WORKSHEET 1:
DEFINING YOUR APPROACHES

1. Read as much as you can about the different approaches outlined in this section. You will find a number of sources recommended in section 4.7 'Further reading'.
2. Reflect on your own experience as both learner and teacher of languages and, in more general terms, as a student and as an educator:
   a. What kind of approaches have you come into contact with?
   b. How did you feel in relation to each one?
   c. How effective were the processes which you experienced in each case?
   d. What do you think you might have missed out on as a result of not working with the other approaches?
3. Consider you current teaching situation:
   a. What approaches to education are expressed in the institutional documents?
   b. Are the educational and pedagogical practices in use consistent with these approaches?
   c. To what extent do institutional policies and practices coincide:
      i. With national policies?
      ii. With your own inclinations?
   d. How much autonomy do you have to decide on pedagogical practices for your classroom?
4. On the basis of all the above reflections, write a first draft of your own personal 'policy document'; that is to say, a statement of what you consider to be the appropriate approaches to education, language and learning for you, in your current situation. Keep it in your portfolio and come back to it periodically to aid your reflections on later decisions and to make any modifications which you may consider to be necessary.

Moss, G. (forthcoming): Making Sandwiches: A combined approach to course design for English teachers. Barranquilla: Ediciones Uninorte

LIVEWORKSHEETS