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## **CHAPTER 1: A case study related to gender equality.** **31**

The legal framework establishes that the educational administrations shall foster the values to promote effective equality between men and women, the prevention of gender violence and all those inherent values to the ultimate principle of equity. The FL area can decisively contribute to this aim, without neglecting the necessary development of students' communicative competence. In this PCS, candidates must analyze how to integrate in a fifth-grade formative unit the transversal element of "gender equality". The proposal should contemplate at least the general context of the unit, the connection with the curriculum and some illustrative FL tasks that cover the suggested transversal element and the communicative needs of modern FLT.

## **CHAPTER 2. A case study about cooperative learning.** **47**

Modern curricula have assumed as a common goal the acquisition of a basic communicative competence, taking advantage of digital resources and fostering real usage of the language through cooperative learning strategies. In this practical case, the candidate must reflect about the theoretical principles and practical aspects on how the active methodologies can be taken to primary FL classrooms within the scope of competency learning, and how shared social experiences can be implemented to promote real use of the English language. Similarly, in this analysis the candidate can integrate the most remarkable aspects concerning the programming process.

**CHAPTER 3: Inclusion of cerebral palsy, escape rooms and breakout games.**

**63**

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**CHAPTER 4: A case study on the celebration of peace day.**

**79**

Your school is about to celebrate Peace Day and the teaching staff has agreed that all areas should somehow contribute to this project, due to its relevance for positive coexistence. Therefore, in this case study, candidates should draw the guidelines for this multi-disciplinary celebration, including original examples from the foreign language area for different levels.

**CHAPTER 5: A case study on coexistence.**

**95**

You are the new main and FL teacher of a group of 24 students in the third grade. The information obtained from the previous teacher and the initial meeting with parents has shed some light on lack of group cohesion, large number of previous conflicts and even some school interventions to improve the classroom coexistence climate. Given this, the candidate should be able to analyze the situation under different perspectives: practical knowledge of the legal framework in force contemplating all possible scenarios and actions; application of appropriate methodologies, strategies and possible learning tasks to develop a positive classroom environment from the FL area.

**CHAPTER 6: A case study about complementary activities.**

**111**

The English area is especially given to exploit the advantages that stem from the design and implementation of complementary activities in primary schools. FL teachers must be aware of this evidence in order to design and put into motion these activities, considering what is adequate to the curriculum and feasible

in relation to the legal framework and school reality. Therefore, in this paper, candidates should demonstrate practical knowledge on how complementary tasks are organized at schools, and think of the proposal that you would present to the rest of teachers in a cycle meeting (grades four, five and six), considering that you are the FL and main teacher of the fifth graders and that the focus is on the FL area.

**CHAPTER 7: A case study about the primary adaptacion period. 125**

Children in their first grade of primary go through an adaptation period which deserves special attention; and the English subject should positively contribute to the transition in this critical period. Explain the main guidelines to be followed from the FL area, the methodological classroom strategies and some prime examples. Similarly, establish the appropriate evaluation procedures to measure both their linguistic development and adaptation to the new stage.

**CHAPTER 8: On knowledge and learning technologies. 141**

Modern foreign language teaching (FLT) acknowledges the role of teachers to design and create contextualized, adapted materials and resources. In this creative task, technologies (ICT) are indispensable tools that bring about plenty of benefits. Therefore, candidates should know about the connection amongst technologies, the legal framework, and the methodological benefits that support this integration. On the other hand, in addition to theoretical knowledge, competent FL teachers should be able to design a feasible practical framework that illustrates this digital integration in a practical way, considering different uses.

**CHAPTER 9: Teaching specific aspects of the FL: Wh questions. 157**

In this PCS, the candidates should elaborate a proposal to analyze the way to approach the use of WH questions with a communicative intention at early stages of foreign language learning (third grade). In addition to methodological strategies and contextualization, some prime examples should be laid out.

**CHAPTER 10: On rural schools and multiple level groups. 171**

It is in the context of rural schools that English teachers are sometimes challenged to attend groups of different ages. In this question, we must consider a group of nine children in the second cycle, 3 fourth graders, 2 fifth graders and 4 sixth

graders, showing a student in the final group some learning difficulties related to dyslexia. Given this, candidates should design a common FL unit proposal, establishing the essential methodological and curricular aspects in this particular situation, together with a contextualized sequence of work.

**CHAPTER 11: A case study on gamification. 187**

The concept of gamification has gained momentum in recent years. Explain the hallmarks of the implementation in the FL class, together with some illustrative examples. The candidate must consider a small group (ten children) who attend to the same classroom but have different levels (4<sup>o</sup>, 5<sup>o</sup> and 6<sup>o</sup>).

**CHAPTER 12: On reading and writing. 201**

The development of the students' abilities to cope with the written language in English is an indispensable requirement in the digital era and with official methodologies that suggest embarking students on investigations using the internet, for example. Thus, reading and writing have gained momentum in English teaching, acquiring new values connected to competency learning. Given this, in this practical case the candidate should analyze the treatment of the written language in English for children in the fifth grade, considering both methodological and practical proposals, school documents and tasks.

**CHAPTER 13: A unit for first graders. 215**

Your new school is committed towards the progressive implementation of active methodologies. As part of this ambitious goal, the English department has agreed to design personalized materials that substitute the former course book. In this case, the candidate must justify and explain the development of a didactic unit for a group of children in their first grade of primary education. For the accomplishment of this practical case, candidates may stress those aspect that best define the unit, its main components, contextualization and educative intention in a personal way.

**CHAPTER 14: On projects development. 231**

The methodological trends in primary education are shifting towards the design of projects within the scope of active methodologies. In this regard, the new professionals of education should be able to cope with a vast amount of factors

(technologies, knowledge of the legal framework and curriculum and a great deal of creativity), so as to design engaging proposals where children develop their communicative competence in English. Therefore, in this practical case, teachers should write a structured paper considering the theoretical and legislative aspects underpinning the implementation of projects, together with some illustrative examples adaptable to children in the second cycle (grades three and four in primary). In doing so, the question can be interpreted to remark those aspects which deserve special attention.

**CHAPTER 15: English teaching through drama. 247**

You teach 5th year of Primary Education, and your school is determined to adopt a pedagogical method based on cooperative work and drama to improve English communicative competence. The objectives are to improving motivation and student's oral competence in English. Taking into account the context mentioned above and the current laws to be applied:

- Design a communicative proposal. Which methodology would you use? Justify your answer.
- Which kind of grouping/groupings would you choose? Explain your answer.
- Curricular connection of the proposal.

**CHAPTER 16: A transgender student in the classroom. 263**

In the context of a rural school with children in the fourth grade, you are the main and English teacher. There are 24 children in the group and the class profile shows some special features: there is a transgender student whose parents are worried about possible bullying attitudes on the part of some children. Establish the main guidelines to cope with this situation in current teaching practice, so as to promote a positive coexistence climate from the foreign language area.

**CHAPTER 17: Attention to diversity (Autism Spectrum Disorder, ASD). 277**

The attention to diversity is at the heart of good teaching practice, and the English area is not an exception. In this case study, we have to establish the strategies and measures to cater for the needs of a child with moderate Autism Spectrum Disorder (ASD) compatible with Asperger Syndrome. The proposal should be contextualized in a unit for children in their fifth grade.

**CHAPTER 18: Environmental awareness with very young learners** 289

The school is immersed in a project whose main aim is to develop environmental awareness. In order to do so, all the areas should contribute to this goal, which means that the teaching programming must comprise the educational actions in this regard. Therefore, candidates are asked to elaborate different proposals from the foreign language (FL) area, considering that the students are in the second grade of primary education. Similarly, these teaching actions, devised for a unit, must be related to the curriculum and most outstanding school plans.

**CHAPTER 19: On key competences.** 303

The development of Key Competences has influenced to a great extent the educational actions. Explain in practical terms the contribution of the foreign language area to their progressive acquisition, as well as the possible evaluation strategies in specific contexts. In this task, you should consider a group of children in the third grade and the natural heterogeneity of a mixed ability class; and the development of some illustrative cooperative tasks.

**CHAPTER 20: Multiple questions.** 319

In a group of 24 children in their sixth grade, with a case of attention deficit hyperactivity disorder (ADHD) and dyslexia, candidates should explain how to integrate the four skills to develop their communicative competence. Special attention must be paid to:

- Methodological aspects like the flipped classroom.
- The specific needs of educational support.
- The evaluation processes.
- The context of a unit.

**Authors' words for candidates.** 333