

Appendix A.1
Portfolio guideline

Block 1: The English Department in the School

Assignment 1: Analysis of how English is organized and taught throughout the school.

Analysis of how English is organized and taught throughout the school.	
Aim of the task	Identify and describe the teaching of English (EFL) and CLIL in the school
Suggestions you should take into account.	<ol style="list-style-type: none">1. Briefly introduce the school (type of school, socioeconomic and cultural context of the pupils; number of groups per year, etc.).2. Describe the organization of English in the school, both mainstream EFL and CLIL subjects (if appropriate) in Primary and Preschool levels (number of teaching staff; their training, qualifications and responsibilities; hours spent on each subject in different grades, etc.).3. Find out different teachers' views on the teaching of EFL and CLIL in the school (Max 2 pages).
Personal reflection	<ul style="list-style-type: none">• Draw conclusions and give your personal opinion on what you have learnt (Max. 1 page).

Block 2: Values and Professional Attitudes

Assignment 1: Analysis and Reflection on your participation in meetings and additional school activities

Analysis and Reflection on your participation in meetings and additional school activities	
Aim of the task	Analysis and reflection on meetings and additional activities, preferably related to English, in the school.
Suggestions you should take into account.	<ol style="list-style-type: none">1. Describe the ways in which your tutor liaises with other tutors in the same cycle, other members of staff and the children's families.2. Attend all the meetings (school, grade, stage, parental, etc.) the tutor attends. If you have attended more than one meeting, choose the ONE that has contributed the most to your learning and a) explain why you have chosen that meeting; b) state the aim of the meeting and the issues discussed; c) describe the professional competences your tutor put into practice during the meeting.3. Find out if the school is involved in any European projects (e.g., e-twinning). Describe the aims and activities of the project. Reflect on how this project might influence the children's learning. If there are no such projects or activities related to English, discuss with your tutor the reasons for this and make informed suggestions about how they might be developed in the future (Max. 2 pages).

Block 3: Classroom management and organization

Assignment 1: Observation of the learners, classroom layout and teaching materials and resources

The learners, the classroom layout, teaching materials and resources	
Aim of the task	Analysis of the learners you will work with during the implementation of your TU, as well as the classroom layout for different activities and the resources and materials your tutor has available for the teaching of English and/or CLIL subjects
Suggestions you should take into account.	<ol style="list-style-type: none">1. Identify the characteristics of the learners in the group you will teach (level of proficiency in English, their cultural or linguistic diversity, special needs) and reflect on adaptations this may require during English lessons.2. Observe the layout of the classroom and how the children are organized (groups, assembly, individual, pairs, etc.) during the different activities they carry out. Does the grouping ever change? Identify reasons.3. Refer to the teacher's lesson plan schedule and identify the English content and CLIL content covered so far. Then identify the topics and content to be covered during your teaching practice period. Highlight the content you will be teaching in your TU.4. Identify the EFL textbook used by your tutor and find out his or her opinion on it. Comment on the use of other resources, materials and ICT in the class by the teacher and the learners. (Max. 3 pages).
Personal reflection	<ul style="list-style-type: none">• Give your personal opinion on what you have observed (Max. 1 page).

Block 3: Classroom management and organization

Assignment 2: Observation of classroom management and teaching methodology

Observation and analysis of classroom management and teaching methodology used in the teaching of English and/or CLIL.	
Aim of the task	Observation and analysis of the methodology used in the teaching of English and/or Science.
Suggestions you should take into account.	<ol style="list-style-type: none">1. Observe <i>two</i> complete lessons in <i>different</i> year groups (e.g., 1^o and 3^o) one in EFL and the other (if possible) in CLIL, and write a short report for each observation analysing:<ol style="list-style-type: none">a. The methodology followed (type and sequencing of activities; grouping, children's use of the L2; innovative techniques, etc.);b. Adaptations in the content and/or tasks for specific learners.c. Classroom management strategies (dealing with good and bad behaviour).d. Compare the methodology and classroom management in both groups and explain any differences you identify.2. Reflect on what you have learnt as a result of your observations and justify your opinion by relating theory and practice. <p>** Use the questions in the guidelines provided to make notes during your observations (see following page) NOTE: <i>Do not hand your notes from the guidelines document (Max. 2 pages)</i></p>

Block 3. Guidelines for Assignment 2.

Observation of the teacher's classroom management and methodological strategies used in the teaching of English or CLIL.

*Take notes using the following suggestions in two different lessons and year groups during your teaching practice. **You should not give in this document.***

Activity nº		
Date:	Stage	Time
<ol style="list-style-type: none">1. Number of the lesson within the TU; topic and content.2. State the aims of the lesson. Were they made explicit for the children?3. What types of activities were carried out? Use the activity system (from Diseño) to identify the activity types and note the duration of each.4. How has the teacher taught the contents of the L2 or CLIL? How has she promoted the involvement of the children? How has she taken into account the different learning abilities of the children? How has she fostered higher order thinking skills?5. What are the most common linguistic mistakes made by the students? Make a note of them. What does the teacher do about this?6. Is the L2 used at all times? When do they use the L1 and what for?7. What materials and resources have been used throughout the lesson?8. How does the teacher deal with poor behaviour? What strategies (language, actions...) does she use to re-establish order?9. How do children respond when they are told off?10. How does the teacher value good behaviour?11. What was the learning environment like? Comment on the T-S and S-Ss relationship.		

Block 4: The Teaching-Learning Process

Assignment 1: Plan and teach specific activities.

Planning, implementation and reflection on specific activities.	
Aim of the task	Plan and teach activities in different groups and reflect on them. Include a maximum of <i>three</i> activities (sessions) in your portfolio.
Suggestions you should take into account.	<ol style="list-style-type: none">1. Plan and teach at least <i>three</i> activities, in English <i>at least</i> one of which should be CLIL (if possible). Include information on the year group, duration, teaching, competences and assessment criteria, content (functional, linguistic exponents, lexis, concepts), name, timing and sequencing of activities, curricular adaptations and resources used. Include original examples of the children's work.2. Evaluate and reflect on your own teaching: the results achieved by the children; your classroom management; the timing and sequencing of activities; any linguistic difficulties experienced by you or the children; any incidences; your tutor's feedback, etc. Point out what you have learned and how you can improve your teaching. <p>** Use the table below as a guide</p>

**Block 4. Guidelines for Assignment 1.
Lesson Plan for Specific Activities.**

Plan and carry out *at least three* activities in different groups

ACTIVITY N°			
Date:	Class:	Timing:	N° of children:
Topic:			
Competence		Assessment Criteria	
Content			
Communicative Functions	Linguistic exponents	Lexis	
Organization of the activity and teaching resources			
Describe the following: <ul style="list-style-type: none"> • The source of the activity (textbook, your own creation, adaptation from another source, etc.) • Steps in the activity and the timing. Include the names of the activities (check Activity System) and a representative sample of the interaction between the teacher and the children only for the main activities in the session. • The resources and the materials you used. Attach examples of the students' work. • Explain any adaptations of the activities you had to introduce 			
Findings and proposal of improvement			
Explain: <ul style="list-style-type: none"> • Whether you have achieved the learning objectives and to what extent. How do you know? • Whether you have had any difficulties (linguistic, classroom management, timing, etc.) • What improvements would you make to this activity? • What feedback did your tutor give you? What did you learn from the experience? 			

Block 4: The Teaching-Learning Process

Assignment 2: Teaching Unit.

Design, Implementation and Reflection on your Teaching Unit.	
Aim of the task	Design, implement and reflect on the results obtained in your Teaching Unit either in English or in CLIL (Science) (six to eight lessons).
Suggestions you should take into account.	<p>1. The TU should include:</p> <ul style="list-style-type: none"> • Introduction (year group, topic). • Description and rationale for the Final Task. • Communicative functions, linguistic exponents and lexis (in a table) • Competences and assessment criteria. indicate the activity in which you will apply the criteria (in a table). • Sequence of six to eight lessons including in each the name and aim of all the activities (see Activity System), the steps followed, timing. • For the <i>main</i> activities in each session only include a representative sample of the teacher's and the pupils' interaction. • Include all the materials and resources used. Include examples of the children's work and number the appendices. • Assessment of the Unit. Include the instruments used and evidence of the results with examples (rubric, exam, etc).
Personal reflection	<ul style="list-style-type: none"> • Write a brief report after each lesson in which you reflect on your own teaching and achievement of the learning objectives. Use the following questions as a guide.

Assignment 2: Guidelines for your Reflection after each session and at the end of your Teaching Unit.

1. Have you had difficulties regarding classroom management and your own teaching? How did you solve them?
2. Have you had difficulties regarding your level of English, the timing, the resources, etc.?
3. Have all the children learnt the content to the same degree? How do you know? What difficulties have they encountered in your lesson? What linguistic mistakes did they make most frequently? What have you done to support them?

4. Have you sequenced the activities appropriately? What improvements would you make if you could implement this session again? Why?
5. Write a final paragraph at the end of your teaching unit highlighting what you have learnt. Relate theory and practice.

Appendix A.2

Meetings with your school tutor

Fortnightly meetings (depending on the time available) Report the issues covered during a fortnight or during a specific meeting.		
Questions or doubts I want to inquire about regarding any of the four blocks of the portfolio.		
Issues or problems noticed by my tutor that can be improved/solved, and review of the progress made so far.		
Specific suggestions for improvement made by the teacher.		
Date	Trainee's signature	Tutor's signature

Appendix A.3

Trainee's self-assessment.

Guidelines for reflecting on your training period, the work carried out and the competences you have covered. Discuss this final assignment during Seminar III in the Faculty of Education.

Blocks	Revise the competences, the notes of your meetings with the tutor and your reflections after implementing your TU: Reflect on what you have achieved in each of the areas below.	
	What I have learned or achieved	Aspects I still need to improve and develop
The organization of English in the school		
My professional qualities as a teacher		
My classroom management and organisation		
My teaching experience		
The relationship between theory and practice		
Which has been your main achievement?		
What do you still need to improve?		
Date	Trainee's signature	Tutor's signature

PRE-TEACHING PRACTICE GENERAL SEMINAR

Include a brief report on the content of the general seminar you attended before your teaching practice and reflect on how it has contributed to your professional development (Max 1 page)