

## Segona prova. Part A: prova pràctica

Resolució EDU/17/2020, de 13 de gener, de convocatòria de concurs oposició de per a l'ingrés i accés a la funció pública docent i adquisició de noves especialitats.

Cos: Professors d'ensenyament secundari

Especialitat: Anglès

## CASE STUDY 1

### Context

This case study takes place in a secondary school located in the metropolitan area of Barcelona. The municipality where the school is located is well connected with Barcelona by train. The school is considered a “medium complexity” school. Students’ socioeconomic status (SES) reflects the neighborhood SES.

The school has three groups of students in each ESO level and two groups in “Batxillerat” levels. The grouping of students is always in mixed ability classes. In the last years, the students’ outcomes in the key competence test for English meet the average of Catalonia.

The school has a tradition of holding a couple of festivals each term related to international days or popular traditions. The school has a different timetable on the day of the celebration with different workshops where students from different grades are mixed according to their interests. Students also help decorate the school for the celebration.

You are working as an English teacher in all 1st Batxillerat classes. There are two groups of 1st Batxillerat, the science and technology pathway group and the humanistic and social studies pathway group. You have one student whose mother tongue is English and one student with attention deficit hyperactivity disorder (ADHD), which is characterized by inattention, excessive activity and impulsivity.

In the second term, the school celebrates the International Women’s Day. You have decided together with your 1<sup>st</sup> Batxillerat students that you will prepare an exhibition in the school lobby on female writers that publish in English. According to your syllabus, you will use three sessions to prepare this exhibition, which will consist of a poster display in the lobby. Each poster will be about a female writer.

### Previous issues

- 1. Explain the role and significance of literature in the teaching and learning of English as a foreign language.
- 2. Explain how you will select the writers, genres, periods or texts for the exhibition. Justify your choice and give examples.

## Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in 1st Batxillerat. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.
- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.

## CASE STUDY 2

### Context

This case study takes place in a secondary school in a touristic town in Catalonia. The school started a CLIL programme (Content and Language Integrated Learning) seven years ago in order to foster the use of English among their students. Besides, students work on a laptop of their own and use digital books, google classroom and other digital resources throughout all compulsory secondary education.

The school has 120 students per level, grouped into 5 mixed-ability classes of approximately 25 students per class. All of them have taken a subject in English every year in addition to the 3-hour English lessons per week. Your students took Technology in English in grade 1, Social Studies in grade 2 and in grade 3 they will take Biology in English.

You are working as an English teacher in all 3<sup>rd</sup> ESO classes. 55% of the students have a basic command of English, a small percentage of them have studied English as an extra-school activity since childhood. 25% of the students find English hard, but they can understand and follow the class activities with some difficulty. 20% need extra support to understand and follow the activities.

As an English teacher, you are asked to develop the students' communicative skills in English to help them overcome the language difficulties they may encounter in the science class (dealing with content-rich texts, descriptions of flow charts, diagrams and infographics, teacher explanations, group activities, written activities...). It is the first term and the Biology teacher tells you that they will start working on Sexuality and Reproduction, the complexities of gender (identity, attraction, sex and expression).

You are supposed to anticipate the students' linguistic needs to succeed in the Science class and tackle them in your classes while you are working on the curriculum English key competences.

### Previous issues

- 1. Explain what you would do in your English lessons to deal with your students' linguistic difficulties and needs to carry out the tasks related to the complexities of gender in 3<sup>rd</sup> ESO. Notice that these tasks may involve working with illustrations of scientific documents, diagrams, tables, graphs, charts, flow charts in addition to problem-solving and thinking skills.
- 2. Explain which strategies you would use in the English lessons to help your 3<sup>rd</sup> ESO students improve their reading comprehension of scientific expository texts related to Biology.

## Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in Grade 3. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.
- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.

## CASE STUDY 3

### Context

This case study takes place in a secondary school located in an inner county town. The school is considered a “high complexity” school. The school reflects the deprived socioeconomic situation of the town.

The school has three groups of students in each ESO level. No “Batxillerat” studies are offered. The grouping of students is always in mixed ability classes with 22-23 pupils per class, as the school splits the three official groups into four classes. Each classroom is equipped with a projector and laptops for student’s use are available on demand. The school is above the average of Catalonia regarding immigration rate, dropout rate and students with special educational needs rate.

You are working as an English teacher in all 1<sup>st</sup> ESO classes. 65% of your students are of foreign origin. Most of them are from South America and North Africa and have attended a Catalan school for more than five years. 40% of Grade 1 students have not passed their end-of-primary school basic competencies tests. You have two students with severe conduct disorder.

In the third term, the school celebrates Saint George’s Day. One of the activities is a literary competition. All classes participate with an original piece of work (poetry, drama, song...) which has to be recited or performed in front of the school audience. The whole class can participate or some students can participate on behalf of their classmates. According to your syllabus, you will use three sessions to prepare the participation in the competition.

### Previous issues

- 1. Explain the pronunciation difficulties and problems faced by Catalan/Spanish-speaking learners of English.
- 2. Explain how you can help your students improve their English pronunciation skills. Explain some strategies and activities.

### Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in Grade 1. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.

- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.

## CASE STUDY 4

### **Context**

This case study takes place in a secondary school located in an inner county town. The school is considered a standard school. The school reflects the socioeconomic situation of the town.

The school has three groups of students in each ESO level and two groups in each “Batxillerat” level. Each classroom is equipped with a projector and students own their own digital device. In the last years, the students’ outcomes in the key competence test for English meet the average of Catalonia.

The grouping of ESO students is always in mixed ability classes of 30 pupils. The school vision focuses on personalized learning and teacher collaboration. All language teachers (Catalan, Spanish, English and French) meet every week to coordinate their lesson plans, especially those common contents in each language.

You are working as an English teacher in all 3<sup>rd</sup> ESO classes. Most of your students have Catalan as their mother tongue. In each classroom, there are 4 or 5 students with a very good command of English. You have also two students in each group with mild intellectual disability.

The school language teachers have decided to focus on media in Grade 3 in the second term. Every three weeks, students will broadcast some news on a multilingual digital channel. As an English teacher, you will make your students produce some audiovisual texts using different journalistic genres.

### **Previous issues**

- 1. Explain how you would make your students improve their information and digital literacy using English media.
- 2. Describe the benefits of language integrated learning. How would language teachers plan the learning of the most important features of the multimedia journalistic genres your students should know to carry out this project?



## Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in Grade 3. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.
- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.

## CASE STUDY 5

### Context

This case study takes place in a secondary school located in Barcelona. The school is considered a “medium complexity” school. Students’ socioeconomic status (SES) reflects the neighborhood SES. The school has three groups of students in each ESO level and two groups in “Batxillerat” levels. The grouping of students is always in mixed ability classes. In the last years, the students’ outcomes in the key competence test for English are above the average of Catalonia.

Fostering the learning of foreign languages and participating in international activities are among the school’s values and objectives. The school participates in an international debate league with 1<sup>st</sup> Batxillerat students. There is an online debate each term, where students discuss about current issues in groups. Each group consists of 5-7 students, one of whom is the captain.

You are working as an English teacher in all 1<sup>st</sup> Batxillerat classes. There are two groups of 1<sup>st</sup> Batxillerat, the science and technology pathway group and the humanistic and social studies pathway group. Each group has 30 students. Some of the students will certificate their level of English (B1 or B2), as the school participates in the language certification programme organized by the official language schools (EOI).

You have two students with attention deficit hyperactivity disorder (ADHD), which is characterized by inattention, excessive activity and impulsivity. Last year, their level of English was satisfactory. You also have 4 students, who arrived from South America two years ago, whose level of English is below average and one newly arrived student from Pakistan, with difficulties to understand Catalan and Spanish, but whose level of English is above average.

The second term debate will focus on Sustainable Development Goal No.14 “Reduced Inequalities”. The debate is next week. You are going to revise the work done in the previous weeks.

### Previous issues

- 1. Explain the main characteristics of oral discourse and argumentation.
- 2. Describe some strategies to encourage effective student collaboration when preparing a debate.

## Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in 1st Batxillerat. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.
- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.

## CASE STUDY 6

### Context

This case study takes place in a primary and secondary school (*institut escola*) located in an inner county town. The school is considered a “high complexity” school. It has a specific inclusion programme (SIEI). The school reflects the deprived socioeconomic situation of the town.

The school has three groups of students in each ESO level. The grouping of students is always in mixed ability classes with 22-23 pupils per class, as the school splits the three official groups into four classes. Each classroom is equipped with a projector and laptops for students' use are available on demand. The school is above the average of Catalonia regarding immigration rate, dropout rate and students with special educational needs rate.

One of the school's mission statement is to focus on maximizing each child's sense of wellbeing and acquisition of skills for life and learning. The town hall provides the school with a language assistant. This year, the language assistant meets all ESO levels once a week. The school participates in an Erasmus+ project on sustainable development goals, being English the language of communication. This year a German partner school will visit you with a group of 14-year-olds.

You are working as an English teacher in all 2<sup>nd</sup> ESO classes. 30% of your students are of foreign origin. Most of them are from Eastern Europe and have attended a Catalan school for more than five years. Two students benefit from the school's SIEI because they have a moderate intellectual disability.

In the second term, a group of students from one partner school in the Erasmus+ project will visit your school. 2<sup>nd</sup> ESO students will organize a one-day school field trip for them. According to your syllabus, you will use three sessions to prepare this field trip, while you are working on the curriculum English key competences.

### Previous issues

- 1. Explain how the use of the language is determined by the situation in which communication takes place. Focus your explanation on linguistic registers.
- 2. Communication in a foreign language requires mediation and intercultural comprehension skills. Explain how these skills are related to the curriculum and how you would get your students to acquire them.

## Elaboration of a learning scenario

- 1. Describe in detail the development of one of these sessions in Grade 2. Consider the learning activities, how students are organized to work, the use of digital technologies and the strategies used in order to guarantee the participation of all students.
- 2. Specify the students' learning goals in this session.
- 3. Taking into consideration the learning goals of the teaching unit, specify how assessment as, for and of learning will be carried out during this session.