

## Acceso mediante prueba de aptitud

Especialidad: idioma (inglés)

### Criterios de evaluación:

Incorporar aquí los criterios de evaluación, aunque se pongan también en el documento específico.

Parte	Peso
Comprensión oral	20%
Comprensión escrita	20%
Producción escrita	25%
Test	20%
Entrevista	25%

#### Comprensión oral y escrita:

- Respuestas correctas / incorrectas
- Penalización por error (respuesta correcta 1 pt e incorrecta -0,5)

#### Producción escrita:

- Corrección gramatical
- Riqueza léxica
- Coherencia y cohesión
- Capacidad argumentativa
- Adecuación al registro

#### Test (Parte 4)

- Respuestas correctas / incorrectas
- Penalización por error (respuesta correcta 1 pt e incorrecta -0,5)

#### Entrevista (Parte 5)

Criterios:

- Nivel de lengua (corrección lingüística -gramatical, lexical y fonética-, riqueza léxica, coherencia y cohesión y adecuación del registro)
- Claridad discursiva
- Coherencia en la motivación
- Nivel de reflexión pedagógica
- Conocimiento del sistema educativo
- Actitud crítica fundamentada

## Prueba de ejemplo:

### ESTRUCTURA DE LA PRUEBA (5 partes)

#### PARTE 1: COMPRENSIÓN ORAL (C1)

Audio: <https://learnenglish.britishcouncil.org/free-resources/listening/c1/tech-addiction>

#### Task 1

#### Are the sentences true or false?

- \_\_\_1. Millennials spend more time on smartphones than any other generation.
- \_\_\_2. Some people who work in the tech industry are fighting against smartphone addiction.
- \_\_\_3. The presenter thinks most adults' behaviour towards their phones and apps is under control.
- \_\_\_4. Babies' brain development is delayed because they're looking at screens.
- \_\_\_5. We're likely to see a rise in teenage mental health problems because of social media addiction.
- \_\_\_6. Changing the colour settings on your phone may make you spend less time on it.

## **PARTE 2: COMPRENSIÓN ESCRITA (C1)**

### *Artificial Intelligence and the Transformation of Secondary Education*

In recent years, secondary education has undergone a rapid transformation driven by digitalisation and, more recently, the integration of artificial intelligence (AI). Schools across Europe and beyond are increasingly adopting AI-powered tools to support teaching, learning, and administrative tasks. According to recent educational studies, this shift is not merely technological but also pedagogical, reshaping the role of both teachers and students in the classroom.

One of the most significant developments is the use of generative AI systems to personalise learning. These tools can analyse student performance and adapt tasks to individual needs, offering targeted exercises or simplified explanations when necessary. As a result, learners can progress at their own pace, while teachers can focus more on guidance, feedback, and emotional support rather than repetitive instruction.

However, this technological integration also raises important concerns. Educators highlight issues such as over-reliance on technology, data privacy, and the risk of reduced critical thinking skills. Some studies suggest that students may become dependent on AI-generated answers instead of developing independent problem-solving strategies. In addition, not all schools have equal access to digital infrastructure, which risks widening the gap between well-resourced and under-resourced institutions.

Despite these challenges, many education systems are embracing AI as a tool rather than a replacement for teachers. In fact, most experts agree that the future of secondary education lies in a hybrid model where human instruction and artificial intelligence complement each other. In this model, teachers remain central figures, but their roles evolve towards facilitators of learning rather than sole transmitters of knowledge.

Ultimately, the key question is not whether AI should be used in education, but how it can be implemented ethically and effectively to enhance learning outcomes while preserving essential human skills.

### **Task 1. Multiple Choice Questions (Comprehension)**

1. What is the main focus of the text?
  - a) The replacement of teachers by AI

- b) The impact of AI on secondary education
  - c) The history of European education systems
2. According to the text, AI tools in education mainly help with:
- a) Standardising exams across countries
  - b) Personalising student learning
  - c) Eliminating the need for teachers
3. What is one concern mentioned about AI in education?
- a) It is too expensive for schools
  - b) It reduces student motivation completely
  - c) It may decrease independent thinking
4. What inequality issue is highlighted in the text?
- a) Differences between subjects taught in schools
  - b) Unequal access to digital technology
  - c) Differences in teacher training levels only
5. What model is suggested for the future of education?
- a) Fully AI-based education
  - b) Teacher-only instruction without technology
  - c) A hybrid model combining teachers and AI

## **Task 2. Vocabulary Exercise (C1 Level)**

### ***Match the word with the correct meaning***

6. **Integration**
- a) Separation of systems
  - b) Combination of elements into a unified system
  - c) Removal of technology
7. **Personalised**
- a) Designed for general use
  - b) Adapted to individual needs
  - c) Based only on exams
8. **Reliance**
- a) Dependence on something

- b) Rejection of something
- c) Improvement of something

**9. Infrastructure**

- a) Emotional support systems
- b) Physical and organisational structures needed for operation
- c) Teaching methodologies

**10. Facilitator**

- a) Person who controls everything strictly
- b) Person who supports and guides learning
- c) Person who evaluates only exams

**PARTE 3: PRODUCCIÓN ESCRITA (C1)**

**Task: Argumentative Essay**

**Write an essay (250–300 words) on the following topic:**

“Artificial intelligence should be widely integrated into secondary education.”  
Do you agree or disagree? Justify your opinion.

**PARTE 4: TEST DE CONOCIMIENTOS (15-20 PREGUNTAS)**

**Historia y cultura de la lengua inglesa**

1. What is the British Council?
  - a) A UK government agency promoting cultural relations and English language education
  - b) A university in London
  - c) A publishing house
2. Which country is NOT part of the English-speaking world in an institutional sense?
  - a) Canada
  - b) India
  - c) Brazil

3. What is a key feature of the English-speaking world?
  - a) Linguistic and cultural uniformity
  - b) Global linguistic and cultural diversity
  - c) Exclusive use of British English
4. Which continent has the largest number of English speakers today?
  - a) Europe
  - b) Africa
  - c) Asia
5. What historical factor contributed most to the global spread of English?
  - a) Roman Empire expansion
  - b) British colonial expansion
  - c) The Renaissance

### **Literatura inglesa**

6. Who wrote *Hamlet*?
  - a) Charles Dickens
  - b) William Shakespeare
  - c) Jane Austen
7. Which movement is associated with Romantic literature?
  - a) Emphasis on emotion and nature
  - b) Strict realism only
  - c) Postmodern fragmentation
8. What is a key feature of contemporary English-language literature?
  - a) Exclusive use of traditional forms
  - b) Diversity of voices and multicultural perspectives
  - c) Avoidance of social issues
9. Which author is a major figure in postcolonial literature in English?
  - a) Chinua Achebe
  - b) Geoffrey Chaucer
  - c) T.S. Eliot
10. What is a common theme in postcolonial English literature?
  - a) Medieval court life
  - b) Identity, migration, and colonial legacy
  - c) Classical mythology only

## Lingüística

11. What does phonology study?
  - a) Meaning of words
  - b) Sound systems of language
  - c) Sentence structure
12. Which of the following sounds is a voiced bilabial plosive?
  - a) /p/
  - b) /b/
  - c) /f/
13. Which of the following is a diphthong in English?
  - a) /I/
  - b) /aI/
  - c) /æ/
14. Which discipline studies language use in context?
  - a) Syntax
  - b) Pragmatics
  - c) Morphology
15. Which branch of linguistics studies sentence structure and word order?
  - a) Phonetics
  - b) Syntax
  - c) Semantics

## PARTE 5: ENTREVISTA ORAL

- Motivación para ser docente
- Concepción de enseñanza/aprendizaje
- Capacidad crítica sobre el sistema educativo