WHAT WOULD YOU DO WITH AN IMMIGRANT PUPIL (NOT ENGLISH SPEAKER) IN YOUR ENGLISH CLASS?

I would like to start this practical case underlining that whether we have immigrant pupils or native born pupils in our class, the first thing we have to do is an initial evaluation about their knowledge in the English field. Once we have this information we can start to plan a curricular adaptation from there if it will be needed. Apart from this, when we are working with foreign pupils, we also have to check their knowledge of Spanish language. As we are in the English class, the language that will be used is English so even if the level of Spanish of our pupil would be low (which means that the general learning will be more complicated), we must focus mainly in the foreign language and in how to get the pupil reaching the level of the class.

To develop the procedures and measures needed, we have to follow the Organic law 8/2013 9th of December for the Improvement of quality education. Royal Decree 126/2014, 28th of February, which establishes the basic curriculum for Primary Education nationwide (following the guidelines of the Common European Framework of Reference for Language) will be followed along with Decree 54/2014, 10th July which established the previously mentioned curriculum for Primary Education but this time for Castilla-La Mancha. We must not forget Decree 66/2013, 3th of September by which it is regulated the specialized attention and the educational and professional orientation of the student body in Castilla-La Mancha.

When programming we must to think carefully in several aspects. Let’s focus now in the objectives and contents that our legal framework establishes. Royal Decree 126/2014, in its article 7, sets out fifteen stage general objectives for primary education. As teachers, we must develop all this objectives. However, among these objectives we could draw our attention in objective F, which establishes the necessity of acquiring basic communicative competence in at least a foreign language. By having this competence children will be able to express and understand easy message, both in oral and written basis. The contents can also be found in Royal Decree 126/2014, which structure the curriculum of primary education in two main block of contents. The first one for oral and written comprehension and the second one for oral and written expression. These general objectives and contents are of main importance but we must not forget the specific ones, which will depends on the units that we will be working on. For example, if we are working on the food topic, we
may like to establish as a specific objective for the whole class to perform a role play placing the student in a restaurant. The specific contents when doing this task are the vocabulary and the structures that we will be working on. We may like to establish other specific objectives and contents just for the foreign pupil that can be related with his/her social adaptation to the class.

The European Union sets there are seven key competences to be achieved which have been set out by the European Union. As objectives and contents, they can be found in Royal Decree 126/2004, this time in its annex I. in the develop of our teaching practice we are going to work on all of them but this will also depend on the kind

The evaluation of the student is going to be done according to Order 05/08/2014 which establishes the organization and evaluation in Primary Education in Castilla La Mancha and also according with the curricular adaptation that we have been developed. We have to know what, when and how evaluate our student. By what evaluate we are speaking about standards. By when we refer to timing. This is going to be done through initial, formative and summative evaluation. Finally, by how we have to mention the instruments of evaluation. Among them we are going to count with individual evaluation, group evaluation, self-evaluation and co-evaluation.

As far as methodology is concerned, ours is going to be based on a communicative approach. Other approach we are going to follow will be Total Physical response, cooperative learning or CLIC (Content and language integrated learning).

To conclude with, I would like to say that having foreign pupils in our class is a great and enriching way to show our student the reality of our world and we have to take advantage of this fact to improve as teacher and to help our pupils to grow as students but also as person.

**IN WHAT WAYS SHOULD THE ENGLISH CLASSROOM FOR CHILDREN BE DIFFERENT? HOW CAN THE TEACHER MAKE IT A “MAGIC” PLACE FOR KIDS AND STIMULATE CREATIVITY?**

It is widely believed that to learn English as a foreign language is a necessity for our pupils nowadays. The techniques of teaching foreign language have been developed through the years, from static, rigid and boring methodologies to open, flexible and funny ones.

As teacher, one of our main functions is to stimulate students so in order to get that goal we have to know their needs and motivations. This is widely going to depend on the age of our group but generally speaking, children are full of creativity and we have to give them the opportunity to exploit it as much as possible and to stimulate them.

We have to keep in mind that the English class is the place where children are going to develop their communicative competence as it is established in Royal Decree 126/2014, so we have to ensure that the atmosphere of it the adequate for our pupils. The contents and key competences that we have to work on can also be found in Royal Decree 126/2014 and will depend of the level of our class. This will be followed along with Decree 54/2014, 10th July which established the previously mentioned curriculum for Primary Education but this time for Castilla-La Mancha.

The English classroom has to be a place where children want to be. A place where their routine changes and where they can develop their creativity. To achieve this objective, our classroom has to be different from the others, in order to make the difference when the students get there. The kind of space arrangement or the light are relevant aspects that have to be carefully planned. The walls should be plenty of colors as the environment of the class will greatly determine how children feel towards the subject that is being taught. Other very good option is to create different corners such as play corner where they can play at the same time that they learn the language and expand their creativity or a reading or singing corner where they can feel comfortable with the task that is being developed. This sort of corners provide children with freedom and space to foster their imagination and their creative skills. We can also create a role play corner.

With the purpose of stimulate creativity the teacher could create a story wall where children can stick their own stories, pictures, draws, etc. for the younger ones, the introduction of a puppet in the classroom as the teacher’s helper can also create a nice atmosphere where children could enjoy.

As we said at the beginning, our methodology has to be dynamic and fun, based on a communicative approach. Other approach we are going to follow will be Total Physical response, which children usually enjoy and also cooperative learning or CLIC (Content and language integrated learning). It is also very relevant the use of new technologies in our classroom. They give us the opportunity to do a wide range of creative activities that children will enjoy for sure.
We can say that the role of the teacher when we are working on stimulating our student to be creative is less prominent that in the development of other skills. It can consists in providing children with the necessary material and also in giving them some time and space for themselves. Our duty is provide them with a starting point and encourage them to develop themselves in their own way. Teaching to respect the ideas of the rest of the class is also essential to stimulate them and to avoid that children feel shame or embarrassment because of their creativity.

In conclusion, we have to promote the creativity of our students, whatever their level and in order to do so, we can use our English classroom in different ways. The most important thing is to know our pupils to be capable of adapt us to the requirements of each situation.

WHICH METHODS AND TECHNIQUES WOULD YOU USE TO TEACH ENGLISH IN A RURAL SCHOOL? WHERE YOU HAVE A GROUP FORMED BY PUPILS WITH DIFFERENT LEVELS AND AGES?

The presence of children with different levels obliges us to plan teaching as foreign language differently as we cannot work with the traditional and typical resources so we have to find a way of combining common and level-adaptate teaching. First of all, we need to know the previous knowledge of our students. This will be done through an initial evaluation. Coordination is also very important in every single situation, but in this one, is even more important.

The methodology that we are going to use will be based on working groups. Our choice of dividing students into groups will be that of according to their level. In this special situation, one of our main problems is the use of a different textbook for each level. This can be further complication (just think about the constant change of CD to follow the listening activities in each textbook. Apart from the tremendous waste of time, it will be very probable that both students and teacher start to fell unmotivated and what is worse, in the end we will probably work with the whole group at the lowest level.

The programming that we are going to use is mainly based on the idea of having only one workbook, made up of sheets with different activities for each level. This workbook would be prepared by the teacher. That’s it, the teacher has to prepare six levels in one book, what is a great amount of work but the result will worth it.

This workbook will be developing following our legal framework. To develop the procedures and measures needed, we have to follow the Organic law 8/2013 9th of December for the Improvement of quality education. Royal Decree 126/2014, 28th of February, which establishes the basic curriculum for Primary Education nationwide and where we can find the objectives, contents and key competences. This will be followed along with Decree 54/2014, 10th July which established the previously mentioned curriculum for Primary Education but this time for Castilla-La Mancha. We must not forget Decree 66/2013, 3th of September by which it is regulated the specialized attention and the educational and professional orientation of the student body in Castilla-La Mancha.

Our main objective will be get our students being communicative competent. In order to achieve this goal, the contents of our workbook will be organized on the basis of festivities like Halloween, thanksgiving, Christmas, carnival, which influence on the basic vocabulary, structures and projects to use. It seems to be convenient to unite semantic field if is not much difficult for the younger ones. Obviously it wouldn’t be always possible, so flexibility is essential in our classroom. We also must find the motivations and interest of our pupil and use this knowledge to improve the teaching-learning process.

The evaluation of our students is going to be done according to Order 05/08/2014 which establish the organization and evaluation in Primary Education in Castilla La Mancha. We have to know what, when and how evaluate our student. By what evaluate we are speaking about standards. By when we refer to timing. This is going to be done through initial, formative and summative evaluation. Finally, by how we have to mention the instruments of evaluation. Among them we are going to count with individual evaluation, group evaluation, self-evaluation and co-evaluation.

As far as methodology is concerned, ours is going to be based on a communicative approach. Other approach we are going to follow will be Total Physical response. Cooperative learning and mixed groups will also happen in order to create a collaborative and cooperative environment where oldest pupils will have to help younger pupil to achieve their common goals so they get more motivated.

As a conclusion, I would say that this is a complicated situation where teachers have much more difficulties than in a regular classroom but our duty is to ensure that our pupils don’t have any disadvantage comparing with any other classroom.