

(PAN)
Llengua estrangera, anglès
Segona prova, part A: prova pràctica

Given the following three practical cases, choose one of them and answer the questions taking into account the assessment criteria:

PRACTICAL CASE 1

This practical case takes place in a pre-primary and primary school located in an inland town. The basis of the economy is light industry and services. There are four state schools and a state-funded private school in the town. Most of the school families have a low economic and cultural profile. Some of the pupils in each classroom are originally from African or South American countries.

The staff consists of sixteen teachers, two of whom are English language specialists.

Each classroom is equipped with an overhead projector and a computer. Both the school library and the ICT room are very well equipped and the school has an assortment of mobile devices.

It is a one-form entry school and each class has between 24 to 27 pupils. In year 6 there is a pupil with special educational needs who has severe learning difficulties and a pupil with attention-deficit disorder.

You are working in the above school as one of the English language specialists and you are teaching pupils in years 3 to 6. Last school year, the school started an educational programme based on peer tutoring to improve speaking and writing skills in English. Once a week, pupils in year 2 are paired with pupils in year 6. You have already designed a project for your year 6 pupils to interact with pupils in year 2 during the second term.

Considering your duties and responsibilities as an English language specialist and the described context, answer the following questions:

1. Describe in detail the development of one session of this teaching sequence or project, considering the learning activities, the pupils' organization, what the pupils will be asked to do and the strategies you will use to guarantee the participation of all of them. Briefly explain the teaching sequence or project in which this session takes place.
2. Define what you expect your pupils to learn in this session.
3. Describe how learning in this session will be assessed.

PRACTICAL CASE 2

This practical case takes place in a pre-primary and primary school located in a small village, not very well connected to major routes. The basis of the economy is farming and services and most families work in nearby towns. It is the only school in the town. The families' economic profile varies largely (from basic education to university degrees) and some are British, French, German or South American. Most families are willing to participate in the school activities and the School Plan encourages it.

The staff consists of thirteen teachers, one of whom is the English language specialist.

Each classroom has an interactive whiteboard and a computer. The school library is well equipped. There is no ICT room but the school has an assortment of mobile devices, video cameras and the School Plan favours the use of digital devices.

Primary education pupils are grouped in three mixed year classes: years 1 and 2, years 3 and 4 and years 5 and 6. There are 16 to 18 pupils in each of the three groups and there is often more than one teacher in the classroom.

The school has joined the project '*Apadrinem el nostre patrimoni*'. The programme is based on the idea of supporting an element from the cultural heritage by the school, so children can learn about it and promote it inside and outside the school in a local or even international level.

You are working in the above school as the only English language specialist. You should develop a teaching sequence or project for any of your groups to participate in the programme. In this group, there is a pupil with special educational needs who has severe learning difficulties and a pupil with attention-deficit disorder.

Considering your duties and responsibilities as an English-language specialist and the described context, answer the following questions:

1. Describe in detail the development of one session of this teaching sequence or project, considering the learning activities, the pupils' organization, what the pupils will be asked to do and the strategies you will use to guarantee the participation of all of them. Briefly explain the teaching sequence or project in which this session takes place.
2. Define what you expect your pupils to learn in this session.
3. Describe how learning in this session will be assessed.

PRACTICAL CASE 3

This practical case takes place in a pre-primary and primary school located on the outskirts of an industrial town. It is a low-class neighbourhood with a significant number of unemployed. The families have basic education or none, and some of them are originally from North Africa, China and South America.

Each classroom is equipped with an interactive whiteboard, a computer and some laptops are available. The school has very well equipped facilities: a library, a science lab, a gym and an art room.

The school results show poor achievement in languages, especially in English. Pupils need reinforcement in both oral and written skills. For this reason, the School Plan for the next few years includes Content and Language Integrated Learning (CLIL) instruction in years 5 and 6 to offer pupils more exposure to the language in a real and more natural context.

You are working in the above school as the English language specialist and you are teaching English to years 5 and 6. You are also in charge of designing and applying a CLIL project for year 5 or 6. It is a two-form entry school and each group holds 22 to 24 pupils. The CLIL project will add one hour a week in English, so that children will be able to develop both the linguistic competence and the competences related to the chosen subject.

You should consider that there is a pupil with special educational needs who has severe learning difficulties and a pupil with attention-deficit disorder in your classroom.

Considering your duties and responsibilities as an English language specialist and the described context, answer the following questions:

1. Describe in detail the development of one session of this teaching sequence or project, considering the learning activities, the pupils' organization, what the pupils will be asked to do and the strategies you will use to guarantee the participation of all of them. Briefly explain the teaching sequence or project in which this session takes place.
2. Define what you expect your pupils to learn in this session.
3. Describe how learning in this session will be assessed.