

Procedimientos selectivos para ingreso y acceso en los cuerpos a que se refiere la Ley Orgánica 2/2006, de 3 de mayo, de Educación y para adquisición de nuevas especialidades por el personal funcionario de estos cuerpos, convocados mediante Resolución de 14/09/2021 (modificada por Resolución de 02/11/2021).

0597032 Lengua Extranjera: Inglés – Primera prueba: Parte A

Technical resolution of practical issues (2 points)

Skills and competences for the development of the teaching function (3 points)

Read carefully everything before you start writing.

Infants and Primary school located in a city of 220,000 inhabitants, nearly in the centre, with medium to high economic and sociocultural status. The main economic sector is services, but there are some families with scarce resources.

There are plenty of cultural and leisure resources: museums, sports centres, hotels, parks and libraries near the school and even a headquarters of a local newspaper and a residence for the elderly. Notice that there are other Primary and Comprehensive schools with strong competition for attracting and keeping the most enrolments.

The whole school features 450 pupils, with a tendency to decrease. Throughout the primary stage there are two and three groups per grade.

You are the English teacher of the 5th level. You also teach “Natural and Social Science”, as a vehicular language integrated in the school bilingual programme, which you coordinate.

Your school takes part in a project with the innovative methodology of Service Learning that you must adapt to language teaching.

In fifth grade your pupils have a good oral comprehension, but you are worried about their low level in expression, lexical and syntactical resources that curtail greatly their oral communication.

Bear in mind that in this level there are several support needed pupils: One of them is Dafne, a girl suffering from leukaemia that was in hospital during the whole first term (she wears a headscarf), one has a partial hearing impairment, another one is a cluttering child that has special needs associated to autism disorder (Asperger syndrome), there is also a boy with needs associated to Behaviour syndrome, twin siblings with selective mutism, three gifted children and some social vulnerable students.

Briefly answer the following four questions and keep them in mind for the last task:

1. English is a lifelong learning process. According to the Report of the International Commission on Education for the Twentieth Century that championed lifelong learning, what are the four pillars of education? What name does this report receive and who is its author?
2. What is Bloom's taxonomy best used for? List the levels of learning in the cognitive domain.
3. Define Key competences and enumerate them.
4. In which stage of development are your pupils and what are their major characteristics, using Piaget's theory?

Respond in a five-paragraph essay format each of these two situations:

5. You had planned to use a song to introduce your project for the next class, but there was a problem at the playground during the break, the boy with ODD (Oppositional defiant disorder) attacked some of their classmates and your class is afterwards. How would you proceed in this situation? Outline your work.
6. The twin siblings show a selective mutism since the beginning of their schooling. They only communicate with their family. Interaction with their peers in terms of oral language is null. In the classroom they develop all the activities in writing, but when it comes to oral expression, they do not produce any type of message. What methodological strategies would you apply in your English classroom to work with them? How would you assess their speaking skills?

Design a project

7. Choose some of the Sustainable Development Goals (SGDs) of the 2030 Agenda and using the methodology of Service Learning, set a **didactical project** for the second school term that increases your pupils' oral expression and their use of the four English skills successfully. Pay attention to multiple intelligences. Which specific strategies, activities, timing, grouping, assignments, facilities and materials would you use to motivate the student's interests to improve their English knowledge? How would you evaluate the linguistic competence? Which evaluation tools would you use?



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