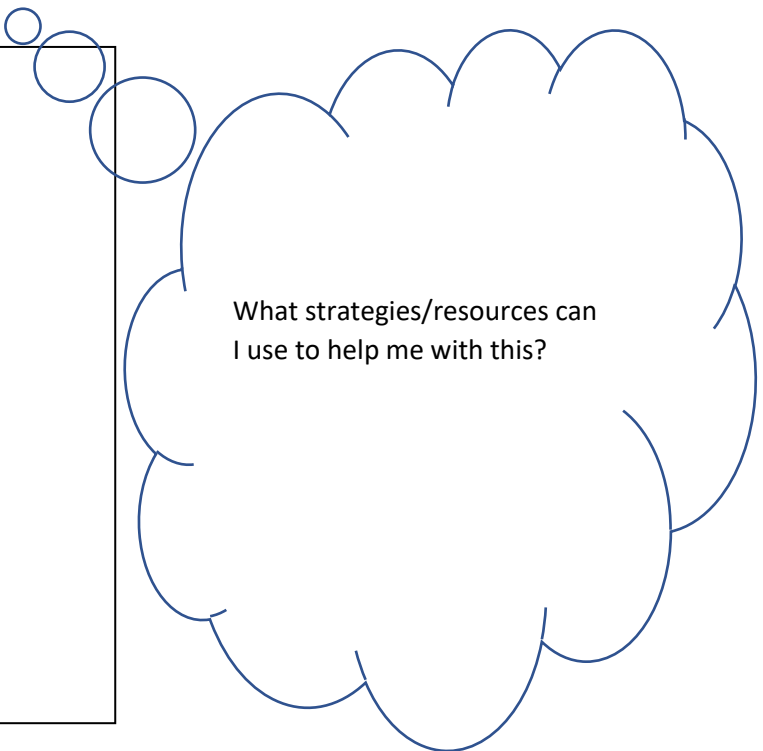
My thoughts/observations:



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



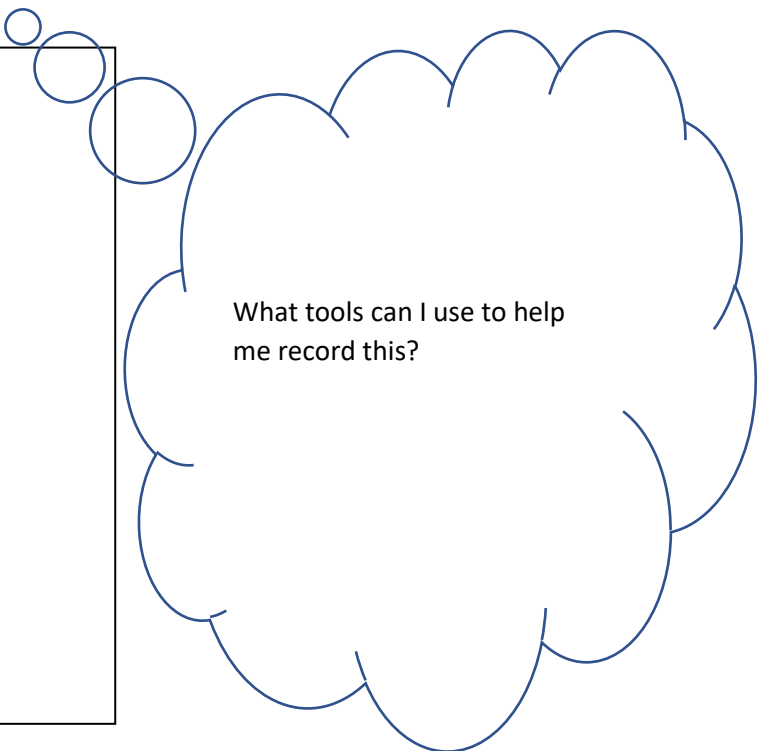
My thoughts/observations:



iv. I can identify strengths and areas for improvement in a learner's performance.



My thoughts/observations:

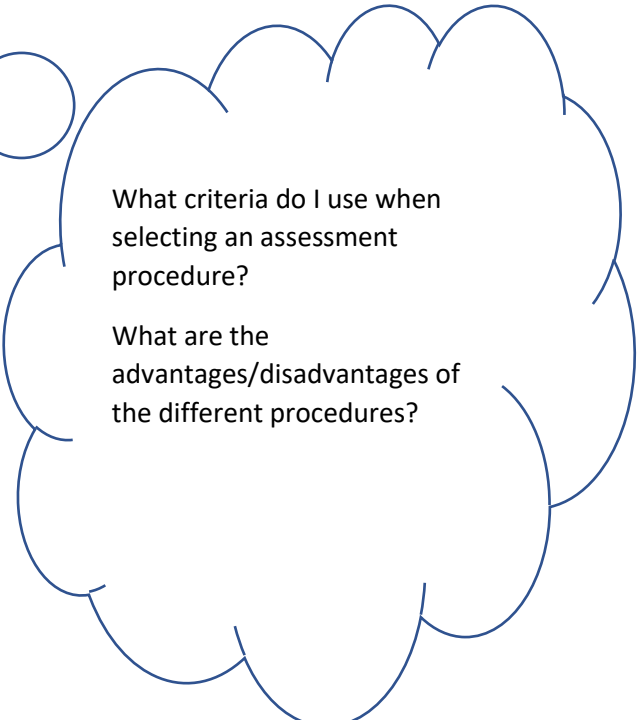


N. Assessing for learning:

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



My thoughts/observations:



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



My thoughts/observations:



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



My thoughts/observations:

How can I ensure that assessment is integrated into the learning experience?

How can I ensure that assessment procedures do not dent pupils' confidence?

iv. I can use peer assessment and feedback to assist the production of spoken and written language.



My thoughts/observations:

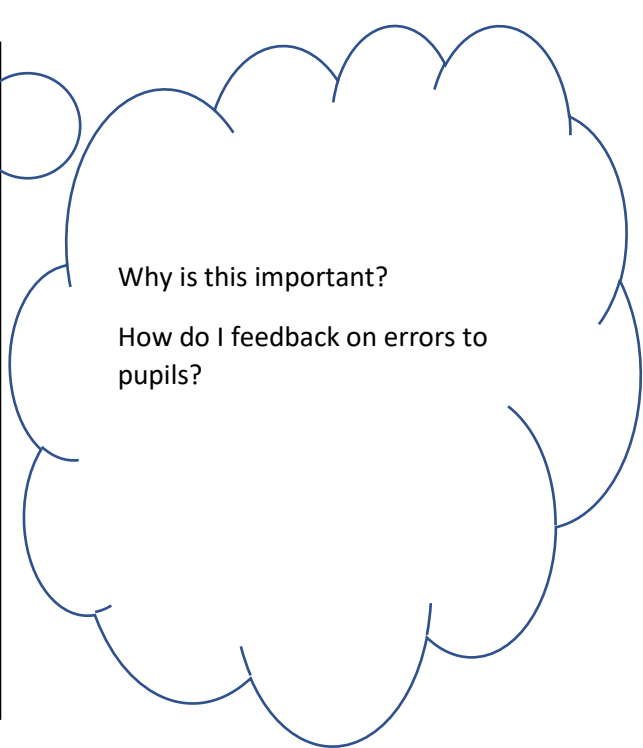
What strategies do I use to put this into place?

How can I ensure that peer assessment is appropriate?

v. I can analyse learners' errors and identify the processes that may cause them.



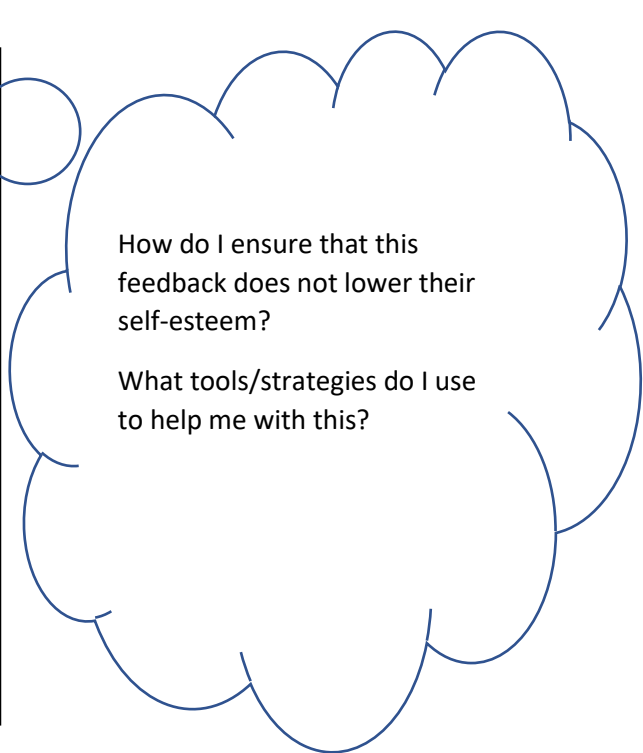
My thoughts/observations:



vi. I can provide constructive feedback to learners concerning their errors.



My thoughts/observations:



O. Cooperating with others:

i. I can exchange information with the children’s families about their progress.



My thoughts/observations:

Why is a two-way exchange of information with the children’s families about the linguistic development of their children useful?

How can I advise families about how to support their child’s specific linguistic development?

ii. I can accept remarks, queries and advice from colleagues or teacher educators and take them into account in my management of the group.



My thoughts/observations:

Why is it desirable for me to encourage colleagues to take a look at how I manage the class and to familiarise myself with this form of cooperation?

How can I obtain or devise observation or analysis grids geared to language education that I can use when observing colleagues’ practice?

iii. I can provide colleagues or secondary school teachers with useful information about the linguistic development of the children for whom I am responsible.



My thoughts/observations:

What kind of information can I give to other colleagues or secondary school teachers to help them take account of the children's abilities and needs and provide any support which may be required?

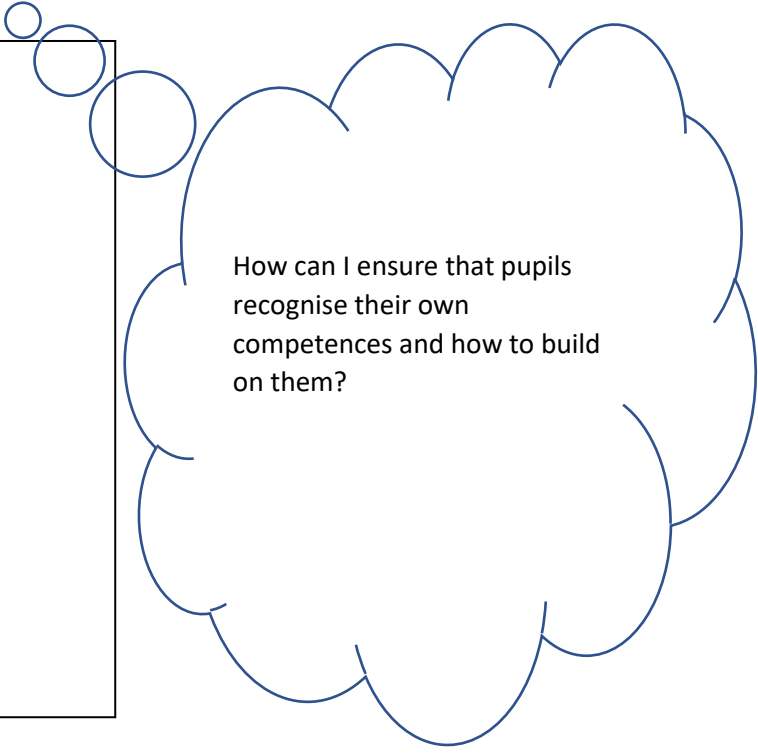
Why is it useful to provide such information?

P. Evaluating and reflecting

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



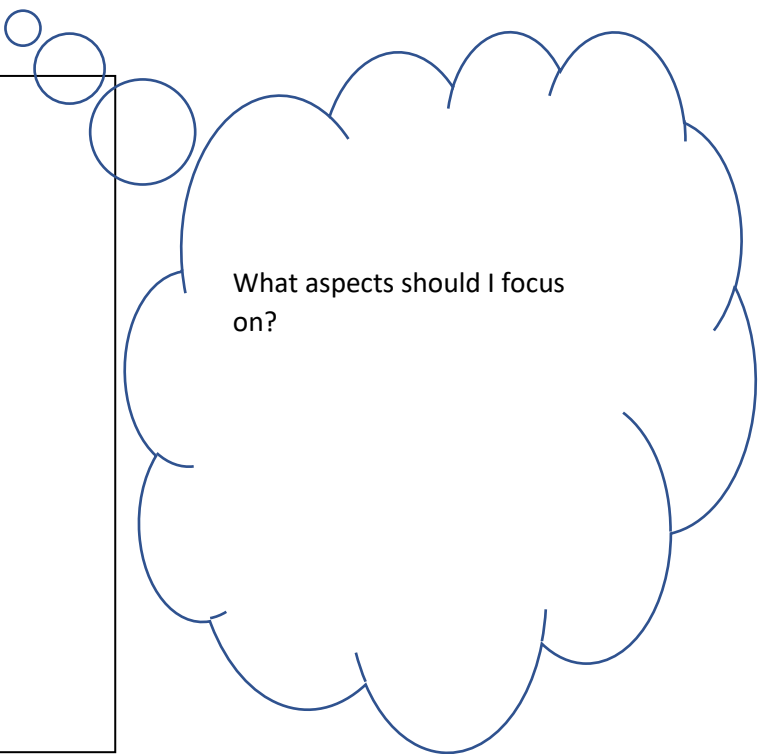
My thoughts/observations:



- ii. I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly.



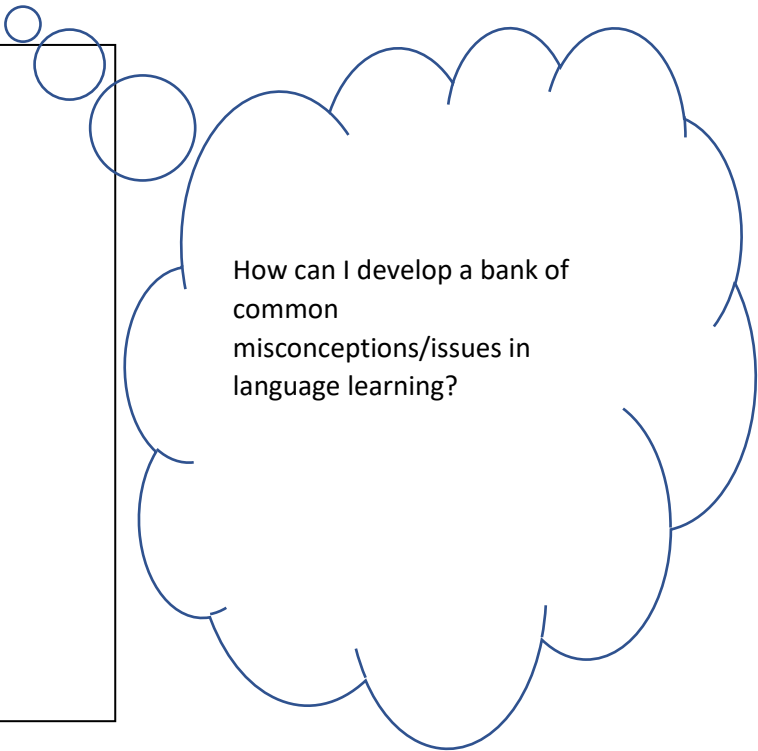
My thoughts/observations:



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



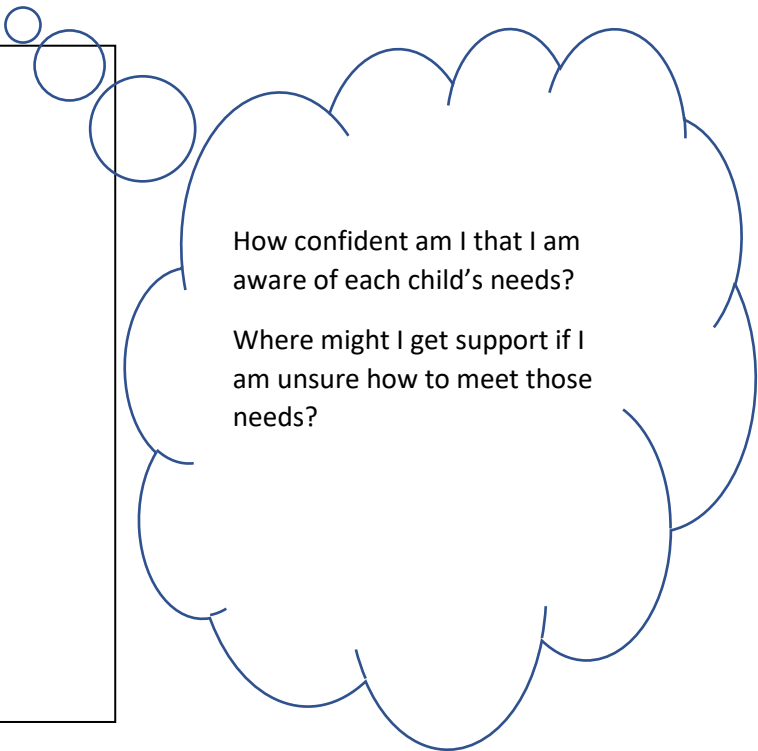
My thoughts/observations:



I can also...



My thoughts/observations:



List of descriptors of professional competences

A. Adapting to the context

A. Responding positively to linguistic and cultural diversity:

- i. I can respond positively to linguistic and cultural diversity and treat the fact that some children are plurilingual and have experience of different cultures as a real resource for the group.
- ii. I can encourage learners to relate the target language to other languages they speak or have learned.
- iii. I can take account of the emotional dimension in linguistic exchanges with and between the children.
- iv. I can understand the personal, intellectual and cultural value of learning other languages.

B. Organising activities on the theme of language and diversity:

- i. I can guide the children in their encounters with different linguistic or cultural behaviour and encourage them to talk about the subject.
- ii. I can draw maximum benefit from the moments when the children start to become aware of the workings of the language.
- iii. I can relate the language I am teaching to the culture of those who speak it.
- iv. I can take into account the cognitive needs of learners (communication, problem solving etc.)

C. Supporting the linguistic development of children with other first languages:

- i. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.
- ii. I can help children to draw on their first language in order to make progress in acquiring the language used for exchanges within the group.

D. Working as a team:

- i. I can contribute to an effective exchange of practices and ideas between team members.

I can also...

B. Planning the learning experience

E. Theoretical and curricular context:

- i. I can understand the requirements set in national and local curricula (Es and Os, benchmarks etc.)
- ii. I can understand and integrate the content of European documents (eg. CEFR, ELP) as appropriate in my teaching.
- iii. I can draw on appropriate theories of language learning, culture etc. and relevant research findings to guide my teaching.

F. Culture:

- i. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language cultures (cultural facts, events, attitudes and identity etc.)
- ii. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.
- iii. I can evaluate and select activities which enhance the learners' intercultural awareness.
- iv. I can plan activities to ensure the interdependence of language and culture.

G. Lesson content:

- i. I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.
- ii. I can set objectives which encourage learners to reflect on their learning.
- iii. I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.
- iv. I can plan activities to ensure the interdependence of listening, speaking, reading and writing.
- v. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.)

H. Resources:

- i. I can identify and evaluate a range of coursebook/materials appropriate for the age, interests and language level of the learners.
- ii. I can design learning materials and activities appropriate for my learners.

I can also...

C. Creating a favourable learning environment

I. Talking to children in the classroom:

- i. I can tell whether the language I am using is well adapted to the abilities and needs of the children in this age group.
- ii. I can react effectively and use a variety of strategies when the children do not seem to understand everything I am saying to them (including in the target language).
- iii. I can make each child feel involved in the discussion.
- iv. I can conduct a lesson in the target language.
- v. I can decide when it is appropriate to use the target language and when not to.
- vi. I can encourage learners to use the target language in their activities.
- vii. I can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners.
- viii. I can evaluate and select a variety of activities which help learners to learn vocabulary.

J. Organising the lesson:

- i. I can encourage the children to use non-verbal communication to support oral expression.
- ii. I can make use of each activity in order to foster the children's language development.
- iii. I can select from and plan a variety of organisational forms (frontal, individual, pair, group work) as appropriate.
- iv. I can start a lesson in an engaging way.
- v. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.
- vi. I can ensure smooth transitions between activities for individuals, groups and the whole class.
- vii. I can time classroom activities to reflect individual learners' attention spans.
- viii. I can finish off a lesson in a focused way.
- ix. I can stimulate children's curiosity about writing.
- x. I can develop each child's confidence in the use of languages.
- xi. I can cater for a range of learning styles

K. Developing receptive skills:

3. Reading:

- i. I can select texts appropriate to the needs, interests and language level of the learners.
- ii. I can provide a range of pre-reading activities to help learners to orientate themselves to the text.

- iii. I can encourage learners to use their knowledge of a topic and their expectation about a text when reading.
 - iv. I can apply appropriate ways of reading a text in class (eg. aloud, silently, in groups etc.)
 - v. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.)
4. Listening:
- i. I can select texts appropriate to the needs, interests and language level of the learners.
 - ii. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.
 - iii. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.
 - iv. I can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.)

L. Developing productive skills:

3. Speaking:
- i. I can evaluate and select meaningful speaking activities to encourage learners of differing abilities to participate.
 - ii. I can evaluate and select meaningful speaking activities to encourage learners to express their opinions, identity, culture etc.
 - iii. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.
4. Writing:
- i. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.
 - ii. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.
 - iii. I can help learners to gather and share information for their writing task.
 - iv. I can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts.

I can also...

D. Observing and supporting each child's development

M. Taking children's individual needs into account:

- i. I can identify each child's communication skills and language needs using appropriate observation instruments.
- ii. I can help each child progress at his/her own pace.
- iii. I can guide and assist learners in setting their own aims and objectives in planning their own learning.
- iv. I can identify strengths and areas for improvement in a learner's performance.

N. Assessing for learning:

- i. I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives.
- ii. I can design and use in-class activities to monitor and assess learners' participation and performance.
- iii. I can help learners to monitor, reflect on, edit and improve their own speaking and writing.
- iv. I can use peer assessment and feedback to assist the production of spoken and written language.
- v. I can analyse learners' errors and identify the processes that may cause them.
- vi. I can provide constructive feedback to learners concerning their errors.

O. Cooperating with others:

- i. I can exchange information with the children's families about their progress.
- ii. I can accept remarks, queries and advice from colleagues or teacher educators and take them into account in my management of the group.
- iii. I can provide colleagues or secondary school teachers with useful information about the linguistic development of the children for whom I am responsible.

P. Evaluating and reflecting

- i. I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.
- ii. I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly.
- iii. I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (ie. formative assessment).

I can also...

MY DOSSIER

The purpose of this dossier is to record what you consider to be the most compelling evidence of your mastery of the professional competences listed in My Languages Portfolio.

This may include documents used or produced with the children, descriptions or recordings (audio or video) of group sessions, accounts of projects carried out jointly with colleagues, etc. For each of these documents, you will be able to specify which field(s) of competence it best illustrates.

By comparing the documents you have chosen to include in the dossier, you can also keep track of developments in your practices, remove any documents you feel are no longer relevant and take stock of the fields of competence for which you have not (yet) been able - or wished - to include examples of implementation.

It is obviously up to you to decide what should be included in the dossier.

The documents included in the dossier can also serve as a basis for discussions with colleagues or teacher educators on any questions you may be asking yourself, on how certain competences should be understood or interpreted in specific situations, or on your progress in mastering the professional competences.

All contributions and documents selected for inclusion in the dossier can be recorded in the lists set out in the following pages. These lists can be reproduced to allow you to include all the desired information over the period of your professional learning.

It will be clear from the list which follows that not all of its suggested evidence can be gathered during your particular training period; some may only be possible when you are a practising teacher. Indeed there is no expectation that everything listed below should be produced during your initial teacher education.

In order to draw up and update the document, you are encouraged to include:

- A. Evidence from lessons you have given
- B. Evidence in the form of lesson observations and evaluations
- C. Evidence such as detailed reports, comments, checklists etc compiled by different people involved in your teacher education
- D. Evidence from your analysis of what you have done as a teacher – your ‘teacher actions’ - and from learners’ tasks and related performance
- E. Evidence in the form of case studies and action research
- F. Evidence from reflection

Document no.	Date	Description of document	Fields of competence illustrated

Document no.	Date	Description of document	Fields of competence illustrated

GLOSSARY*

Achievement: the progress made by learners in relation to their past performance.

Activities – (see Language Activities)

Affective Needs: the needs of a learner that relate to expression of his or her feelings and/or emotions. They impact on aspects such as motivation to learn a language, learners' willingness to engage in learning activities etc. These include the need to feel at ease, the need to express one's own ideas and emotions, the need for self-fulfilment etc.

Approach: 'the theoretical rationale that underlies everything that happens in the classroom.' (H.D. Brown, 2002: 11). It is usually manifested through sets of principles which guide the choice of teaching procedures. Examples are 'the communicative approach' and 'task-based learning'.

Assessment: normally used as a general term to refer to various types of testing or evaluation. It provides formative and summative evidence of learner attainment and is accessed in both formal and informal ways. Examinations and tests are examples of formal assessment. 'Listening in' to pairwork, questions and answers to the class, quizzes etc are examples of informal assessment. Assessment matches performance against set criteria, often at fixed points during the learning experience and mostly provides a snap-shot of performance. An exception to this would be portfolio assessment which is completed over time.

- Formative assessment may take the form of records of achievement, portfolios, student performance profiles, 'can-do' lists, comments, in writing and / or delivered orally, on performance to date. The purpose of formative assessment is to evaluate performance in a diagnostic way. It can be used to highlight strengths and weaknesses and to provide focussed guidance to learners on how they might improve and / or to consolidate achievement.

- Summative assessment provides a summary of what has been achieved and may be expressed as a grade, a mark or a comment (good, excellent, poor etc).

- Black (2002) makes a distinction between summative and formative assessment by referring to 'assessment FOR learning' (formative) and 'assessment OF learning' (summative).

Assessment Tools: the means by which language performance (see below) is measured. They may take several forms such as:

- Tests: administered in class, during a lesson, or at the end of a fixed time (half a term, a term, a year etc.) or after a unit of work. These may be internally and/or externally set and marked, and mostly sample performance orally and/ or in writing.

- **Examinations:** these often take the form of a series of tests, frequently have official status, are administered formally and are externally recognised. The other characteristics of tests apply.

- **Coursework/Diaries/Logbooks:** these types of assessment take the form of work completed by the learner over a period of time. They may be used formatively to guide learners as an on-going process, or summatively as a final account of what has been explored / learnt / achieved.

- **Certificates:** these may say what level / grade has been obtained (see Attainment Target Levels) and often describe the successful performance which has led to the award of the certificate.

Attainment: the progress or the achievement made by learners in relation to a specific assessment framework.

Attainment Target Levels: levels of learner performance set institutionally, regionally or nationally. These are often expressed numerically or alphabetically and are often explained in words. They may be used for curriculum planners, teachers, as well as by learners themselves to describe the performance level that has been attained (i.e. a certain target has been reached) or the performance level that is being targeted.

Classroom Management: the teacher's organisation of a group of learners to establish appropriate modes of conduct, grouping arrangements, and strategies for effective learning in the classroom. It implies the different strategies teachers use to gain and retain a class's attention, keep order, allow learner contributions in an orderly way. It includes planning and managing class activities and the transitions between them, beginnings and endings of lessons as well as organising solo, pair, group and whole class work. Successful classroom management involves the efficient use of materials, resources (hardware and software etc) and the effective use of classroom space.

CLIL (Content and Language Integrated Learning): 'the term for any subject that is taught through the medium of a language other than the mother tongue, e.g. History through German, Geography through French, Citizenship through Spanish'. Parker (2005 p44).

Cognitive Needs: the needs of learners to employ processes and strategies such as reflection, problem solving, interpretation etc. in order to gain knowledge, develop competences or fulfil a task. These needs may impact on how learners engage with materials and activities.

CEFR (Common European Framework of Reference for Languages: Learning, teaching, assessment): Written by a team of international experts grouped as co-authors under the title Council for Cultural Cooperation Education Committee, Modern Languages Division, Strasbourg. Editions exist in a range of European languages. The publication seeks to analyse and describe in a comprehensive way language teaching and learning, language

use and language performance in all possible contexts. It also explores in detail a wide range of types of assessment (scales, levels, performance indicators etc).

Communicative Language Competences: ‘Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions; (...) communicative language competences are those which empower a person to act using specifically linguistic means’. (CEFR p9)

Communication Strategies: tactics adopted by learners to help performance in listening and speaking, reading and writing. These may include; when speaking: using ‘fillers’ (e.g. well, I mean, really...), hesitation markers (e.g. euh, um ...) to create ‘thinking time’; when listening: to try to identify known words and not worry about unknown ones, using the context to hypothesise what is being said, interpreting gestures, facial expression, intonation etc.; when reading: making intelligent guesses about meaning, reading beyond unknown words, using the context; when writing: basing what is written on models, phrases, words taken from native speaker sources.

Compensation Strategies: strategies used by native speakers and learners of a language when they do not know, or cannot immediately recall a word or words needed when speaking or writing.

Cross-curricular: refers to approaches in FL teaching and learning where themes or topics from other subject areas (for example from mathematics, history, physical education, art, music etc.) are integrated into language teaching and learning.

Curriculum: a specification of aims relating to knowledge, competences, understandings and approaches, and also of the selection of language and cultural aspects to be used as a basis for planning foreign language teaching and learning.

Educational Stakeholders: parents, institutions, businesses, governmental bodies etc. who have an interest – personal, financial or professional - in what goes on in schools or other educational institutions.

Error Analysis: identifying and analysing errors made by learners and their possible causes. This evidence is used to judge where the learner is in the learning process, what language learning strategies learners are using, and to suggest where and how improvement may be made.

European Language Portfolio (ELP): a ‘personal document (and) at the same time an information tool and a companion to language learning. (It) enables all language proficiency – whether acquired within or outside formal educational settings – and intercultural experience to be documented and presented in a comprehensive, complete and internationally comparable way. It also contains guidelines for reflecting on one’s own language learning and for planning and monitoring further learning’. Council of Europe (2002)

Evaluation: involves making qualitative judgements, often subjective, about various aspects of language performance. Other uses of the term are:

- materials' evaluation
- evaluation of teaching
- evaluation of learning etc.

Extra-curricular Activities: refer to activities performed by learners in out-of-lesson, or out-of-school time. Within a language learning context these may include attending a language club, watching a foreign language film, playing a part in a foreign play, participating in a foreign visit etc.

Grading: a measure of performance often using precise criteria and expressed as numbers or letters.

Home Language: often referred to as the mother tongue, is normally the language acquired by the learner as his/her first language and usually (though not always) spoken in the learner's home. It can also be referred to as a learner's L1 (first language). The Council of Europe additionally refers to the Language of School Education, which may be the same as the home language for many learners, but different from others. Modern language(s) refers to those being taught in school.

Homework: literally means work done at home. It is often, however, used more generally to refer to work generated by a teacher and/or the learner him or herself, to be completed outside class time. It can be done by an individual or as pair or group work.

ICT (Information and Communication Technology): This includes hardware such as computers, video recorders, radio, television, Overhead Projectors (OHP), interactive whiteboards etc. and software such as narrative media (e.g. videos, web pages), interactive media, adaptive media (computer programmes that give feedback, like simulations and modelling), communicative media (e.g. a discussion forum), and productive media (e.g. Word, PowerPoint). (These categories are taken from Laurillard 2002: 208-212.)

Independent Learning: a process involving learners who choose their own learning objectives and learning paths according to perceived personal needs, aspirations, and preferred modes of learning. Independent learning does not exclude the help of a teacher who may guide the process.

Institutional Constraints: may be financial, ideological, methodological requirements imposed on teaching and learning programmes by institutions according to their particular learning aspirations, goals and/or outcomes.

Institutional Resources: may refer to people (such as academic / technical / clerical staff), equipment, number of rooms, local, regional, national funding, links with outside help etc. all of which support the teaching and learning programmes offered by the institution.

Interlanguage: the language produced by an individual learner in the process of learning a foreign language. This idiosyncratic variety will differ from standard forms of the target language and is likely to contain errors, simplification, negative transfer etc.

Language Activities: involve the exercise of one's communicative language competences (see above) ... in processing one or more texts (see below) in order to carry out a task' (CEFR p10).

Language Competences (see Communicative language competences)

Language Performance: involves the use of specific linguistic means to carry out a task. Language performance can refer to either the process or the product.

Language Proficiency: what a learner can do and/or how well he/she can perform using language, given an identified and defined purpose. Language proficiency is often measured with reference to a scale of levels.

Learner Autonomy: the capacity learners have to take charge of their own learning. This implies choice of aims, content, approaches and/or forms of evaluation based on reflection related to individual needs and interests.

Learner Feedback: an account of progress / performance given to learners by teachers or peers to enable them to reflection, analyse and evaluate what they have or have not achieved. It may also refer to what learners tell those who are teaching them and/or monitoring their progress, how well they, the learners, believe they are performing.

Learning Aims: the targets, normally longer term (e.g. for a few weeks, half a term), expressed relatively generally, which are set for learners to achieve within and at the end of a learning programme.

Learning Objectives: the targets, normally short term (e.g. for a lesson, series of lessons) which identify precisely what learners are expected to learn. They may be defined in terms of skill- and content-based objectives (what learners should be able to say, write etc at the end of the period of learning e.g. talk about their hobbies, family etc) but also as discrete linguistic or cultural targets (grammatical, lexical, phonological, socio-cultural) etc.

Learning Process: the cognitive processes, pathways and sequences which operate in the minds of human beings when learning takes place and which lead to the internalisation of new information. These processes may be conscious or subconscious. They are innate processes by means of which the human mind perceives, remembers, categorises and conceptualises new information. They include: structuring and categorising new information, identifying its salient features, making generalisations about patterns, speculating on its meaning or relevance, drawing analogies between old and new information etc.

Learning Strategies: the range of tactics a learner uses to make learning effective. These may be 'specific actions, behaviours, steps, or techniques that students employ –

often consciously – to improve their progress in internalising, storing, retrieving, and using the L2 (second language)' (Oxford 1993 p175).

Learning Styles: an individual's predisposition towards perceiving and processing information in a particular way. Examples of different styles are analytic vs holistic processing; auditory, visual or kinaesthetic etc. One of these may dominate and often they exist in unequal combination.

Lesson Plans: these outline in a systematic way how a particular unit of work is to be taught. They normally identify:

- learning objectives, which may be new or based on/ consolidating/extending previous learning
- proposed or expected learning outcomes
- equipment, resources, materials needed by the teacher and the learners for the lesson(s)
- a logical sequence of activities together with an indication of possible timings
- differentiation within the proposed activities to account for a range of abilities and learning styles
- the practice and use of some/all language skills (listening, speaking, reading, writing)
- evaluation and assessment opportunities
- future targets.

Mentors: normally practising teachers in school or other educational establishments who guide and help student teachers who are training to become teachers.

Metalanguage: refers to the language we use when talking about language itself. This may consist of terminology – sentence, noun, past tense, intonation, discourse - or the type of grammar rules that can be found in reference grammars and some school books.

Methodology: the implementation of learning objectives through teaching procedures. It is based on principles deriving from theories of language description, language learning and language use. Methodology may focus on how teachers deal with the four main skills of speaking, writing, listening and reading or on specific aspects of language such as grammar, vocabulary and pronunciation.

Organisational Forms (of teaching): the ways in which learners are managed and grouped for the purposes of learning. These include working solo/independently, working with a partner (pair work), group work (normally 3+ learners together), and as a whole class.

Peer-Assessment: refers to judgements about learner performance, normally according to set and explicit criteria, made by same or similar age learners. Peers are same or similar age learners.

Portfolio: a dossier or collection of work, in the widest sense, normally produced over time by one individual, designed to represent his or her achievement. It may contain evaluative checklists (completed by the individual learner and/or others about him/her), samples of written work, examination results, certificates etc, and other evidence of learning (cassettes, software etc). All these elements are assembled in a portfolio as evidence of an individual's performance.

Project Work: work designed to be completed over time by the learner either working solo or with peers. Often project work has a theme or is based on a topic chosen by the individual learner/a group of learners or supplied by the teacher.

Resources: the variety of sources teachers can draw on in the process of locating, selecting and/or producing ideas, texts, activities, tasks and reference materials useful for their learners.

Self-Assessment: a judgement made by the learner on his or her own performance, knowledge, strategies etc.

Strategies: seen as a hinge between a learner's resources (competences) and what he/she can do with them (communicative activities)' (CEFR p25).

Socio-cultural: refers to language actions, activities, behaviour, attitudes, values, norms etc. which relate to specific communities, and which are also manifestations and reflections of a particular culture or particular cultures in which they are embedded.

Spoken Exchanges: a sequence of spoken or oral utterances between two speakers who listen and interact with each other. Normally each utterance is a response by one person to what has been said by the other.

Task: 'any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved.' (CEFR p10)

Team Teaching: this involves two or more teachers, or student teachers working together in a classroom with a common group of learners. Student teachers often team teach when they start their training in order to build up confidence and experience without having the sole responsibility for a whole class. Team teaching may involve teachers of the same or different subjects.

Team Work: refers to the process or product of a number of individuals working together to produce a common project, joint piece of work, an agreed solution to a problem.

Texts: 'Text is used to cover any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange. There can thus be no act of communication through language without a text' (CEFR p93).

Text Types: groups of texts which exhibit similar features resulting from their overall function, from rhetorical conventions associated with them, from style etc. Common spoken/spoken interaction text types are: telephone calls, conversations, jokes, stories. Common written text types are: narrative texts, informative (articles etc), persuasive (speeches etc), letters, poems, advertisements, emails, text messages etc.

Virtual Learning Environments: web-based environments which may consist of some of the following key features: noticeboard, learners' personal pages, narrative media (e.g, videos, web pages), adaptive media (computer programmes that give feedback, like simulations and modelling programmes), web resources, conferencing tools, assessment tools, email, learner's homepage and tutor's support.

*Taken from EPOSTL (www.ecml.at/epostl)