

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. Identify how mainstream EFL and bilingual subjects (if appropriate) are organized and taught in both Primary and Preschool levels. Identify the reasons behind the approach adopted and draw some brief conclusions (Max 1 page).
Personal reflection	<ul style="list-style-type: none">• Give your personal opinion on what you have observed (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. Attend all the meetings (school, grade, stage, parental, etc.) the tutor attends.2. 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 one; b) state the aim of the meeting and the issues discussed; c) describe your degree of involvement.3. Describe, if applicable, your involvement in any additional and extracurricular activities or projects organized during your teaching practice, preferably those related to the English.4. Reflect on how these activities might influence the children's learning and suggest possible improvements
Personal reflection	<ul style="list-style-type: none">• Give your personal opinion on your participation in the above activities (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 (level of competence in English, their cultural or linguistic diversity, special needs) and their subsequent requirements during English lessons.2. Observe the layout of the learners in the classroom (groups, assembly, individual, pairs, etc.) during the different activities they carry out. How does this 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. Briefly describe its methodological approach5. 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> different lessons and groups and reflect on i) how the teacher manages some aspects of the class, and ii) on some of the methodological strategies used. Use the questions in the guidelines provided to make notes during your observations (see following page) <i>NOTE: Do not hand your notes from the guidelines document</i>2. Use your notes to write a brief REPORT summarizing the following information:<ol style="list-style-type: none">a) Effective classroom management strategies (reflect on them after your observations).b) Effective methodological strategies used in the classroom (reflect on them after your observations).(Max. 2 pages)

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 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. How was the lesson structured? Which types of activities were carried out?4. How has the teacher worked on 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?5. Which 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 carry out specific activities in different classrooms, and reflect on them. Include a maximum of <i>three</i> activities in your portfolio.
Suggestions you should take into account.	<ol style="list-style-type: none">1. Discuss with your tutor the possibility of carrying out specific activities in different classrooms. Write down her suggestions on the planning of those activities2. Design the activities and make or look for the materials and resources needed for those activities using the following page as a guideline.3. Implement the activities independently under the supervision of your tutor.4. Select and feature <i>three</i> of the activities in your portfolio.
Personal reflection	<ul style="list-style-type: none">• Identify and state the competences that are developed by carrying out this task (see Plan de Prácticas).

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

Plan and carry out *at least three* activities in different classes (when possible).

ACTIVITY N^o			
Date:	Class:	Timing:	N ^o of children:
Topic:			
Learning Standards			
Listening		Speaking	
Reading		Writing	
Contents			
Communicative Functions	Linguistic exponents	Lexis	
Organization of the activity and teaching resources			
<p>Describe the following:</p> <ul style="list-style-type: none"> The source of the activity (textbook, your own creation, adaptation from another source, etc.) Steps to follow in the activity and the timing. Include the names of the activities (check Activity System) and a brief sample of the interaction between the teacher and the children. The resources and the materials you are going to make use of. Attach photocopies of your materials and/or examples of the students' work. Explain any adaptations of the activities according to the different ability levels in the class. 			
Findings and proposal of improvement			
<p>Explain:</p> <ul style="list-style-type: none"> Whether the learning standards have been achieved and to what extent. How do you know? Whether you have had any difficulties (linguistic, classroom management, timing, etc.) What changes would you make if you had the opportunity to carry out this activity again? 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 (six to eight lessons).
Suggestions you should take into account.	<ol style="list-style-type: none"> 1. Discuss with your tutor your ideas for teaching the topic and content selected and make a note of her suggestions. 2. Discuss with your UMU tutor the design of the Teaching Unit. Make a note of her suggestions. 3. Design and elaborate the Teaching Unit. Look for or make the materials and resources needed to carry it out. The TU should include: <ul style="list-style-type: none"> • Description of the teaching/learning context: (year group, stage, topic). • Description and rationale for the Final Task. • Communicative functions, linguistic exponents and lexis (in a table) • Learning Standards from the Curriculum (in a table). • Sequence of six to eight lessons including in each the name and teaching objective of all the activities (see Activity System), the steps followed, timing, a brief sample of the teacher's and the pupils' interaction in the principle activities in each lesson, and all the specific materials and resources used. Include examples of the children's work and number the appendices. • Assessment of the Learning Standards. Include the instruments used and 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 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 would you change if you could implement this session again? Why?

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 agreed by both of you to review and comment on during the next meeting.		
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 achieved	Aspects I still need to improve and develop
In the school and its context		
My professional qualities as a teacher		
My classroom management and organisation		
My teaching		
Which has been your main achievement?		
Proposal of improvement for your future job as a professional		
Date	Trainee's signature	Tutor's signature