TEMAS: Practical Case of Study Number 1. **Answer key**

MATERIAL ELABORADO POR: Amaia Terán

1. **Listen and fill in the gaps.** *Based on the podcast "Why do I feel like a fraud every time I speak English? | The Impostor Syndrome 2020 Hadar Shemesh"*

1.1. I don't have enough knowledge, I'm not a life coach, ta-da-da… I don't have this; I don't have that. Which was the epitome of the impostor syndrome. Because I didn't want people to say, "Oh, what?

1.2. Impostor syndrome, also known as impostor phenomenon, impostorism, fraud syndrome, or impostor experience, is a psychological pattern in which one doubts one's accomplishments [which actually means you doubt your accomplishments], and has a persistent internalized fear of being exposed as a fraud.

1.3. When are they going to discover that I am, in fact, a fraud, and take everything away from me?" So, as you can see, it is not just you. In fact, here's some of the stats. According to the international journal of behavioural science, approximately 70% of us suffer from the impostor syndrome.

1.44. First, by always comparing ourselves to native speakers, we always feel less, and not enough when it comes to communicating in English. And all that "speak like a native" business just accentuates the gap between how we are expected to perform by the world – like a native, right?

1.5. And because we perceive making mistakes as wrong and as something that we want to avoid, we've become used to constantly being judged and criticized. And as a result, we self-deprecate ourselves, and we downplay our abilities in English, even when we do well.

2. **Listen and answer the following questions.** *Based on the podcast "Why do I feel like a fraud every time I speak English? | The Impostor Syndrome 2020 Hadar Shemesh"*

2.1. Let me just try to explain it in my words. Basically, the impostor syndrome says people like us cannot succeed. It means that even though we achieve something or people think highly of us, we think that they have the wrong perception of us. That they are missing out on something. That even though, "yeah, okay, I did a good job", but it's not what they think it is. Or all this credit, "I don't really deserve it", they're missing out on something. And the fear is that sooner or later they will reveal the "real Me". And they'll be disappointed. Because they'll discover I'm a fraud, that I'm not who they think I am or who I pretended to be

2.2. Maya Angelou, the poet, has said, "I have written 11 books, but each time I think, Oh, they're going to find out now I've run a game on everybody, and they're going to find me out". And Jodie Foster said after she'd won an Oscar for best actress, "I thought it was a fluke. I thought everybody would find out and they'd take it back. They'd come to my house knocking on the door – 'Excuse me. We want to give that to someone else, that

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was going to Meryl Streep" That's what she said. And who else? Natalie Portman said when she got accepted to Harvard, uh, and she had already been published as an actress. She said, "I felt like there has been some mistake, that I wasn't smart enough to be in this company. And that every time I opened my mouth, I would have to prove that I wasn't just a dumb actress." Right? The feeling that she's not good enough. And it's not just women. For example, Tom Hanks said, "No matter what we've done, there comes a point where you think, how did I get here? When are they going to discover that I am, in fact, a fraud, and take everything away from me?"

2.3. And I think that the reason why it is so common for non-native speakers to feel like impostors and like frauds, is because of the way we learn and consume English always comparing ourselves to native speakers.

2.4. Also, when learning and traditional schools, according to conventional methods, you get the message that when speaking English, there is right and there is wrong, right? There is only one right answer, otherwise, you lose points. And when you're wrong, you're basically criticized for your mistakes, and sometimes you pay a high price. And sometimes you are even not encouraged to continue and to persist despite the mistakes

3. Read the text and answer the questions:

A STEM Project That Connects to Students' Interest in Social Movements. A personally and socially relevant project ties what middle school students' study in science class to developments in the world around them. *By Donna Peruzzi, Eli Tucker-Raymond*

Black, Latino, and Indigenous people are underrepresented in science, technology, engineering, and math (STEM) fields, in part because STEM in school is often treated as bias-free or objective, removed from everyday life. This colourblind approach contributes to the alienation of students of colour from 1science because it does not recognize many of the ways in which they see themselves. A crucial question for STEM teachers, therefore, is how we can create compelling learning activities in our classrooms that recognize students as whole people.

We'd like to describe one example of a personally and socially relevant STEM project—or STEAM, really, as it incorporates art—that has the potential to do just that. A few years ago, prior to the pandemic, one of us (Donna), an eighth-grade science teacher, noticed that her students would come into her classroom talking animatedly about the issues they had been discussing in their social studies class: justice, inequality, and personhood. She decided to use social movements as a metaphor and have students apply it to one of the topics in the science curriculum, Newton's laws of motion, by asking them to build kinetic sculptures that would represent both a social movement and the laws of motion.

Eli contributed to the project by co-designing a space for teacher professional learning where Donna developed the idea. (This was part of a project funded by the National Science Foundation (#2021180) to research how teachers learn to integrate computational making projects into STEM classrooms, and we're grateful for the support; teachers can do this project without outside funding.)

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HOW TO SET UP THIS PROJECT

Donna introduced the kinetic sculpture project by describing the overarching task, the criteria for success, and the timeline (about seven days, or the equivalent of nine class periods). Students had already been introduced to paper mechanics and practiced building a kinetic sculpture of choice with inspiration and templates from Karakuri: How to Make Mechanical Paper Models That Move by Keisuke Saka.

Donna presented the task as follows: "You will apply your knowledge of forces and motion and your "making" skills from the karakuri projects to design and build a kinetic sculpture that moves and addresses a social movement."

Students brainstormed a list of "hashtag movements" and then chose one that they wanted to represent. The movements they brainstormed included #ClimateChange, #MeToo, #BlackLivesMatter, #NoBanNoWall, #TakeaKnee, and #StopWar. They joined together in small groups based on the social movement they selected, and began with a day of research on that movement in order to build background knowledge as well as to generate ideas for symbols and types of motion they might incorporate in their sculpture.

The groups then chose a mechanism (cam, gear, lever) they would use to add motion to their sculpture. Some groups built their own cams or gears; a great resource for paper-based mechanisms is PaperMech.

Next, each group submitted a design proposal with sketches, a brief description of what they wanted to build and necessary materials, the connection to physics, and the connection to their social movement. Project proposals needed to be approved before groups could gather materials and begin building their sculpture. After that, they were left mostly on their own to figure out how the work would get done.

About four class periods were allotted for building sculptures, with multiple checkpoints scheduled for peer feedback as well as individual and team reflection. On the fifth day, students made final preparations for presenting their sculptures "gallery style" in a project exhibition, creating signs and planning what they would present to an external audience. They used an artist-scientist statement to help them.

The project exhibition happened during the school day with school administrators and staff and other classes invited to attend, but this could also be a wonderful opportunity for an evening event that would be more conducive to inviting families.

3.1. What does *STEM* stand for and encompass? What are the key features of *STEM* learning*?*

The Acronym STEM, stands for: science, technology, engineering, mathematics. It is the hottest new keyword of today's education. In a world where understanding science and tech gives fresh graduates an advantage in the job market, it is natural

for teachers and administrators to push for more funding for STEM projects that will prepare their students for the tech-heavy society that awaits them. STEM is already in itself an interdisciplinary way to teach scientific subjects: instead of having students learn about science, math and technology separately, STEM activities involve them in complex projects that require the application of skills and knowledge from all of them at once, which is closer to how they will one day use their abilities in their real jobs.

3.2. Find the words in the article that correspond to definitions below.

3.2.1. Very interesting, demanding one's attention. A powerful and irresistible effect; requiring acute admiration, attention, or respect. (Paragraph one)
WORD: compelling.

3.2.2. If a type of person or thing is *WORD* in a group or organization, there are not enough of them in it. (Paragraph one)
WORD: underrepresented.

3.2.3. The condition of being a person who is an individual with inalienable rights, esp. under the 14th Amendment of the Constitution of the United States. (Paragraph two)
WORD: personhood.

3.2.4. Second paragraph: a way of describing another object or thing by suggesting a comparison of it to something else, but without using the word "like'' or "as''. (Paragraph two)
WORD: metaphor.

3.2.5 Third paragraph: using computers to study something. Used to describe the process of computing.
WORD: computational.

3.3 Answer the following questions according to the text.

3.3.1. Black, Latino, and Indigenous people are underrepresented in science, technology, engineering, and math (STEM) fields, in part because STEM in school is often treated as bias-free or objective, removed from everyday life.

3.3.2. She decided to use social movements as a metaphor and have students apply it to one of the topics in the science curriculum, Newton's laws of motion, by asking them to build kinetic sculptures that would represent both a social movement and the laws of motion.

3.3.3. Donna presented the task to her students but telling they will apply their knowledge of forces and motion and their "making" skills from the projects to design and build a kinetic sculpture that moves and addresses a social movement.

3.3.4. In order to improve the effect of the project the writer suggest that the final exhibition could also be a wonderful opportunity for an evening event that would be more conducive to inviting families.

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4. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

4.1. It is only after a week that you begin to feel relaxed here.

HOME. You won't begin to feel at home until a week has gone by.

4.2. He's almost certain to leave before we get there.

ARRIVE. By the time we; arrive there he will almost certainly have left.

4.3. Loukas was last heard of over a week ago.

CONTACT. Nobody has had any contact with Loukas for over / has been in contact with Loukas for over a week.

4.4. Theo is the most infuriating person I've ever met.

MORE. I've yet to meet a more infuriating person than Theo.

4.5. Never before have I seen children who are so well-behaved.

SUCH. This is the first time I´ve seen such well-behaved children.

5. Read the text below and decide which answer (A, B, C or D) best fits the gap.

Attitudes towards the teaching profession have (1) changed considerably and it's sad that the number of students considering a career in teaching has (2) dropped off a lot. Consequently, the teacher training faculty has (3) shrunk by about 25%. However, in other departments, the options have (4) widened greatly, though competition with other colleges has, it must be admitted, (5) intensified. Meanwhile, departments have expanded into new areas such as media studies, and computer studies in particular has (6) grown beyond all expectations.

1.	A) turned	B) affected	C) modified	D) changed
2.	A) depressed	B) dropped	C) sunk	D) declined
3.	A) shrunk	B) curtailed	C) reduced	D) cut
4.	A) stretched	B) protracted	C) widened	D) lengthened
5.	A) boosted	B) enhanced	C) fuelled	D) intensified
6.	A) encouraged	B) grown	C) raised	D) promoted

7. Phonetics Exercise. Decipher the words OR phonetic transcription.

PHONETICS (UK)	WORD
/ˈɪntəvjuː/	Interview
/mjuːˈzɪəm/	Museum
/ˈɔːfʊl/	Awful
/ˈbɔːt/	Bought

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8.1. Decide which word, a or b, collocates in these sentences.

8.1.1. I whole-heartedly agree with everything you said.

A. whole-heartedly B. unconditionally

8.1.2. Doesn't time fly when you're having fun?

A. move B. fly

8.1.3. Everyone got back safe and sound after the storm.

A. soundly B. sound

8.1.4. I think I've gained weight since I stopped working.

A. accumulated B. gained

8.2. The following sentences contain collocations connected with 'time'. Put one of the given words in each of the sentences.

next	time-consuming	matter	surely	long-standing	time
twinkling		nick	immemorial		kill

8.2.1. Let's leave it at that for the time being and continue tomorrow.
8.2.2. Slowly but surely the band is becoming more and more popular.
8.2.3. In the twinkling of an eye the swindler had vanished, never to return.
8.2.4. In next to no time, they had become the best of friends.

9. What do these idioms mean? Match the idioms 1 to 5 to the definition that better fits.

IDIOM		MEANING
9.1.	A bear with a sore head.	A. Restrict one's behaviour in some way. B. Irritated or in a bad mood. C. Avoid saying what one means directly. D. Action liable to provoke somebody. E. A person with hidden abilities. F. Be awkward or clumsy. G. Have recovered from an illness. H. A very important period of 24 hours. I. Be very lively. J. A hopeless search. K. Be in experienced.
9.2.	A bit of a dark horse.	
9.3.	A red rag to a bull.	
9.4.	A red-letter day.	
9.5.	A wild-goose chase.	

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10. CASE OF STUDY

A case of study about cooperative learning.

Title: Modern curricula have assumed as a common goal the acquisition of a basic communicative competence, together with the use of digital resources and implementing cooperative learning strategies in order to foster students' communicative skills. Reflect about theoretical principles and practical aspects on how active methodologies can help in achieving communicative competence and how shared social experiences can be implemented to promote real use of the English language.

Steps to follow.

Previous analysis. Research/reflection process before starting to write the practical case of study.

The title in this PCS emphasises some key concepts that can be summarised in the initial mind map below:

- Communicative competence in the digital era.
- Cooperative and competency learning.
- Practical illustrative tasks, activities.
- The programming processes.

Communicative competence in the digital era.
In modern English there is a close relation amongst language and technologies.

Bearing in mind the ultimate foreign language teachers' aim, the development of our student´s abilities to communicate in a FL in real-life scenarios, it seems reasonable to think that the materials and resources devised for the FL class should meet the needs of modern FL didactics, and therefore, be a valid medium to promote our students' communicative competence.

The technological shift has brought about a twofold role of the teacher: searcher and organizer of resources; and the creative role of designer of personalised and contextualised materials that meet both the needs of the students and the demands of modern foreign language teaching.

Cooperative and competency learning.
Active methodologies and cooperative learning environments.
Cooperative learning is an engaging teaching strategy in which small groups work together towards a common goal.
In this kind of learning, each student is responsible for his own and the group´s progress.
Author to consider; Kagan and his cooperative learning model.
According to Kagan's model the benefits this model brings to the classroom are:

- Promotion of critical thinking.
- Students are involved actively in the learning process.
- It models appropriate student problem solving techniques.
- It can facilitate 'Deep Learning'.
- It develops learning communities.
- Student centred instruction increases students' self-esteem.
- Cooperation reduces anxiety.

Operative principles to introduce integration of cooperative learning structures in the classroom:
Positive interdependence. It occurs when there is a positive correlation among outcomes. Children are positively interdependent when a gain for one is a gain for another and we therefore feel ourselves to be on the same side. On the other hand, being negatively interdependent means that a gain for one can be obtained only by a loss for another, in which case we feel ourselves to be in competition. This may be the case of the teacher making a question for the whole class; we know that some of the children will never feel tempted to take that risk … the gain of one is the loss of other, somehow. **Individual accountability.** This second principle is grounded on a simple idea: if children know that their participation is not indispensable and in group work, they will not be asked for personal accountability; they may not feel the urge to do their best. The third principle is **equal participation** and refers to offering all children equity in their opportunities to participate, regardless of their individual differences. The last principle, **simultaneous interaction** refers to the fact that, as opposed to direct methods which restrict the students´ overall active participation, in cooperative learning children are exposed to the task deeper and longer.

Guidelines and main ideas to write a developed answer to the practical case of study.

Outline

1. Introduction.
2. Active methodologies. Cooperative learning.
3. The programming process: design and implementation.
4. Competency tasks to favour communicative competence.
5. Conclusion
6. A couple of references including the legal framework

Sample answer to the PCS.

Social interaction is at the heart of effective foreign language learning **(FLL)**; the foreign language curricula understand the need to promote the active methodologies than enhance competency learning, with the need to meet the real social demand, in this case, guiding children towards a competent use of English. (REFERENCE TO THE REGIONAL CURRICULUM that establishes the teaching requirements for Primary Education promote). In this essay I

shall delve into the theoretical foundations and practical tasks to illustrate foreign language competency learning, to wind up with the planning requirements to construct such proposals.

The active methodologies remarked in the title are identified as excellence in teaching practice within the legal framework. As a consequence, the methodological principles I am going to consider stem from different ordinances, like the *(reference to the regional curriculum in relation to the teaching of foreign language languages)* which sets some relevant considerations for foreign language teaching in Primary Education, like the need to challenge learners to make real use of the Foreign Language to solve problems.

There is little doubt that **motivation** is a driving force that leads students to try their best putting their efforts in learning tasks. Cooperative learning is an engaging strategy in which small groups work together towards a common goal. It is true and we need to take it into consideration that the amount of time and engagement that children can show when they are appropriately challenge in collaborative and pleasant learning environments surpasses to a great extent the commitment time in traditional classroom management. To support the benefits of cooperative learning, Kagan (2009) establishes several principles such as, Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.

The project-based approach **(PBA)** is versatile and can be adapted easily to cooperative and meaningful learning. The term project can be defined as a kind of work, which is substantial, shareable, and personally meaningful. In short, this approach motivates children and catches their attention because they are interested in the elaboration of a small **product**, so that the learning goals do not fade in time and we as teachers have the benefit of immediacy, involving students as individuals with responsibilities withing the group.

These active methodologies are only possible if we support learners in acquiring new skills, abilities, knowledge and attitudes. **Scaffolding**, a special kind of support that assists learners is a good strategy to follow. Giving students opportunities to use and stretch new language; providing models of new language and strategies to build on with support of their mother tongue; and finally using it to do other things, like playing a game, introducing themselves or giving a presentation.

I shall proceed now to analyse the main considerations for the design, implementation and evaluation of a Foreign Language programming. The regional curriculum establishes the (curricular elements) that children are expected to attain at the end of each grade. The contents that are the set of knowledge, abilities, skills and attitudes that contribute to the achievement of the objectives and attainment of competences must be further specified and sequenced along didactic units according to gradation of difficulty, weight or oral abilities and recycling the language in different contexts. It is also relevant to obtain valuable information about each student´s level of competency. Moreover, the regional ordinances as

for evaluation (reference to the legal framework regarding evaluation), establish the assessment guidelines for competency learning, remarking the elaboration of rubrics with achievement indicators, evaluation criteria, evaluation instruments and the need to use reliable classroom assessment tools.

The programming process can not forget **diversity** as a principle. This implies varied options and adaptations to the different learning styles, dealing with individual working plans and other types of adaptions, designing of alternative graded tasks, adapted roles within cooperative tasks, adaptation of material, providing enough support in relation to student´s individual needs.

Once having covered the methodological foundations and the hallmarks of the programming process, some competency proposals should now illustrate practical and social usage of the Foreign Language.

A versatile communicative structure may be a **communicative game**. Children in threes share a secret and write it on a piece of paper. All papers are placed in a box. All groups should make and answer questions to guess the others groups secrets. In the procedure of the game, we can incorporate support elements to facilitate sentence construction and also rewarding or scoring systems to add fun. Through **roleplaying**, the combination of language usage and variety of contexts bring about positive learning experiences. This collaborative task, can cover learning outcomes concerned with giving convincing messages in oral and written presentations. It is the teacher role to ensure equal participation by assigning appropriate roles within the groups t cater for diversity.

In this essay we have analysed a series of methodological foundations for successful English teaching in relation to the methodological guidelines in the legal documents. At the same time the procedures of the planning process have been approached, so as to clarify how the curricular elements can be organised to design a coherent and appropriate practical proposal.

Kagan (2009). *Cooperative Learning*. Spencer Kagan; Miguel Kagan. San Clemente, California.

Wood, D. J., Bruner, J. S. and Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychiatry and Psychology,*