

**SIT TESOL Certificate Course**

## Participant Record Book

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| Nickname / Preferred course name:Oscar/Honduras |
| Full Name (as it should be printed on your certificate):Oscar Cáceres Donaire |
| Contact Information (phone number(s) and email):osmancaceres@yahoo.comosmancaceres@gmail.comOscar.caceres@live.comCell phone: (504) 31769540 (Honduras, Central America) |
| Course Dates/Training Center/TrainersFrom April 20th to May 17thCentro Espiral Mana, El Invu, Peñas Blancas, La Fortuna Costa RicaEma TorresAmanda RossyRoger Ramírez |

**Purpose of this Record Book**

This Record Book is a tool to guide your developing an awareness of the process of *learning teaching* and of many of the factors that contribute to effective teaching. It is a tool to guide your reflection on and self-assessment of your learning process and what you learn during the course, and to a means to help you form intentional plans to move forward in further developing teaching skills and knowledge. The Record Book is a record of your progress.

**How is the Record Book used?**

Participants fill out the self-assessment form three times during the course. The first time is at the start of the course, during the first week, so that you are familiar with the course requirements, expectations and competencies you will be developing during the course. Completing it at the start of the course means you begin the course aware of the knowledge and skills you are bringing to the course and it establishes a reference point from which you can assess your progress.

Participants also fill out the form at the middle and end of the course to share with trainers during check-in conferences. During these conferences, trainers also fill out and discuss a version of the assessment form with you. You will submit this Book as part of your Portfolio at the end of the course as part of the portfolio requirement.

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| **IMPORTANT****You will need to keep this Record Book safely until the end of the course. It should be the first document in your Portfolio.** |

**Course Objectives**

By the end of the course, participants will be able to:

**Plan**

* Plan for effective, learning-centered productive (speaking and writing) and receptive (listening and reading) skills lessons using frameworks and key TESOL terminology
* Analyze language in terms of its meaning, form and use, and in terms of challenges students may have with it
* Plan and effectively teach lessons that encourage the development of students’ cultural knowings (about, how, why and oneself) and of sensitivity and awareness of cultural aspects of language, texts and activities

**Teach**

* Effectively teach learning-centered productive and receptive skills lessons, scaffolding students’ learning and engaging students in participation in their own learning

**Reflect**

* Reflect on planning and teaching decisions in terms of their effect on individual students’ learning and on the learning of a group of students using key TESOL planning terminology

**Course Requirements**

These must be met in order to receive the SIT TESOL Certificate

* **Attend all course sessions**. In the event of an illness or emergency, participants must notify a trainer as soon as possible and must make up all missed work and any practice teaching sessions as determined by the trainer. If more than 2 full-days on an intensive course or 14 hours on an extensive course of absences are incurred, the participant will not be eligible for a certificate.
* **Participate actively and respectfully in all aspects of the course**. Participants are engaged and remain on task during all aspects of the course including workshops, lesson planning, practice teaching, observation of practice teaching and post-teaching feedback. Participants will develop and maintain respectful, supportive relationships, demonstrate an awareness of their impact on others, and fully participate in collaborative aspects of the course by offering ideas and constructive feedback, and by being open to ideas and feedback from peers and trainers.
* **Successfully complete all assignments.** Complete all assignments to course standards – including lesson plans, extended reflections and other written assignments, readings, Portfolio, Self-assessments, program evaluation
* **Plan and teach all scheduled lessons (6 hours per each participant, including any make-up lessons).**  Participants will demonstrate progress in rigorous and effective planning, teaching and reflecting on the lessons.
* **Demonstrate oral and written mastery of the English language.** Participants will demonstrate an English language ability that makes them credible teachers of advanced level ESOL students, and that enables them to communicate clearly and accurately during the course.

**Assessment**

**Part I: Course Requirements**

For your first assessment, at the beginning of the course, **please initial next to each requirement to indicate that you have read and understand.**

For the mid-course check-in fill in the **Mid** column with ***Y*** (yes, I meet the requirement) or ***N*** (no I do not (fully) meet the requirement). For the final self-assessment, fill in the **Final** column.

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Initials* | **Mid** | **Final** |
| 1. Attend all course sessions and make up all missed work and any practice teaching sessions
 | Y | Y | Y |
| 1. Participate actively, respectfully, supportively and collaboratively in all aspects of the course, remaining on task during course work
 | Y | Y | Y |
| 1. Successfully complete all assignments
 | Y | Y | Y |
| 1. Plan and teach all scheduled lessons (6 hours/participant)
 | Y | Y | Y |
| 1. Demonstrate mastery of English so as to be credible teaching advanced level ESOL learners and to express self clearly and accurately orally and in writing during the course
 | Y | Y | Y |

Trainer comments (required for any N marks):

Participant comments (optional):

**Part II: Competencies for receiving the SIT TESOL Certificate**

Criteria for being awarded the SIT TESOL Certificate: It is reasonable to expect that during this course a participant will achieve between a 3 and 4 (if the center is using a numeric scale), or between “Consciously becoming more skilled” and “Consciously skilled” (if the center is using verbal designations), in each of the competency areas.

 A score or designation of or below 2/”Consciously unskilled” indicates the area is not yet meeting the competency and needs work. A score/designation of 3-4/ “Consciously becoming skilled-more skilled” indicates a participant is meeting the criteria. A score or designation above this indicates a participant is exceeding the criteria.

In order to receive the certificate, a participant must achieve an average of 3 or an average of “Consciously becoming more skilled” in each major competency area. You are not expected to master (i.e., exceed the criteria) all the competencies during this 130-hour course. You are expected to demonstrate progress and insight, confidence and teaching skills.

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| --- | --- |
| **Number/ Phrase Designation** | **which means…** |
| **0.****Unconsciously unskilled**(UU) | * **Plan**: I’m not sure what this is or what it involves.
* **Teach**: It may have happened; I’m not aware of whether it did or didn’t.
* **Reflect**: I don’t know how to see or reflect on this.
 |
| **1.****Consciously unskilled**(CU) | * **Plan**: I can identify what this is and what it involves but I haven’t been able to plan a lesson with it in mind
* **Teach**: I haven’t implemented this yet. If it happened, I wasn’t aware of it or didn’t plan it. I’m aware that I’m not doing this.
* **Reflect**: Sometimes I can recognize it or identify it in my peers’ or trainers’ teaching and/or feedback if others point it out to me. I think I see how it affects learning but it’s hard for me to give examples. I can recognize possible actions that would help me with it but cannot, even with guidance, make an action plan for it.
 |
| **2.****Consciously becoming Skilled**(CBS) | * **Plan**: I can analyze a plan to see if this is present and I can talk with ease about what it is and what it involves. I have shown evidence of planning this *at least once*.
* **Teach**: I have implemented this in class at least once. It may have been a bit awkward or not particularly effective. Student learning may or may not have happened.
* **Reflect**: I have been able to identify it in my own or in others’ teaching and student learning at least a few times. I’m still developing my initial ideas about how it affects student learning. I can make a plan to improve this when my trainer directly guides me.
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| **3.****Consciously becoming more Skilled**(CMS) | * **Plan**: I’m able to design a plan with this explicitly in mind and have shown evidence of planning this *a few times*.
* **Teach**: I have implemented this in class effectively at least once and student learning was evident. I may have implemented it *a few times* in which student learning may or may not have been evident.
* **Reflect**: I can usually identify it in my own and others’ lessons. I’m beginning to link this concept to observable student behavior in a lesson. With some trainer help, I can make a plan to improve this area.
 |
| **4.****Consciously Skilled**(CS) | * **Plan**: I can plan for this consistently and intentionally. (I still have to think about it.)
* **Teach**: I’ve used this in my teaching *more than a few times* to help English language learners learn and am actively fine-tuning my skills to maximize student learning.
* **Reflect**: It’s easy for me to identify it in my, my peers’ or my trainers’ teaching. I can use the concept to interpret how or if students learned in a lesson. I can make connections between this and other aspects of learning and teaching. I can make action plans to improve my understanding and effectiveness.
 |
| **5.****Unconsciously Skilled**(US) | * **Plan**: I consistently and automatically (without thinking) plan for this in my lessons.
* **Teach**: I can implement this skill in an automatic or natural way. It’s part of who I am as a teacher and I’ve shown evidence of it many times during the course. It’s not challenging for me to plan or implement it.
* **Reflect**: It’s easy for me to see how this can affect student learning; I can transfer it to other contexts. I can help others make action plans; I have a wide range of techniques that allow me to make decisions to maximize student learning in a variety of contexts. The concept is integrated into my beliefs about teaching and learning; I can quickly use it as a lens to reflect on my own and others’ teaching and learning.
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**Participant Learning Goals:**

*Please write in at least three of your own learning goals for the course.*

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| --- | --- | --- | --- |
| **By the end of the course I will be able to**  | **Beg** | **Mid** | **Final** |
| **P** | **P** | **T** | **P** | **T** |
| Learning new methods, techniques and strategies for a successful teaching. | 2 | 3 | 3 | 4 | 3 |
| Planning a lesson using a different format. | 2 | 3 | 3 | 4 | 3 |
| Reinforce my knowledge with new ideas from colleagues from other countries and different experiences. | 3 | 3 | 3 | 3 | 3 |
| Reflect on self and others about the learning process | 2 | 2 | 3 | 3 | 3 |

**COMMENTS and THOUGHTS about work on this competency area:**

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| **Mid-Course**I have experience the ECRIF framework so far and I think is an effective and systematic process of building or development student’s language. it is a conscious process that starts with identifying students’ need, designing a lesson plan that scaffold student’s learning and finally reflecting on positives as well as hindrances that the process of a class has. |
| **End of Course**I consider that the objectives of the course are achieved and that can be observed in the lesson plans and in the feedbacks right after the class. I can also tell from my self-reflection process of the planning as well as the practice stage that I have achieved awareness in regard to the learning process. Now, when planning I center on my students needs and interests more than on the content. |

**Competency Area 1: Planning for a Learning-centered Lesson**

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| --- | --- | --- | --- |
| **Participants will be able to:** | **Beg** | **Mid** | **Final** |
| **P** | **P** | **T** | **P** | **T** |
| **A. Designing Objectives** |  |  |  |  |  |
| 1. Write well-formed lesson objectives that describe student learning. (Including: specific target language, skill, observable verbs describing student behavior, and a communicative task so that it meets SMARTA criteria.)
 | 3 | 4 | 3 | 4 | 4 |
| 1. Write objectives/aims for lesson stages and activities in terms of student learning
 | 3 | 4 | 3 | 4 | 4 |
| 1. Analyze and adapt coursebook materials (deciding what to keep, reject, adapt, change) appropriate to the students, their needs, interests, level, etc
 | 3 | 3 | 3 | 3 | 3 |
| 1. Design and/or adapt activities so that they have a communicative focus
 | 3 | 3 | 3 | 3 | 3 |
| **B. Detailing the Steps of a lesson** |  |  |  |  |  |
| 1. Detail student interaction patterns and other class configurations (individual work, pair work, group work, whole-class work, teacher-focused activities and stages), ensuring there is a balance of interaction during the lesson
 | 3 | 3 | 3 | 4 | 3 |
| 1. Detail teacher behavior (including instructions; modeling; checking understanding; eliciting; explanations, monitoring, clarifying, etc)
 | 2 | 2 | 3 | 3 | 3 |
| 1. Detail student behavior to clarify what they will be doing, when and with whom
 | 2 | 2 | 3 | 3 | 3 |
| 1. Plan the use of visuals: the board, pictures, posters, etc
 | 3 | 3 | 3 | 3 | 3 |
| 1. Prepare lesson materials which look professional and which respect copyright requirements, citations and photocopy limits
 | 3 | 3 | 3 | 3 | 3 |
| **C. Analyzing the Target Language/Text** |  |  |  |  |  |
| 1. List relevant knowledge and experience students are likely to bring to the lesson including their potential mistakes/challenges
 | 2 | 2 | 2 | 2 | 2 |
| 1. List challenges students may have in the lesson and suggestions for how the challenges can be avoided or mitigated
 | 2 | 2 | 2 | 3 | 3 |
| 1. Write detailed notes that describe the meaning, form, use of language to be covered in the lesson
 | 2 | 3 | 3 | 4 | 3 |
| 1. Prepare notes for explanations, guiding and at least three concept checking questions
 | 2 | 3 | 3 | 3 | 3 |
| 1. Make notes about cultural aspects of activities, texts, language
 | 2 | 2 | 2 | 3 | 3 |
| 1. Create at least two potential real life contexts where the students might realistically use this target language.
 | 2 | 3 | 3 | 3 | 3 |

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| **Participants will be able to:** | **Beg** | **Mid** | **Final** |
| **P** | **P** | **T** | **P** | **T** |
| **D. Staging a lesson**  |  |  |  |  |  |
| 1. Stage a productive skills (speaking, writing) lesson so that student learning is scaffolded and lesson objectives are achievable using appropriate lesson frameworks
 | 2 | 3 | 3 | 4 | 4 |
| 1. Stage a receptive skills (listening, reading) lesson so that student learning is scaffolded and lesson objectives are achievable using appropriate lesson frameworks
 | 2 | 3 | 3 | 4 | 4 |
| 1. Link the lesson to lessons that both precede and follow it
 | 3 | 3 | 3 | 4 | 3 |

**COMMENTS and THOUGHTS about work on this competency area:**

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| **Mid-Course**Planning with the ECRIF framework make us conscious in advance of what is probably happened in the during-class time, especially because previously to the plan action we do a large analysis of the target language we pretend to teach. That gives us a really good awareness of what might happen in the whole class. |
| **End of Course**Planning whit the ECRIF framework is a worth thing to do especially for using a language analysis before planning the lesson, because we predict some details that might happened during the class. In the PDP framework even though we have three well marked stages, it is interesting how the ECRIF framework is included in it, and that makes it a more valuable strategy when teaching Reading, Listening and Culture. However for Culture I have observed that it is inclusive of the ECRIF framework, the PDP framework and the Knowing framework as well; so that makes it a little more complicated but in the end more effective. This is my first time to plan and teach a Culture lesson and I consider it an interesting experience and something I will continue doing. |

**Competency Area 2: Teaching a Learning-centered Lesson**

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| --- | --- | --- | --- |
| **Participants will be able to**  | **Beg** | **Mid** | **Final** |
| **P** | **P** | **T** | **P** | **T** |
| **A. Interacting with Students**  |  |  |  |  |  |
| 1. Grade their language and adopt an appropriate tone for their learners
 | 2 | 3 | 3 | 3 | 3 |
| 1. Foster an environment where student learning, production, and skills are consistently the center of attention and the class. Teacher talk time is limited to amounts that directly serve student learning.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Create a safe, respectful classroom environment to maximize student learning
 | 3 | 4 | 4 | 4 | 4 |
| 1. Provide students opportunities to learn from and about each other.
 | 2 | 3 | 3 | 4 | 3 |
| 1. Vary the teacher’s role appropriately on the basis of student needs and the different lesson activities
 | 2 | 3 | 3 | 3 | 3 |
| 1. Elicit information, ideas, and language from the learners in a variety of ways when possible and appropriate, as opposed to providing them.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Respond to student questions and behavior with cultural sensitivity and in a way that promotes learning
 | 2 | 3 | 3 | 3 | 3 |
| 1. Respond to inaccuracies in a way that shows an awareness of where the learner is in terms of ECRIF, shows respect, acknowledgement of the inaccuracy, and provides multiple strategies for creating a space for learning.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Monitor students and respond to and give feedback on student strengths and challenges (task progress, language produced, strategies used, involvement, etc) in a way that supports learning
 | 2 | 3 | 3 | 3 | 3 |
| 1. English language learners have opportunities to self-assess and offer feedback on their learning.
 | 2 | 3 | 3 | 3 | 3 |
| **B. Managing Activities and Materials** |  |  |  |  |  |
| 1. Efficiently set up a variety of class configurations to maximize student learning and participation (individual, pair, group and whole-class work)
 | 2 | 2 | 2 | 3 | 3 |
| 1. Lesson recycle and build upon what was learned in previous lessons and re-teach what was unclear or not yet mastered.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Activities and materials are appropriately personalized so that they address the reality of the English language learners’ lives (their names, countries, jobs, interests, experiences, etc)
 | 2 | 2 | 2 | 3 | 3 |
| 1. Use texts and media effectively so that students can engage with them in a learning-centered way
 | 2 | 2 | 2 | 3 | 3 |
| 1. Provide students with adequate time to think alone and then compare with a partner before sharing with the whole group.
 | 2 | 3 | 2 | 3 | 3 |
| 1. Give effective instructions, model activities and check student understanding
 | 2 | 2 | 2 | 3 | 2 |
| 1. Diverge from the lesson plan based on evidence of learning
 | 2 | 2 | 2 | 3 | 3 |
| 1. Manage the learning process in such a way that lesson objectives are likely to be achieved (e.g., timing and pace)
 | 2 | 2 | 2 | 3 | 3 |
| **C. Focusing with Target Language and Texts** |  |  |  |  |  |
| 1. Convey and highlight meaning, form and use of lexis, grammar and pronunciation
 | 2 | 2 | 2 | 2 | 2 |
| 1. Provide accurate oral and written models for students
 | 2 | 2 | 3 | 3 | 3 |
| 1. Check and clarify student understanding of meaning, form and use by using at least three concept checking questions.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Use a range of means to elicit ideas, information, language from students and respond to them so that the lesson builds and helps students learn key aspects of target language or deal with key aspects of text
 | 2 | 2 | 2 | 3 | 3 |
| 1. Establish context and activate prior knowledge before a reading/listening task
 | 3 | 3 | 3 | 3 | 3 |
| 1. Elicit and model strategies for reading, listening and writing
 | 2 | 2 | 2 | 3 | 3 |

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| **D. Moving toward objectives** |  |  |  |  |  |
| **PRODUCTIVE SKILLS** |  |  |  |  |  |
| 1. Set up student-centered activities to help students **encounter** and **clarify** target language through a variety of deductive and inductive techniques, such as establishing context,eliciting background knowledge, and give ample opportunities for the students to interact with the target language in order to develop an **awareness** of it.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Set up student-centered activities that help students **remember** and **internalize** target language through a variety of tasks that move from receptive to productive, controlled to freer practice activities in order to develop **accuracy**, confidence, and move towards natural speed and fluency.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Set up student-centered opportunities to use target language and any other language/skills to complete a **communicativereal-world task** that is motivating and creates a genuine exchange of information in order to demonstrate their **fluency** with the target language. The activity must allow for student learning to be demonstrated.
 | 2 | 3 | 2 | 3 | 3 |
| **RECEPTIVE SKILLS** |  |  |  |  |  |
| 1. Pre-reading/listening: Provide activities that prepare students for success by creating context, accessing prior knowledge, choosing critical vocabulary that is taken through the encounter, clarify, and remember stages of learning, and predicting.
 | 2 | 3 | 2 | 3 | 3 |
| 1. During reading/listening: Set up listening, reading and writing tasks so that students can focus on increasingly challenging aspects of the text with confidence (gist to specific details and interpretations)
 | 2 | 3 | 3 | 3 | 3 |
| 1. During: Set the task before the text, giving the students a reason for listening, reading, or writing.
 | 2 | 3 | 2 | 3 | 3 |
| 1. During: Provide multiple opportunities for the learners to listen or read the text before moving onto the next task. Making adjustments to the task if considered not level appropriate.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Post reading/listening: Provide students with activities (speaking and writing), which expand on the theme and language in the text in a personalized way.
 | 2 | 2 | 2 | 3 | 3 |
| **CULTURE** |  |  |  |  |  |
| 1. Describe and provide examples of each Cultural Knowing: About, How, Why, and Oneself.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Identify which Cultural Knowings appear in a text or a lesson and design additional activities to be able to address the knowings that are not covered in the unit.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Design both receptive and productive skill lessons that attend to the text and tasks in a culturally sensitive way.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Provide opportunities in a lesson for students to explore the cultural aspects of a lesson with particular attention to the Oneself Knowing.
 | 2 | 2 | 2 | 3 | 3 |

**COMMENTS and THOUGHTS about work on this competency area:**

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| **Mid-Course**By the second week of practicing an ECRIF and PDP combination for designing and teaching a lesson I am becoming more conscious about the fact that I have to pay more attention to my students’ needs, motivations and learning styles and put that into a scaffold framework to help them achieve the target language. |
| **End of Course**I am getting used to this framework for teaching reading, writing, listening and culture, but I am great results in regards to my students’ learning. I really think that I have to practice a little more on teaching culture because it has a perfect combination of ECRIF, PDP and KNOWINGS and once I get confident on working on it I will get better results. |

**Competency Area 3: Reflecting on Planning and Teaching**

 **Post teaching feedback, workshop sessions, and written work**

 **Based upon: “Framework for Seeing and Assessing Reflective Thinking”**

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| **Participants will be able to**  | **Beg** | **Mid** | **Final** |
| **P** | **P** | **T** | **P** | **T** |
| **A. Focusing Reflection**  |  |  |  |  |  |
| 1. Identify strengths, challenges and issues in a lesson (planning and teaching)
 | 2 | 2 | 2 | 3 | 3 |
| 1. Intentionally choose to analyze a balance of what well in the classroom as well as what was challenging.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Identify whether lesson or activity objectives were achieved, providing examples of student behavior
 | 2 | 2 | 2 | 3 | 3 |
| **B. Learning Through The Reflective Cycle** |  |  |  |  |  |
| 1. Describe your own learning process on the course, analyze it through multiple lens, and take purposeful action.
 | 2 | 2 | 2 | 3 | 3 |
| 1. Describe details from the classroom: student (individual and group) behavior, teacher behavior, materials and the class environment
 | 2 | 2 | 2 | 3 | 3 |
| 1. Offer interpretations of how specific events in the class may have affected student learning in terms of what helps and hinders learning.
 | 2 | 3 | 3 | 3 | 3 |
| 1. Come up with generalizations and theories about student learning that are linked to specific events or experiences in a lesson
 | 2 | 2 | 2 | 3 | 3 |
| 1. Plan specific (SMARTA) actions for future lessons based on experience in a lesson
 | 2 | 3 | 2 | 3 | 3 |
| **C. Working in Community** |  |  |  |  |  |
| 1. Use a variety of key terminology from TESOL to discuss lessons in terms of student learning
 | 2 | 2 | 2 | 3 | 3 |
| 1. Take detailed observation notes including descriptions of individual student behavior, teacher behavior, time intervals, language used, classroom arrangement, and materials.
 | 2 | 3 | 2 | 3 | 3 |
| 1. Demonstrate a positive attitude to feedback and an ability to make changes to enhance students’ learning
 | 2 | 2 | 2 | 3 | 3 |

**COMMENTS and THOUGHTS about work on this competency area:**

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| **Mid-Course**I am getting used to give and receive feedback from my peers. Sometimes I think that we might be mature enough when giving feedback as well as being accurate and provide feedback based on observable facts and details. It is also important to set the environment to give and receive feedback. However, I think it is a wonderful tool to improve our teaching and to become aware of the process that underlie the learning of a language. |
| **End of Course**Now, I feel more comfortable when giving and receiving feedback from my peers and I think it is because now we are mature and provide elements that are critical to improve our teaching. We do not pay a lot attention to irrelevant details that sometimes do not hinder our students’ learning. |

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| **MID-COURSE Summary Comments (Participant)**During these two weeks I have experience two new and interesting framework to guide the teaching practice and centered on students’ learning. The great face of this is that in order to change our point of view from a teaching practice centered on content or on teacher’s point of view, we are getting more aware of the process of learning a language. In doing so, our lesson planning and the teaching practice as well, turns to a student’s learning process focus. This is systematically applied in the ECRIF and PDP framework. |
| **MID-COURSE Summary Comments (Trainer)** |
| **We have read and agree with the above comments.** **Participant Signature: Oscar Cáceres Donaire Date: May 14th, 2014****Trainer Signature: Date:** |

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| **END-OF-COURSE Summary Comments (Participant)**At the end of this course I have reinforced the idea of using the ECRIF and PDP framework in the process of learning a language. I have experience these frameworks and I found them very useful not only to get fantastic results in the learning process, but also for the self-reflection and peer-reflections that guide us to be aware of what underlie the learning process of a second language. It is also important to notice how students become part of the process of learning a language because they get some self awareness on how learning some strategies can lead them to obtain the target language.  |
| **END-OF-COURSE Summary Comments (Trainer)** |
| **We have read and agree with the above comments.** **Participant Signature: Oscar Cáceres Donaire Date: May 14th, 2014****Trainer Signature: Date:** |

**Submission of Documents to SIT and Copyright Permission**

*Please copy OR submit the documents listed below electronically to the trainer and turn them and this paper in on the last day of the course for program record purposes. Use thissigned and dated form as a coversheet.*

 I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, am submitting the following documents to SIT to keep on file for one year. I have checked whether I am submitting it as a paper or as an electronic version:

|  |  |  |
| --- | --- | --- |
|  | Paper | Electronic |
| 1. One copy of my assignments from week one, two and three
 |  |  |
| 1. One copy of my final learning statement, assignment(the summary not your self-assessment form)
 |  |  |
| 1. One set of: language analysis, lesson plan and trainer observation notes
 |  |  |

ßPlease check one of the statements and sign below.

🞏I agree to allow SIT to use any of the above documents for training purposes. I understand that my name will be changed if my work is used.

🞏I agree to allow SIT to use only the following documents for training purposes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I understand that my name will be changed if my work is used.

🞏I do not agree to allow SIT to use any of the documents above for training purposes.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Congratulations…you’re really almost done! – just the course evaluation!)**