J-POSTL
Self-Assessment Descriptors
(Updated on August 16, 2012)

CONTEXT

A. Curriculum

1   I can understand the requirements set in the Course of Study.

B. Aims and Needs

2   I can understand the value of learning a foreign language.

3   I can take into account attainment of target based on the Course of Study and students' needs.

4   I can take into account students' motivation to learn a foreign language.

5   I can take into account students' intellectual interests.

6   I can take into account students' sense of achievement.

C. The Role of the Language Teacher

7   I can explain the value and benefits of learning a foreign language to students and parents.

8   I can take into account students' knowledge of Japanese and make use of it when teaching a foreign language.

9   I can critically assess my teaching based on the understanding of theoretical principles.

10   I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly.

11   I can accept feedback from my peers and mentors and build it into my teaching.

12   I can observe my peers and offer them constructive feedback.

13   I can identify specific pedagogical issues related to my students or my teaching in the procedure of plan, act, and reflect.

14   I can locate information related to teaching and learning.

D. Institutional Resources and Constraints

15   I can assess how to use the resources and educational equipment available in school and adapt them to my teaching as necessary.

METHODOLOGY

A. Speaking / Spoken Interaction

16 I can create a supportive atmosphere and provide a specific situation for language use that invites students to actively take part in speaking activities.

17 I can evaluate and select meaningful speaking and interactional activities to encourage students to accurately and appropriately express their opinions, cultural backgrounds and identities, etc.

18 I can evaluate and select meaningful speaking and interactional activities to help students to develop competencies for presentation, discussion, etc.

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

20 I can evaluate and select various activities to help students to use typical features of spoken language (fillers, supportive responses, etc.) and engage in interaction with others.

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

22 I can evaluate and select a range of oral activities to develop accuracy (vocabulary, grammar, etc.).

B. Writing / Written Interaction

23 I can help students to develop their creative potential by engaging them in writing activities appropriate for different situations and functions of language use.

24 I can evaluate and select activities which help students to participate in written exchanges such as emails.

25 I can help students to gather and share information for their writing tasks.

26 I can help students to write by using mind maps, outlines, etc.

27 I can help students to write a cohesive paragraphs and essays.

28 I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling, etc.).

C. Listening

29 I can select texts appropriate to the needs, interests and language level of the students.

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

31 I can encourage students to use their knowledge of a topic and their expectations about a text when listening.

32 I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information, etc.)

33 I can design and select different activities which help students to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking, etc.)

D. Reading

34 I can select texts appropriate to the needs, interests and language level of students.

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

36 I can encourage students to use their knowledge of a topic and their expectations about a text when reading.

37 I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups, etc.).

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

39 I can select a variety of language activities to provide a bridge between reading and other skills.

40 I can recommend books appropriate for the needs, interests and language level of the students for extensive reading.

E. Grammar

41 I can deal with questions students may ask about grammar and if necessary, help them to use appropriate grammar reference books and dictionaries.

42 I can recognize that grammar affects students' oral and written performance and help them to learn it through meaningful contexts by providing a variety of language activities.

F. Vocabulary

43 I can evaluate and select a variety of activities which help students to learn vocabulary in context.

44 I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words.

45 I can understand and use high and low frequency words and receptive and productive vocabulary for my students.

G. Culture

46 I can evaluate and select a variety of activities which awaken students' interest in and help them to develop their knowledge and understanding of their own and the target language culture.

RESOURCES

47 I can identify and evaluate a range of coursebooks/materials appropriate for the age, interests and the language level of the students.

48 I can select texts and language activities from coursebooks appropriate for my students.

49 I can locate and select listening and reading materials appropriate for the needs of my students from a variety of sources, such as literature, mass media and the Internet.

50 I can make use of ideas, lesson plans and materials included in teachers' handbooks and resource books.

51 I can design learning materials and activities appropriate for my students.

52 I can recommend dictionaries and other reference books useful for my students.

53 I can guide students to use the Internet for information retrieval.

LESSON PLANNING

A. Identification of Learning Objectives

54 I can identify the Course of Study requirements and set learning aims and objectives suited to my students' needs and interests.

55 I can plan specific learning objectives for individual lessons and/or for a period of teaching.

56 I can set objectives which challenge students to reach their full potential.

57 I can set objectives which take into account the differing levels of ability and special educational needs of the students.

58 I can set objectives for four main skills of listening, speaking, reading and writing respectively, according to the focus of individual lessons and/or period of teaching.

59 I can set objectives which encourage students to reflect on their learning.

B. Lesson Content

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

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

62 I can plan activities to emphasize the interdependence of language and culture.

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

64 I can accurately estimate the time needed for specific topics and activities and plan work accordingly.

65 I can design activities to make the students aware of and build on their existing knowledge.

66 I can vary and balance activities to enhance and sustain the students' motivation and interest.

67 I can vary and balance activities in order to respond to individual students' learning styles.

68 I can take account of students' feedback and comments and incorporate this into future lessons.

C. Lesson Organization

69 I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, group work) as appropriate.

70 I can plan for student presentations and student interaction.

71 I can plan when and how to use the target language, including metalanguage I may need in the classroom.

72 I can plan lessons and periods of teaching with other teachers and/or assistant language teachers (team teaching, with other subject teachers, etc.).

CONDUCTING A LESSON

A. Using Lesson Plans

73 I can start a lesson in an engaging way.

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

75 I can adjust my time schedule when unforeseen situations occur.

76 I can time and change classroom activities to reflect individual students' attention spans.

B. Content

77　I can relate what I teach to students' knowledge, current events in local context, and the culture of those who speak it.

C. Interaction with Students

78　I can keep and maximize the attention of students during a lesson.

79　I can encourage student participation and student interaction whenever possible.

80　I can cater for a range of learning styles.

81　I can help students to develop appropriate learning strategies.

D. Classroom Management

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

83 I can manage and use instructional media (flashcards, charts, pictures, audio-visual aids, etc.) effectively

E. Classroom Language

84　I can conduct a lesson in the target language, and if necessary use Japanese effectively.

85　I can encourage students to use the target language in their activities.

INDEPENDENT LEARNING

A. Learner Autonomy

86　I can guide and assist students in setting their own aims and objectives and in planning their own learning.

87　I can assist students in choosing tasks and activities according to their individual needs and interests.

88　I can help students to evaluate their own learning processes and the outcomes.

B. Homework

89　I can evaluate and select tasks most suited to be carried out by students at home.

90　I can provide necessary support for students in order for them to do homework independently and assist them with time management.

91　I can assess homework according to valid and transparent criteria.

E. Virtual Learning Environments

92   I can use various ICT resources such as the Internet and appropriately advise students on how to use them.

ASSESSMENT OF LEARNING

A. Designing Assessment Tools

93   I can evaluate and select valid assessment procedures (written tests, performance tests, etc.) appropriate to learning aims and objectives.

94   I can design and use in-class activities to monitor and assess a students' participation and performance.

B. Evaluation

95   I can identify strengths and areas for improvement in a student's performance.

96   I can present my assessment of a student's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the student, parents and others.

97   I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).

D. Language Performance

98   I can assess a student's ability to engage in spoken and written interactions.

E. Culture

99   I can assess students' ability to make comparisons between their own and the culture of the target language communities.

F. Error Analysis

100   I can analyze students' errors and provide constructive feedback to them.