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 <http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf> (free download)

 **EPOSTL: European Portfolio for Student Teachers of Languages**



**48 Descriptors for the 1st Attestation (need to achieve 70% of the following descriptors in their stage)**

**C. The Role of the Language Teacher**

4. I can draw on appropriate theories of language, learning, culture etc. and relevant research

findings to guide my teaching.

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

**Identification of Learning Objectives**

1. I can identify curriculum requirements and set learning aims and objectives suited to my learners’ needs and interests.

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

**B. Lesson Content**

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

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

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

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

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

**C. Lesson Organisation**

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

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

**A. Using Lesson Plans**

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

6. I can fi nish off a lesson in a focused way.

**B. Content**

1. I can present language content (new and previously encountered items of language, topics

etc.) in ways which are appropriate for individuals and specifi c groups of learners.

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

**B. Aims and Needs**

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

**A.Speaking/Spoken Interaction**

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

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

10. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.

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

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

**B. Writing/Written Interaction**

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

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

**C. Listening**

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

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

4. I can design and select different activities in order to practise and develop different listening strategies (listening for gist, specifi c information etc.)

**D. Reading**

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

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

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

**E. Grammar**

1. I can introduce a grammatical item and help learners to practise it through meaningful

contexts and appropriate texts.

2. I can introduce, and help students to deal with, new or unknown items of grammar in a

variety of ways (teacher presentation, awareness-raising, discovery etc.).

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

appropriate grammar reference books.

5. I can evaluate and select grammatical exercises and activities, which support learning and

encourage oral and written communication.

**F. Vocabulary**

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

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

contexts.

**A. Resources**

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

3. I can locate and select listening and reading materials appropriate for the needs of my learners

from a variety of sources, such as literature, mass media and the Internet.

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

**D. Classroom Management**

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

3. I can make and use resources effi ciently (fl ashcards, charts etc.).

**E. Classroom Language**

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

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

3. I can use the target language as metalanguage.

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

**C. Interaction with Learners**

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

4. I can encourage learner participation whenever possible.

**B. Evaluation**

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

7. I can use a valid institutional/national/international grading system in my assessment of a learner’s performance.

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

**F. Error analysis**

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

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