

## ENGLISH. PRACTICAL CASE

### **Case study**

This case study takes place in a secondary school located in a wealthy rural area in inland Catalonia. Primary sector and finished goods -mainly related to food- are the area's economic basis. Most families are involved in the education of their children.

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 of approx. 25 pupils per class. Basic cooperative learning strategies are well-known by students. Each classroom is equipped with a projector and all the students and teachers own a laptop.

The enhancement of foreign languages is a distinctive feature of the school. A few years ago, the school revised its language project to promote linguistic diversity and plurilingualism and decided to boost the use of the English language in several curricular subjects, fostering content and language integrated learning (CLIL), yet to offer French and German languages as elective subjects. As a result, different exchange programmes are offered to students to improve the foreign languages they are studying.

You are working as an English teacher in all 3<sup>rd</sup> ESO classes. In Grade 3 there are two students with dyslexia, one student with special educational needs who suffers from severe conduct disorder and has an adapted curriculum (*Pla de support individualitzat*).

Second term starts and it is time to prepare an exchange programme with a secondary school from The Netherlands. The first objective is that students record a video to introduce themselves to their future Dutch host in order to match the exchange pairs according to the information given. Once the pairs are matched, students video chat with their hosts a few times to get to know each other and be able to talk and write about their Dutch partners.

While preparing the texts for the videos, and while video chatting, you realize that most of the students are using words and sentences, such as: "constipated; my aunt is embarrassed; I love buying books in the library; Sometimes I have deceptions". You see a good opportunity to work on the key content of lexicon and semantics -*false friends* to be more specific. The didactic sequence should cover 6 hours (3 sessions per week) and a few recordings at home to be viewed in class.

### **Previous issues**

1. Explain the importance of semantics and pragmatics when learning a foreign language and how these studies help secondary school students develop their communicative skills.
2. Explain the importance of studying semantic false friends, together with certain pragmatic strategies, to help students avoid misunderstandings or mistranslations in cross-linguistic communication situations.

***Elaboration of a learning scenario***

1. Describe in detail the development of one of these sessions in Grade 3 in order to prepare an exchange programme with a secondary school from The Netherlands. Consider the learning activities, how students are organized to work and the strategies used in order to guarantee the participation of all students.
2. Specify the competency-based learning goals for the students in this session.
3. Specify the elements related to the assessment for and/or of the learning goals developed during the session.