# 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'escoles oficials d'idiomes

Especialitat: Anglès

## CASE STUDY 1

**Context**

The context for this learning scenario is an EOI (*Escola Oficial d'Idiomes*) located in a town of approximately 60,000 inhabitants which offers instruction in English, French and German as a foreign language. In the current academic year, the school has launched a blended-learning mode for English courses at levels B1 and B2. These courses include both a face-to-face, in-person teaching session and a computer-mediated session each week. The EOI belongs to a School District (*Servei Territorial*) with a tradition of joint collaboration between different schools.

As for the facilities, the school has several regular classrooms, a multi-purpose room and a library. Classroom equipment features desks, chairs, a computer with a projector, loudspeakers and a digital board. The school has a Wi-Fi network and is equipped with a set of trolleys with student laptops which can be taken into classrooms and used in class. All teachers and students have access to an Online Learning Environment.

In line with the latest European guidelines, the school's Strategic Plan (*Projecte Educactiu*) includes, among others, the following main goals:

- To provide opportunities for lifelong learning by means of flexible and hybrid learning modes.

- To foster and contribute to the development of learner autonomy, reflective learning, and personal commitment and responsibility towards students' individual learning process.

The school has five English teachers, three of whom will provide instruction for the B1 or B2 blended learning courses. The school also runs a Teacher Training and Development program focused on digital competences for teachers, competence-based foreign language learning and new curricula implementation.

At the beginning of the second term, students of the Blended B2.2 courses will work on the expository text in the context of a learning unit entitled "*Take Action for the Sustainable Development Goals*". This unit presents students with a selection of current global challenges, such as the fight against inequality within and amongst countries, which is also one of the United Nations sustainable development goals proposed in the 2030

Agenda to achieve a better and more sustainable future for all.

The group of students in the target B2.2 group is quite diverse (teenagers, college students, professionals, and retired citizens), as is also their different educational background, their previous experiences of foreign language instruction, and their personal learning style and rhythm of learning. Furthermore, one of the students out of the 30 enrolled in the course, has informed the school she has been diagnosed with Attention deficit disorder (ADD).

## Initial issues

– 1. Provide a definition of the concept of learner autonomy and self-management of the learning process, and explain how the development of these competences can facilitate the learning of a foreign language. Provide examples of learning situations and strategies that promote this language development.

– 2. Which strategies (both in terms of planning as well as methodology) should be taken into account when designing a blended mode course? What should be the role of digital technologies in this learning mode? Justify your answers and provide examples.

## Creating a learning scenario

– 1. Describe in detail the development of one of the non-face-to-face, computer-mediated sessions of the above-mentioned teaching unit. Describe the learning activities that will be carried out and the extent to which some of these activities foster learner autonomy and the control and ownership of students' individual learning process. Also, describe how you will organize students' work and how you will employ specific strategies and resources to ensure full participation from all students.

– 2. Specify and enumerate the expected learning outcomes for this session.

– 3. Specify how assessment will be carried out in relation to the expected learning outcomes mentioned in the previous question.

# CASE STUDY 2

**Context**

This case study takes place in an official language school located in a town of about 80,000 inhabitants that offers three languages: English, French and German. The school has been participating in a European Erasmus + project entitled "Learning in a sustainable world". As a result of this participation, the school has proposed changes in its language teaching practices regarding sociolinguistic and sociocultural content. There are three more language schools in the school district (*Servei Territorial*) and for the last four years they have been working in a coordinated way in different areas (teacher training, best-practice exchanges).

The school has a library, ten classrooms and a multipurpose room with a capacity of about 80 people. The school has a Wi-Fi network, mobile workstations with laptops that can be taken to the classrooms, and all teachers and students have access to an Online Learning Environment.

In line with the latest European guidelines, the school's Strategic Plan (*Projecte Educactiu*) includes, among others, the following main goals:

- To encourage learning in collaborative working contexts to foster multicultural communication.

- To contribute to the development of sociolinguistic and sociocultural competences and intercultural awareness among students.

The school has six English teachers, two of whom teach levels B2.2 and C1 and have participated in key actions related to the above-mentioned Erasmus+ program. The school also runs a Teacher Training and Development program that focuses on competence-based foreign language learning and the implementation of new curricula, and on the use of digital technology in the classroom as a tool that promotes language learning.

At the beginning of the third term, students in the C1 class will be working on language mediation, among other things, as part of a teaching unit entitled "Shop till you drop?". This unit focuses on the United Nations 2030 Agenda sustainable development goal "Take urgent action to combat climate change and its impacts", and highlights topics such as the need to develop an awareness of responsible consumption in our society to stop climate change. As an example, in one of the sessions, students will focus and work on the issue of planned obsolescence and the impact e-waste has on developing countries.

The group of students in the target C1 group is quite diverse (teenagers, college students, professionals, and retired citizens), as is also their different educational background, their previous experiences of foreign language instruction, and their personal learning style and rhythm of learning. Furthermore, one of the students out of the 30 enrolled in the course, has informed the school she has been diagnosed with Attention deficit disorder (ADD).

## Initial issues

- 1. Explain the role of linguistic mediation in the co-construction of meaning and its interrelation with other modes of communication (interaction, reception and production). Which of the two types of language mediation defined by the CEFR, interlinguistic mediation or intralinguistic mediation, do you consider most appropriate to practice with a C1 group in an EOI in Catalonia, and why? Illustrate your answer with examples of mediation activities.

- 2. How important is language mediation in the process of learning a foreign language?

## Creating a learning scenario

- 1. Describe in detail the development of one of the sessions of the above-mentioned teaching unit. Describe the learning activities that will be carried out, how you will organize students' work, and how you will employ specific strategies and resources to ensure full participation from all students.

- 2. Specify and enumerate the expected learning outcomes for this session.

- 3. Specify how assessment will be carried out in relation to the expected learning outcomes mentioned in the previous question.