

**TRIBUNALES DE ACCESO AL CUERPO DE PROFESORES DE ENSEÑANZA SECUNDARIA -
ESPECIALIDAD DE INGLÉS (211) - 2018**

ACCESO: LIBRE/DISCAPACIDAD

PRIMERA PRUEBA - PARTE A: SUPUESTO PRÁCTICO

CHOOSE ONE OF THE THREE FOLLOWING DIDACTIC INTERVENTIONS:

DIDACTIC INTERVENTION NUMBER 1

The Educational Project of the High School where you work has, as one of its main goals, the development of the linguistic competence, so this year the High School is involved in different projects and programmes as the one promoted by the English Department: an Erasmus + Programme whose topic is *The International Women's Day*. In a recent interdepartmental working session, the English, French and Spanish Language and Literature Departments have highlighted the following aspects: the first levels of CSE should develop all those aspects related to oral expression using a formal register and connectors.

Two groups of students from Poland and Greece will visit your High School in the coming weeks so you should design a didactic intervention to be developed by a group of 28 students of 2nd CSE, three of them with special educational needs and another 4 who are demotivated and repeating.

The task consists of an oral communication about the role of women in the rural environment where the High School is situated. This will allow the foreign students to get to know the socio-cultural environment where your students live. The IT teacher is enthusiastic about the idea and shows her desire to collaborate with this task. You are the English teacher of that group of 2nd CSE.

DIDACTIC INTERVENTION NUMBER 2

The CLIL project in a High School in a touristic area in the Canary Islands establishes that in the 4th year of CSE, the subject "Biology" will be taught in English.

The Biology teacher proposes that both subjects (Biology and English Language) take part in a didactic project related to the 2030 Sustainable Development Agenda, specifically about the topic WATER (We Are Together Essential Resources).

This way, the English subject will contribute to get the knowledge about the use of natural resources in the Canary Islands.

As you have planned to develop learnings related to the criteria number 8 and number 9 during that week, you decide to propose to your department a learning situation related to the topic mentioned above. In that project, you should make sure that your students are willing to develop the learnings concerning the criteria mentioned above.

The department agrees but reminds you that the following methodological strategies have been included in the didactic programme: critical thinking, cooperative learning, decision taking and scaffolding strategies.

In this group, there is a student with high intellectual capacities who is not well-accepted by the rest of the students. What would your didactic intervention be?



DIDACTIC INTERVENTION NUMBER 3

You are both the tutor and the English teacher of a group of 1st year high school students.

Lately, there have been different conflicts in the classroom related to problems of coexistence (harassment, lack of consideration among them, isolation of some), generated by the perception that each student has of the role they should play.

From the Guidance Department and the Coexistence Commission, they give guidelines to promote the use of dialogue as a solution to these conflicts in their class.

You decide to design a didactic intervention using the evaluation criteria 4, 5 and 8 in such a way that it allows to enhance mutual knowledge of your students through different activities, groups and group dynamics.

In a session of the English department, a colleague with a lot of experience in conflict resolution suggests that you introduce the functional component fully and with all its potential in the design that you are going to prepare.