



SECRETARÍA DE
EDUCACIÓN PÚBLICA

NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION (NEPBE)

Working guide

Academic Support for English Language Teachers. Piloting Stage

Cycle 1



Dirección General de Desarrollo Curricular/ SEB/ SEP

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Presentación

Los principios normativos que establece el artículo tercero constitucional, la transformación educativa que alienta el *Plan Nacional de Desarrollo 2007-2012* y los objetivos señalados en el *Programa Sectorial de Educación 2007-2012* (PROSEDU), han constituido la base rectora para dar sentido y ordenar las acciones de política pública educativa en el México de las próximas décadas.

En este marco y con base en las atribuciones que le otorga la Ley General de Educación, la Secretaría de Educación Pública estableció como objetivo fundamental del PROSEDU “Eleva la calidad de la educación para que los estudiantes mejoren su nivel de logro educativo, cuenten con medios para tener acceso a un mayor bienestar y contribuyan al desarrollo nacional” (SEP 2007:11). La principal estrategia para la consecución de este objetivo en educación básica dispone “realizar una reforma integral de la educación básica, centrada en la adopción de un modelo educativo basado en competencias, que responda a las necesidades de desarrollo de México en el Siglo XXI” (SEP 2007:24), con miras a lograr mayor articulación y eficiencia entre preescolar, primaria y secundaria.

El PROSEDU también establece que “Los criterios de mejora de la calidad educativa deben aplicarse a la capacitación de profesores, la actualización de programas de estudio y sus contenidos, los enfoques pedagógicos, métodos de enseñanza y recursos didácticos” (SEP 2007:11). A su vez, la UNESCO¹ ha señalado que los sistemas educativos necesitan preparar a los estudiantes para enfrentar los nuevos retos de un mundo globalizado en el que el contacto entre múltiples lenguas y culturas es cada vez más común. La educación tiene, en este contexto, la obligación de ayudar a los estudiantes a comprender las diversas expresiones culturales existentes en México y el mundo.

¹ Delors, J. *La educación encierra un tesoro. Informe a la UNESCO de la Comisión Internacional sobre la Educación para el siglo XXI*, pp. 31 y ss.

Desde esta perspectiva, la Subsecretaría de Educación Básica reconoce la necesidad de incorporar la asignatura de Inglés a los planes y programas de estudio de educación preescolar y primaria y realizar los ajustes pertinentes en los de Inglés para secundaria, con el propósito de articular la enseñanza de esta lengua extranjera en los tres niveles de educación básica y de lograr, a través de esta articulación, que al concluir su educación secundaria los alumnos hayan desarrollado la competencia plurilingüe y pluricultural que necesitan para enfrentar con éxito los desafíos comunicativos del mundo globalizado, construir una visión amplia de la diversidad lingüística y cultural a nivel global y respetar su propia cultura y la de los demás.

Con el fin de instrumentar las diversas acciones que hagan posible la articulación de la enseñanza de inglés, la Secretaría de Educación Pública puso en marcha el Programa Nacional de Inglés en Educación Básica (PNIEB o NEPBE* por sus siglas en inglés), del que se derivan programas de estudio para los tres niveles de educación básica elaborados a partir de la alineación y homologación de estándares nacionales e internacionales, la determinación de criterios para la formación de profesores, así como del establecimiento de lineamientos para la elaboración y evaluación de materiales educativos y para la certificación del dominio del inglés.

Una de las acciones previstas es el desarrollo de reuniones nacionales de fortalecimiento académico para profesores de inglés, que tienen como finalidad ofrecer información y asesoría técnico-pedagógica que coadyuve a las tareas necesarias para la implementación y generalización de los programas de estudio correspondientes a los cuatro ciclos del Programa Nacional de Inglés en Educación Básica.

* *National English Program in Basic Education.*

Introduction

The NEPBE contemplates, within its piloting stage, the organization of nation-wide meetings whose objective is the academic support of basic education English language teachers by giving them a place to reflect upon the characteristics and elements of study programs.

The possibility of making the development of NEPBE study programs a viable reality in the educational practice of those charged with the teaching of the State Subject. Additional Language: English will depend on the commitment and response that the various actors in the school community (educational authorities, teachers, students, parents or guardians) show in face of the challenges carried by both the adoption of this subject by the preschool/primary study programs and the adjustments made to that subject's study programs in secondary level.

From this perspective, the working guides which complement the training workshops -of which **Cycle 1** is included here- represent the opportunity to share qualms, questions and expectations about the curricular proposal and the possibility to reflect upon its propositions and elements, so that it is feasible to incorporate it into the educational practice of English language teachers in public schools all across the country.

It should be mentioned that the development and implementation of a national curricular program destined to the teaching and learning of a foreign language for the first time in all of the basic education levels (preschool, primary and secondary) inevitably leads to the educational authorities and the teachers

assuming the responsibility of preparing themselves and creating the conditions necessary to offer every student the same learning opportunities, in order to ensure they all have the possibility to satisfy their needs and reach the goals set in the NEPBE's study programs.

Consequently, both the subject teacher and the school community as a whole must be aware of the necessity there is of creating learning environments in which their students can use English in an appropriate way with social and learning goals.

It is under these principles that the curricular foundations and study programs of the NEPBE establish as a main objective the assimilation of social practices of the language, as it is through involvement in these that communication gains relevancy and, as a consequence, language is acquired. Therefore, the NEPBE requires that teachers are capable of appreciating both the relationship between the English language and social context, as well as the functions and social/cultural meanings involved in the processes and behaviours inherent to various communication situations.

The *National English Coordination* has undertaken the task of developing, for its 2010-2011 school year test stage, the aforementioned national meetings for basic education English language teachers, together with the corresponding *Working Guides* and *Leveling Guides*, with the purpose of displaying the parameters and elements of the curricular proposal contained within its study programs as well as offering the didactic background needed for its adoption.

Work modes. Symbology.

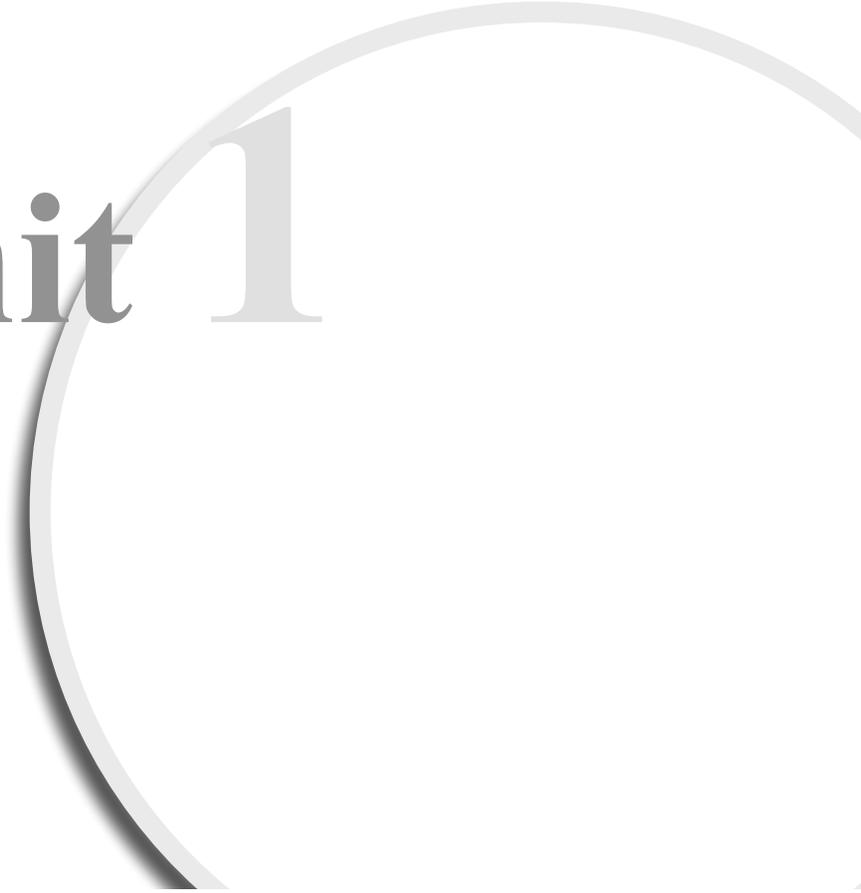
■ Individually

■ ■ In pairs

■ ■ ■ In groups

■ ■ ■ ■ ■ ■ ■ ■ Plenary meeting

Unit 1



Unit 1

Guidelines and Characteristics of the NEPBE

I. Content: Guidelines of the NEPBE

- 1. Answer the following questions.

How important do you consider the English language is nowadays? Why?

Which would you consider to be the challenges to generalize English as a foreign language in our country?

Purposes

- Recognize and understand the regulatory guidelines that rule the NEPBE.
- Think about the general nature of the study programs and their implications in the teaching and learning.

2. Read the following information. According to the Political Constitution of the United Mexican States, Article 3. Education in Mexico:

Will be national, as in -without hostilities or exclusive- it will ensure the comprehension of our problems for the use of our resources, for the defense of our political independence, for the insurance of our economic independence and for the continuity and augmentation of our culture

¹ Source (adaptation) *Constitución Política de los Estados Unidos Mexicanos*, available at: www.cddhcu.gob.mx/LeyesBiblio/pdf/1.pdf

3. Bearing in mind the information above and according to your opinion, circle the group or groups of Mexicans that are entitled to education in our country.

- Conationals holding two nationalities*
- Millionaires*
- Fans of certain ideas**
- Poor people**
- Daughters of single mothers
- Political refugees
- Feminists**
- Criminals or delinquents*
- Children of divorced parents*
- Persons old enough to enter any level of basic education
- AIDS patients
- Pregnant adolescents**
- Homosexuals

4. Write three statements that guide education to achieve at least one characteristic established in Article 3 of the Constitution: national, democratic, lay, free, and compulsory. Look at the example.

- *To promote collective commitments to defend human rights, respect for diversity, rejection of violence and instilment of values oriented to coexistence despite differences.*
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



5. Get together with colleagues who teach the same grade of Cycle 1 and check the answers to the previous exercises. Then, carry out the following activities:

- List and describe the most relevant aspects that characterize the students you teach and that, in your opinion, are necessary to consider when teaching the contents of the subject. Look at the example.

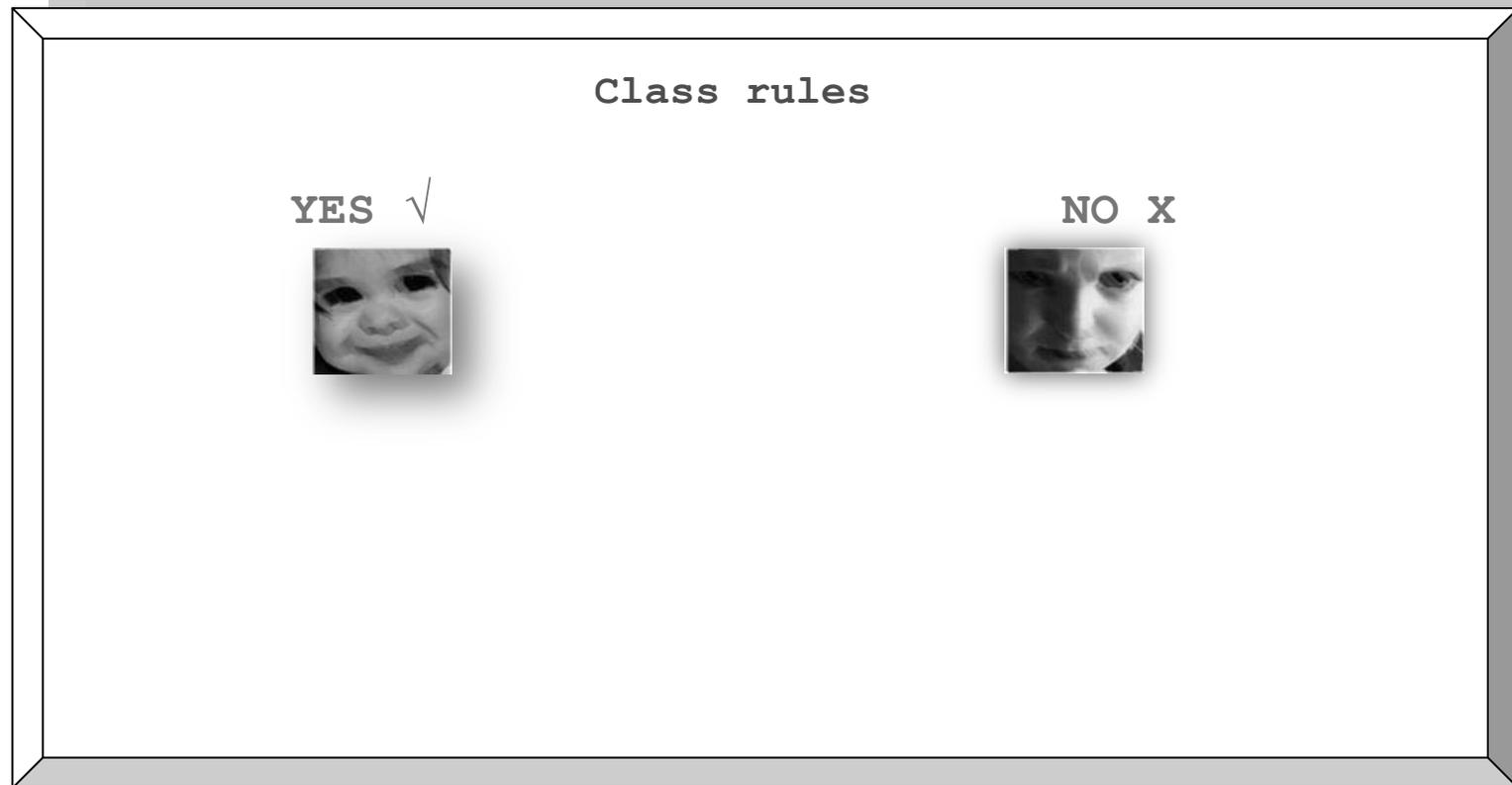
Are characterized by: _____ **grade students**

- *Having little or no knowledge of English.*
- *Not being able to read and write conventionally.*

Are characterized by: _____ **grade students**

-
-

- Discuss and define the rules of conduct that you consider appropriate to set in class, along with your students, in order to promote respect for diversity, rejection of violence, and instilment of values aimed at a healthy coexistence.
- Considering the characteristics of students and the information discussed, define the Class rules. Look at the example given for the 3rd grade of preschool.



6. Read the information in the chart below. Check in the Program of the grade you have been working with and write on the empty column the collective commitment that needs promoting. Look at the example.

Example: Preschool. Third grade. Unit 2, Formation and academic environment

What the program says	What happened in class	Collective commitment
Follow the steps in a recipe, based on its oral reading.	Only those students who brought an ingredient to class ate the product of the recipe.	<i>The same rights for all students</i>

Preschool. Third grade, Unit 3, Literary and ludic environment

What the program says	What happened in class	Collective commitment
Identify the theme of songs.	A student didn't choose the right word; as a result, he was not allowed to continue participating.	

Elementary School. First grade. Unit 5, Formation and academic environment

What the program says	What happened in class	Collective commitment
Rewrite names of animals and plants on a map of Mexico.	A student snatched someone else's pencil. The owner of the pencil responded with fist-fighting.	

Elementary School. Second grade. Unit 2, Familiar and community and environment

What the program says	What happened in class	Collective commitment
Rehearse the expression of instructions, based on a series of actions or drawings.	A student refused to participate to avoid other students making fun of his pronunciation.	

7. Compare your answers to the previous exercises. Exchange points of view to reach consensus.

II. Content: General characteristics of the NEPBE Study Programs.

1. The chart below shows the Teaching Guidelines that led to the elaboration of the NEPBE Study Programs. Read the statements, and in your opinion number them from 1 to 8 according to their importance.

Teaching Guidelines to elaborate NEPBE's

___ Align secondary education with elementary school, and preschool.

___ Focus the training of students:

a) In the Learning to know about the language, Learning to do with the language and Learning to be through the language competencies

b) In their identity, social characteristics and differences.

___ Provide the same educational opportunities to all students.

___ Motivate conditions for coexistence among the youth, encourage their creativity and give answers to their interests, needs and knowledge.

___ Promote collective commitments aimed at the defense of human rights, respect for diversity, rejection of violence and instilment of values oriented to coexistence despite differences.

___ Integrate the use of new Information and Communication Technologies (ICTs) to education as a support tool.

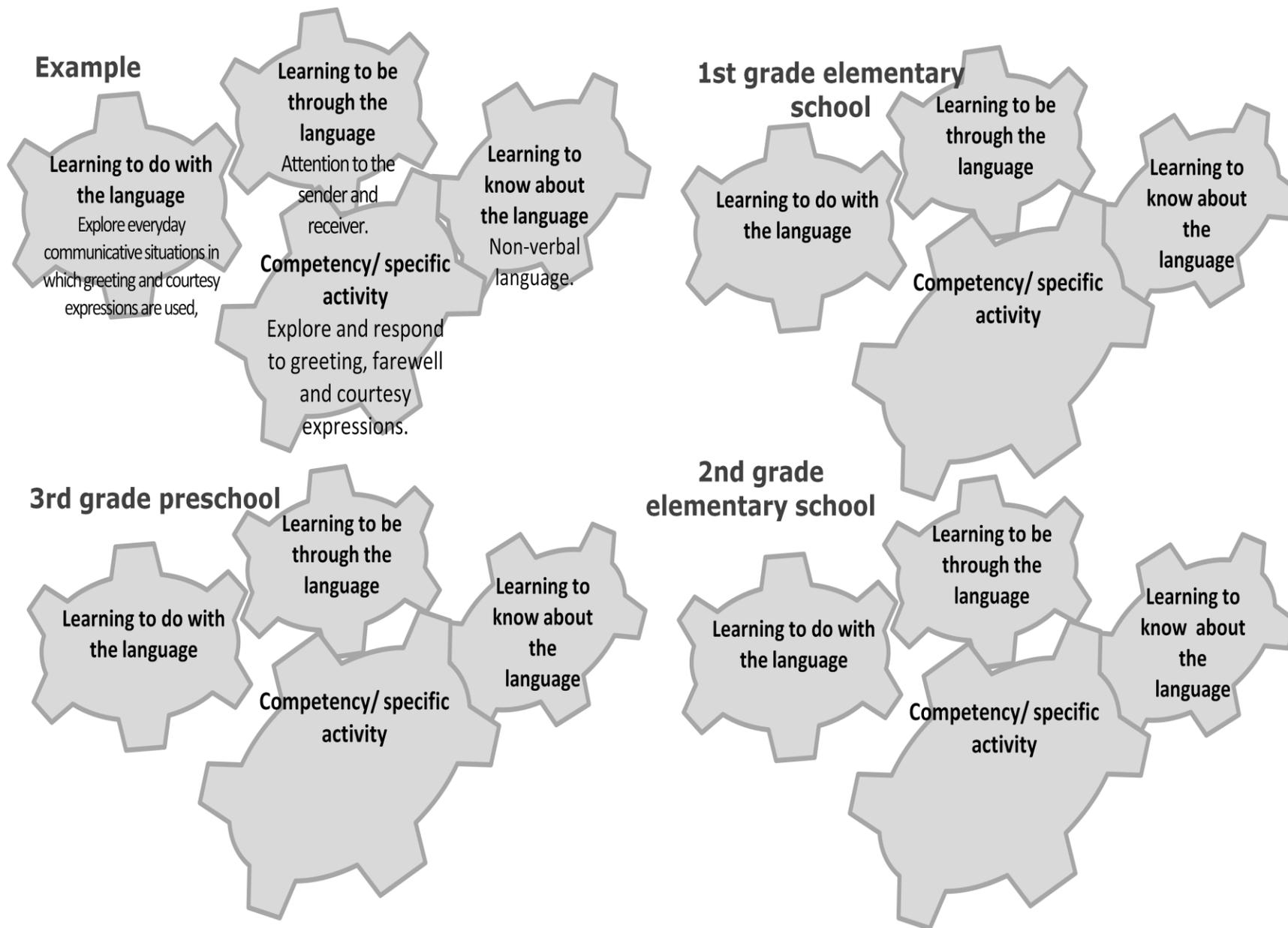
___ Bear in mind the principles of education in Mexico: national, democratic, free, compulsory, and lay.

___ Include, from the fields of knowledge, the learning contents of the curriculum and appropriate proposals for the teaching of subjects.

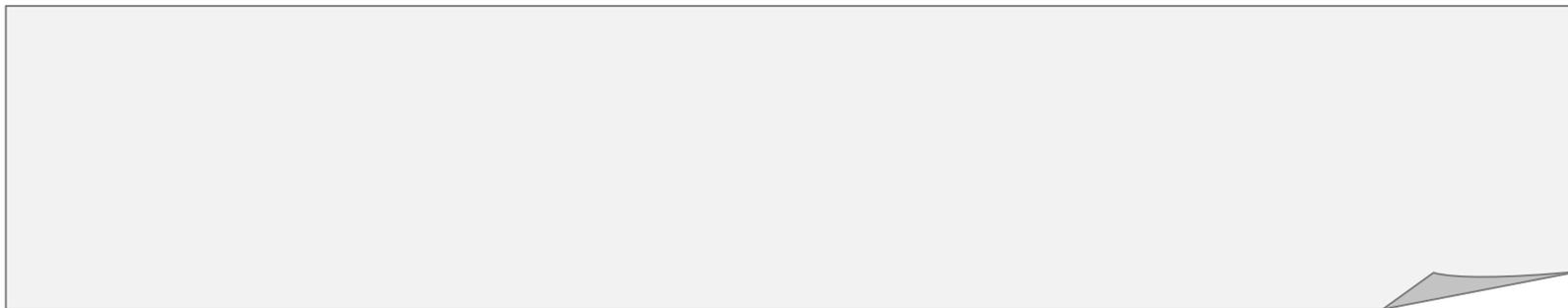
2. Check the Program for Cycle 1, identify and write five pieces of evidence showing the articulation between preschool and elementary school. Look at the example.

Evidence that shows the articulation between elementary school and preschool
Example: <i>Both levels share the same object of study.</i>
1.
2.
3.
4.
5.

- 
3. Share your answers. Look over in the Study Programs of the grade you have been working with, examples that show that students' education focuses on competencies and do the following activities:
- Choose a specific activity with the language and write it down in the box "Competency".
 - Bearing in mind the specific activity with the language chosen, select content from the *Learning to know about the language, Learning to do with the language and Learning to be through the language*. Make sure that the *Learning to know about the language* and the *Learning to be through the language* contents are the ones necessary to carry out the *Learning to do with the language* content.



4. Identify work strategies that promote learning opportunities for all students in the Cycle 1 program. Write two examples in the box below.



5. Identify the chart *Specific activities with the language. Distribution by environment and grade* in the Program of Cycle 1, and do the following activities:
- Read the social practices of the language in each of the learning environments that correspond to the grade you have been working with.
 - Discuss their differences and similarities and write them on the chart below. Write the grade as a title.

Similarities	Differences

6. Look at the following images and discuss which ones relate to the Information and Communication Technologies (ICT) that can be used to support the teaching/learning of English as a foreign language and which ones do not. Then perform the following actions:
- Choose a grade from Cycle 1 and find the charts of curricular content in the Program.
 - Select the social practices of the language that can use the ICT's shown in the pictures. Write them on the line provided.
 - Write in the boxes three ways to use these Technologies in order to support the contents of the selected practices.



Social practice of the language: _____

Ways to use the ICTs in this practice:

Social practice of the language: _____

Ways to use the ICTs in this practice:



Social practice of the language: _____

Ways to use the ICTs in this practice:



7. Look at Chart 2 and Figure 3 from *National English Program in Basic Education. General Observations* in the NEPBE Curricular Foundations document and complete the following:

- Total number of hours given to the English subject in Cycle 1:
- Hours English is taught in Cycle 1:
 - Weekly:
 - Monthly:
 - Yearly:

8. Choose a grade and according to the time assigned to the subject of English and the purposes of Cycle 1, write the students expected profile for the grade chosen. Write the grade as a title.

At the end of the school year, students will be able to:

-
-
-
-

- Compare the answers given to the previous exercises with the objectives and achievements in the Cycle 1 program.

9. Read and compare the following hypothetical situations that describe the students' profile after third grade of preschool, first, and second grade of elementary school. Discuss the similarities and differences between them.



Recognizes and identifies English as a language other than his own. Shows motivation to learn the language. Understands the meaning of a set of words while listening to them. Able to rewrite words from a list. Shows an insecure and fearful attitude towards real English communicative situations.



Recognizes and identifies English as a language and culture other than her own. Shows a positive attitude towards learning the language. Understands basic greeting and courtesy expressions used in the classroom. Shows motivation and interest in participating in everyday life communicative situations.

10. Unlike the second case, explain the reasons why the profile of the first one does not meet the objectives of the NEPBE. Write your conclusion on the box provided.

To conclude



Read and analyze the following diagram which summarizes the work done in this unit.

Diagram 1

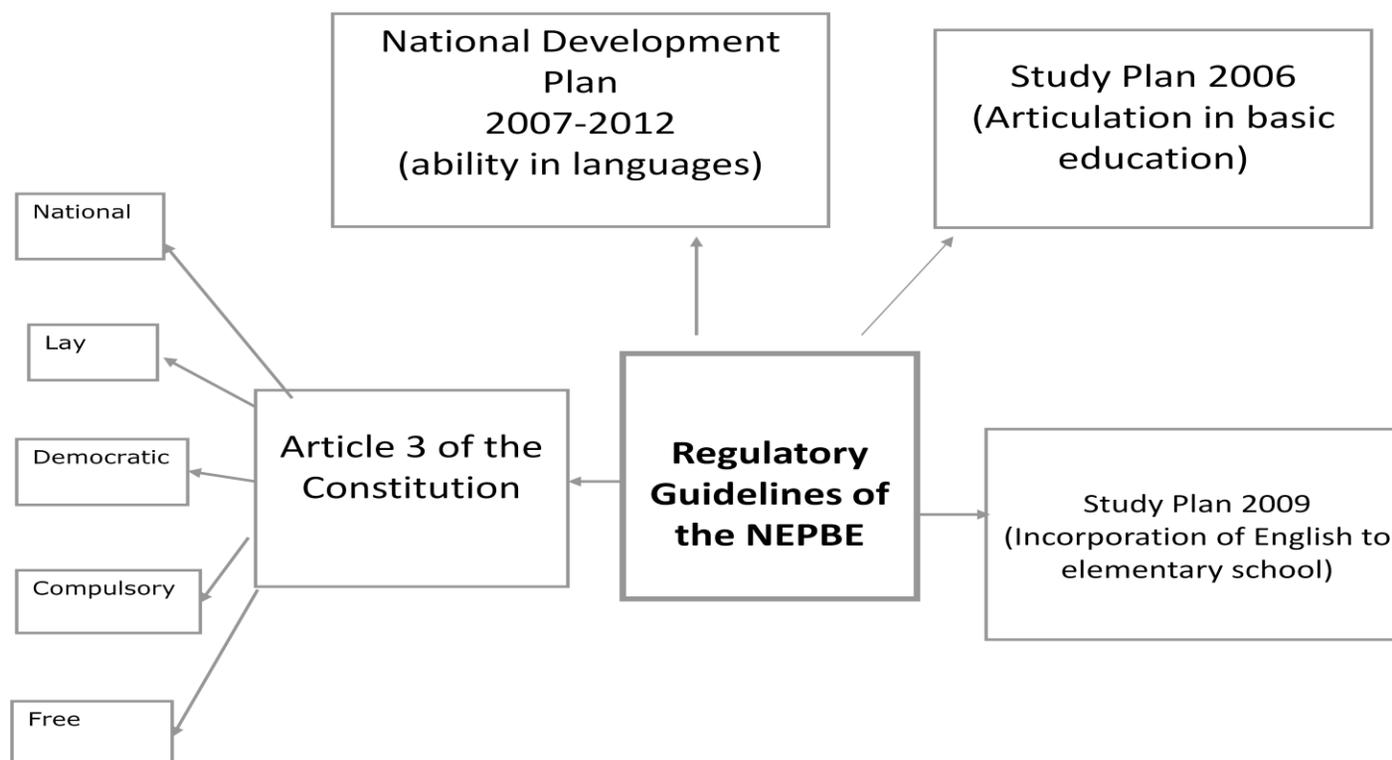


Diagram 2

Curricular focus

TO WHOM

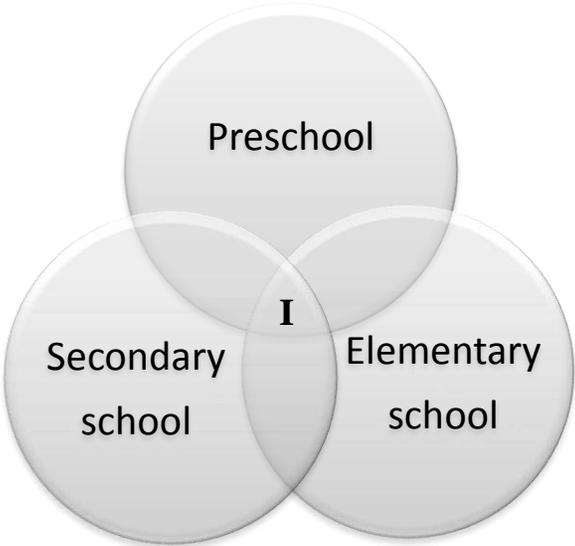


Diagram 3

WHAT

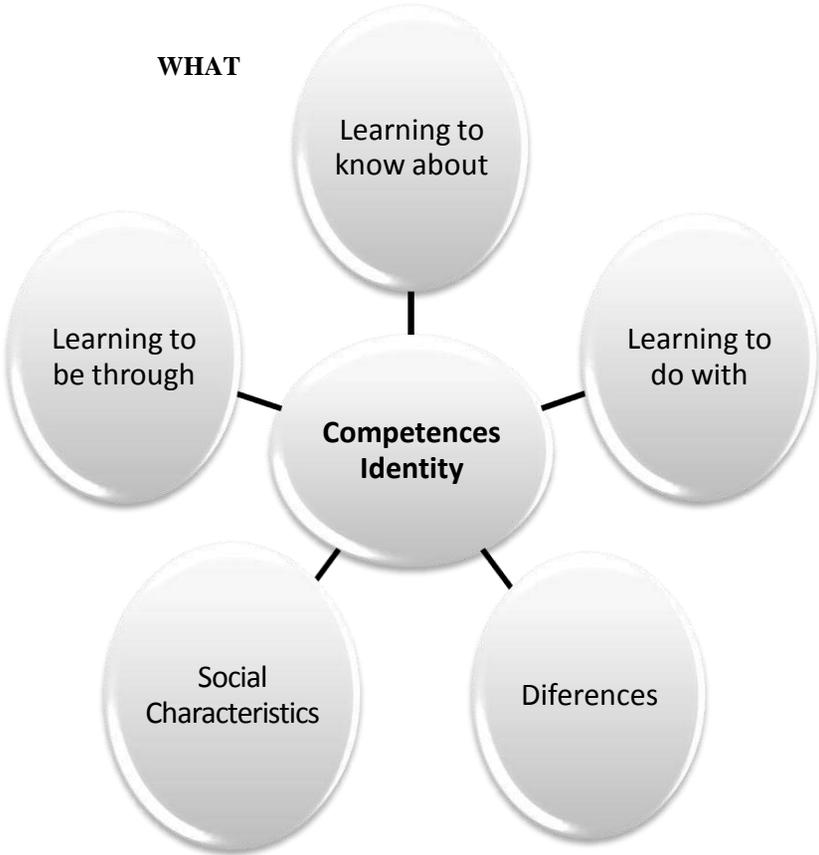
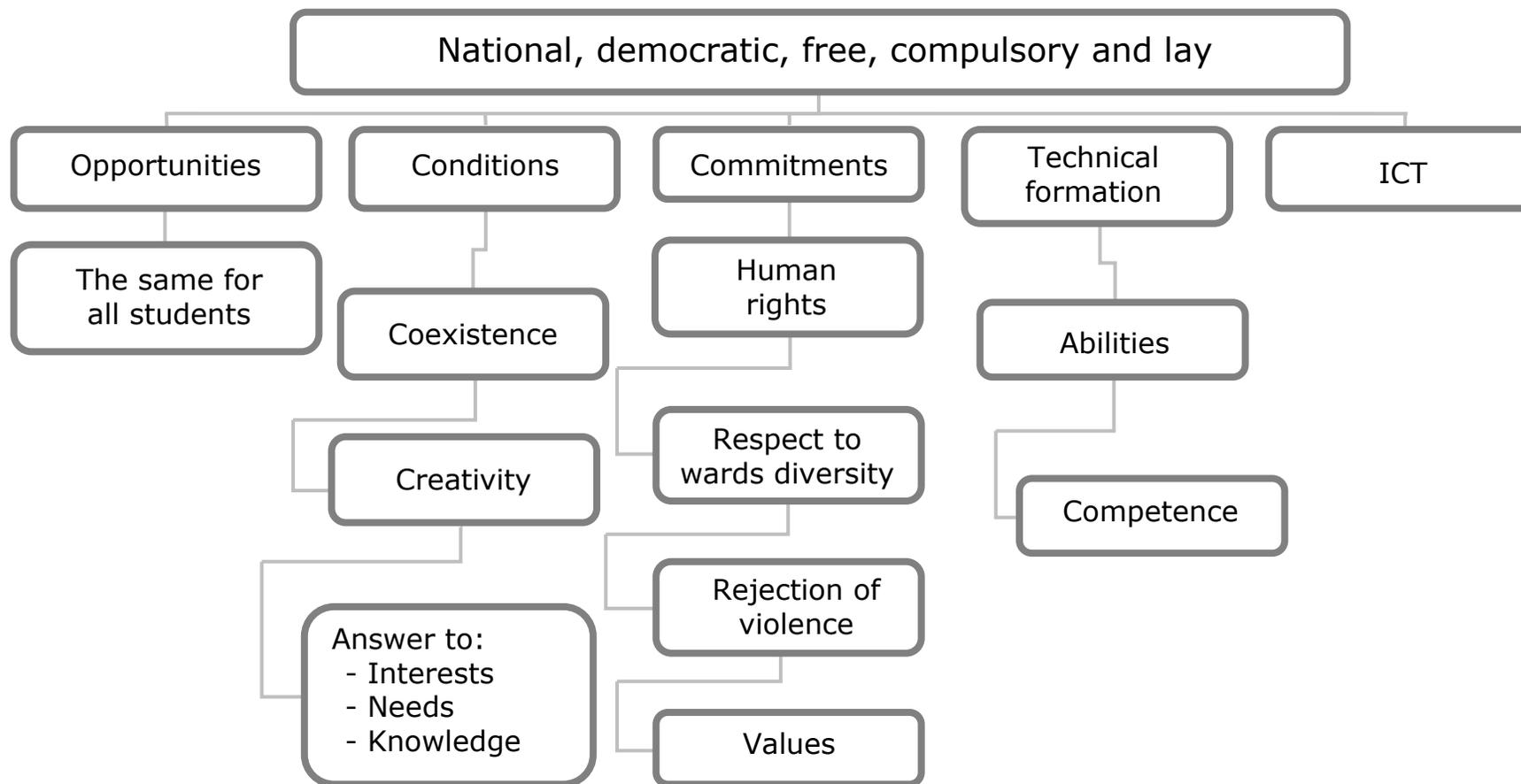
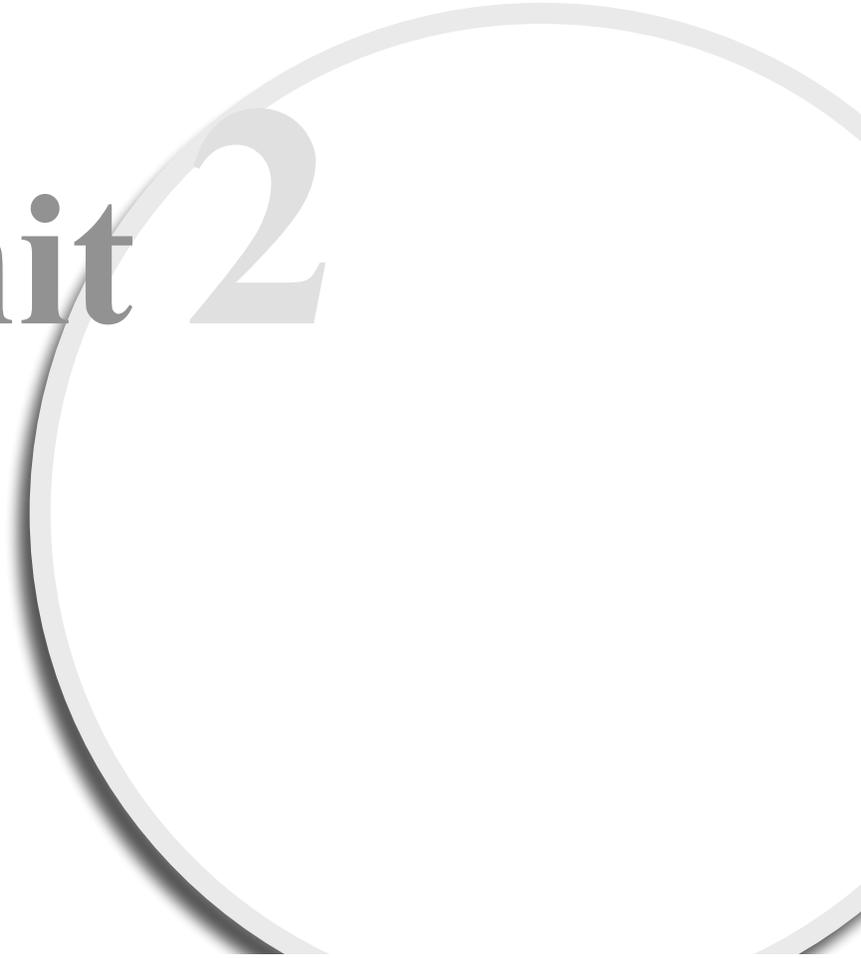


Diagram 4

HOW



Unit 2



Unit 2

Purposes and Object of Study of the NEPBE

I. Content: General purposes of the NEPBE and specific purposes of Cycle 1.

1. Read the purposes on the following chart which many schools and teachers have used for the teaching and learning English as a foreign language.
2. Write the advantages and disadvantages of using one or both purposes, for you and your students.

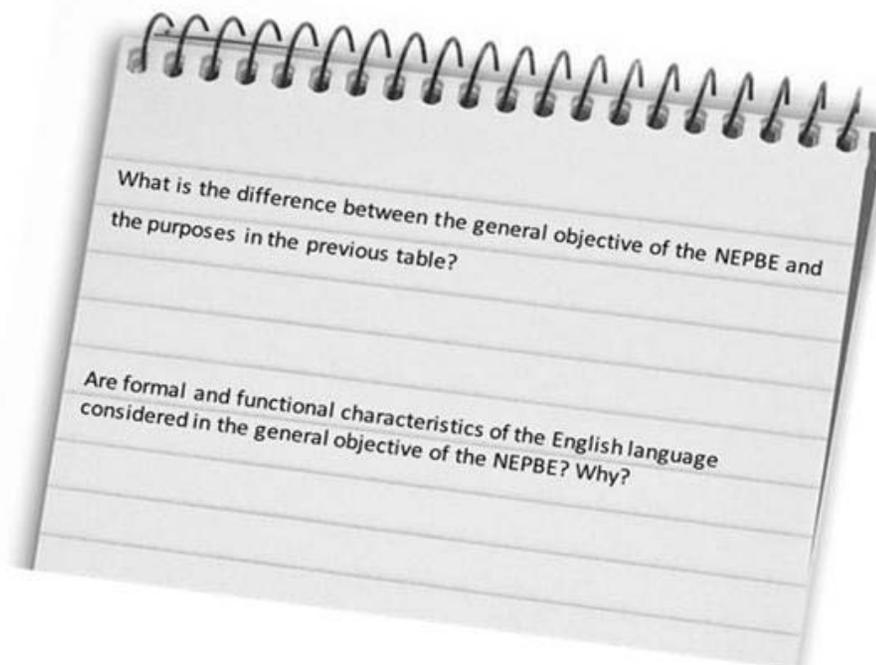
Purposes

- Think about the NEPBE general purpose and the specific purposes of Cycle 1.
- Review and analyze the established guidelines in the Foundation document of the NEPBE and its impact in the organization and definition of the contents of Cycle 1.



That the students learn:	Advantages	Disadvantages
1. The formal characteristics of the English language.		
2. The functional characteristics of English based on speech and text.		

3. Find the general purpose of teaching English as a foreign language in the program of Cycle 1. Compare it with the purposes in number 2 and answer the following questions:
4. Read the following parts of NEPBE general purpose and write on the line which of their characteristics (formal, functional or both) are included, and in your opinion number them from 1 to 5 according to their importance. Write the number in the parentheses.



Recognize the part the language plays in the construction of knowledge and cultural values. ()

Use language to analyze and solve problems. ()

Use language to organize your thought and discourse. ()

Develop an analytic and responsible attitude towards world affecting problems. ()

Use language to access different cultural expressions, from their own and from other countries. ()

5. Complete the next chart by writing on the column on the right the meanings of the following NEPBE specific

Purposes of Cycle 1	
At the end of Cycle 1, students will be able to:	
Recognize the existence of other cultures and languages.	
Feel motivated and have a positive attitude towards the English language.	
Develop basic communication skills, especially the receptive ones	
Reflect on how the writing system works.	
Become acquainted with different types of texts.	



Start getting in touch with children's literature.	
Develop learning strategies which can be transferred to other areas of knowledge.	
Use linguistic and non-linguistic resources to give information about themselves and their surroundings.	



-  6. Get together with colleagues, talk about the answers to the previous exercises, discuss them in order to reach consensus.

7. Choose two specific purposes of Cycle 1 and base on them, complete the following specific activities with the language. Write the grade as a title. Look at the example:

First grade

Purpose: recognize the existence of other cultures and languages.

Activities with the language:

- Understand and respond to greeting, courtesy, and farewell expressions.
- Give and receive information about one's own and others' likes, preferences, and personal data.
- Compare words in a children's story.

Purpose: _____

List of specific activities with the language:

- Listen
- Express
- Participate in the reading of
- Participate in the writing of

Purpose: _____

List of specific activities with the language:

- Listen
- Express
- Participate in the reading of
- Participate in the writing of



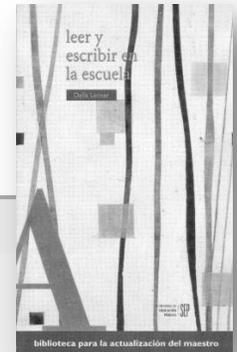
8. Read the following information and share your opinions and points of view.

Tensions between curricular and extra-curricular purpose¹

Social (or communicative) purposes inside the school tend to be relegated or excluded insomuch as didactic aims are placed first, which leads to a first tension:

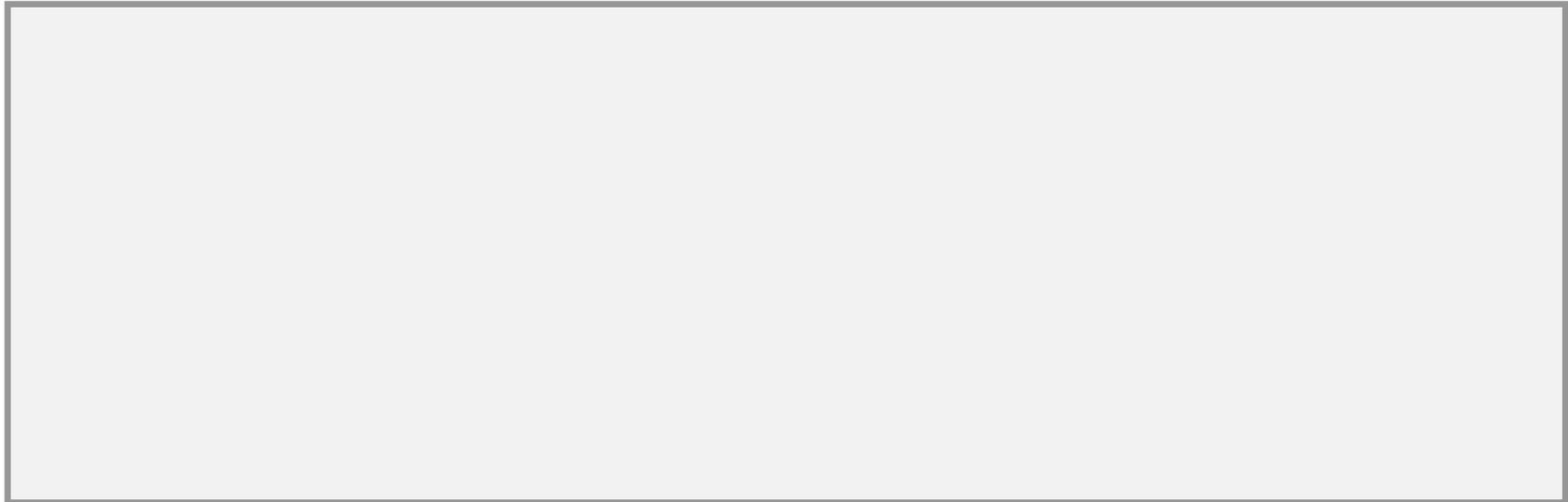
- If the school teaches how to listen, speak, read and write with the only aim of students learning to do so, then, they won't learn to use these abilities to accomplish other purposes, such as, the ones one has in social life.
- If the school (or the text books) abandon the didactic purposes and assume the ones in the social practice, it will abandon its teaching function as well.

1 Source (Adaptation) Lerner, D. (2001) Leer y escribir en la escuela. México, FCE/SEP.



9. Explain and discuss how to solve the tension of the purposes previously mentioned in the specific activities with the language suggested in exercise 7. Write your conclusions in the box below.

- 10.** Select one of the purposes you chose on exercise 7. Describe, in the box below, the necessary steps to follow in the planning, in a way that the practice with students includes how to learn to listen, talk, and read, as well as to use these four basic skills within the context of social life in which English is used.



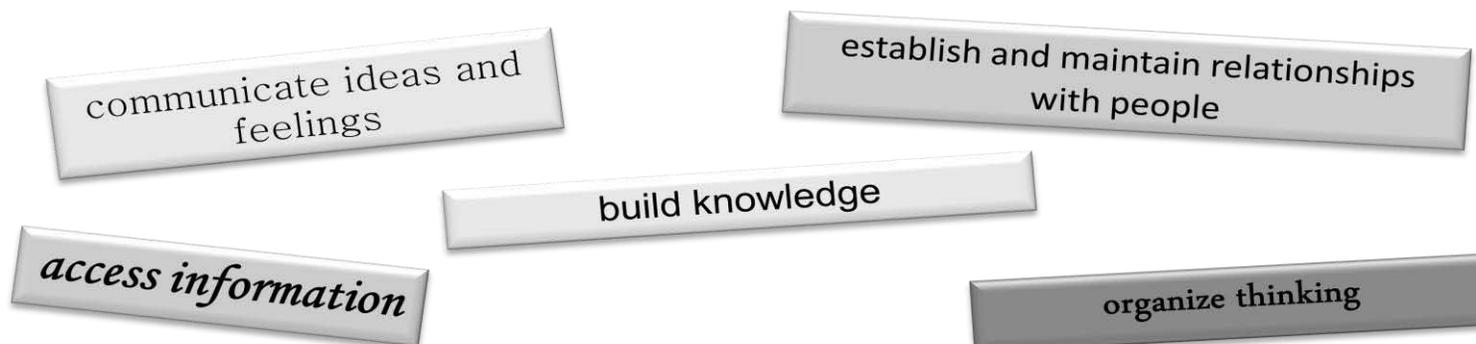
II. Content: NEPBE object of study

1. Read the social practices of the language in the following chart and mark with a ✓ the social practices that you consider can be worked with the students in their mother tongue or a foreign language.

	Mother tongue	Foreign language
Discuss the news		
Talk to purchase products		
Write e-mails		
Read advertisements		
Express an opinion about the contents of a conference		
Read stories		



2. Get together with a colleague. Discuss your answers to the prior exercise and reach a consensus.
3. Look at the images showing real communication contexts. Write on the boxes below, how you would use language using one or two actions within the following contexts:



Holidays



Hospital or health center



Civic ceremony



Friend's reunion



4. Match the columns in order to provide the NEPBE definition of language. Look at the example.

- Language is an activity
- by which we express
- we establish and keep
- gain access to
- participate
- organize
- and reflect on

- exchange and defend our ideas
- that is communicative, cognitive, and reflective
- our own discursive and intellectual creation
- our thoughts
- interpersonal relations and
- in knowledge building
- information

5. Write in the box the definition of language from the prior exercise.

- Check the NEPBE definition of language in Section 5, Foundations in the *Curricular Foundations Document*. Compare it with the one you wrote and discuss whether you managed to solve the exercise, and how you did it.

6. Read the following statements and write on the column whether they are False **(F)** or True **(T)**:

Skills, knowledge, and attitudes are not always needed in communication because they are used separately.	
Basic language skills (listening, speaking, reading, and writing) are the components that constitute the social practices of the language.	
What matters in the social practices of the language are attitudes and knowledge of the language.	
Social practices of the language are characteristics of the mother tongue which cannot be developed in a foreign language.	
Attitudes, skills, and knowledge are the components that make up the social practices of the language.	
Social practices of the language vary according to the situational context in which they are developed.	
There are social practices of language that are developed at school.	
It is not possible to participate in social practices of the language without first mastering the formal aspects of language.	
Only skills are required to interact in a social practice of the language.	

- After finishing the prior exercise, look at the definition of social practice of the language in Section 6 English teaching approach, in the Curricular Foundations Document and check your answers.

7. Read the information on the chart and write in the column a possible reason why the participation in the social practices of the language, from the left column, was not successful.

Participation in the social practices of the language	Cause of the problem
<i>Example: She read his/her grandmother's recipe, but the cake did not rise</i>	<i>She skipped or omitted a step from the recipe: "add baking powder".</i>
The letter he sent was returned by the post office.	
She yelled at her boyfriend to wash the dishes, he was furious and did not help her.	
I said —"Get there. Then turn around and go straight...", but he left me there, talking to myself.	
She asked to her sister for a favor but she did not do it.	
He did the opposite of what I asked.	
She did not understand the reading aloud.	
He got the format back again and again.	
She was asked for a summary, but instead she gave a longer text than the original	

8. Choose one of the cases from the chart above and write what knowledge and / or attitudes are needed to work with the language and achieve a successful participation of the people involved in the prior practices of the language.



9. Complete the following chart by writing the knowledge of *Learning to do with the language*, *Learning to know about the language*, and *Learning to be through the language*, that you consider necessary to write a letter of resignation. Look at the examples.

Learning to do with the language

Explore several letters of resignations to learn what they look like, which parts it has, etc.

Learning to know about the language

Textual elements of a letter: greeting, farewell, body, signature, intended audience, etc.

Learning to be through the language

Respect the sender and the intended audience.

To conclude

Observe and explain the following diagrams that summarize the contents worked on this unit.

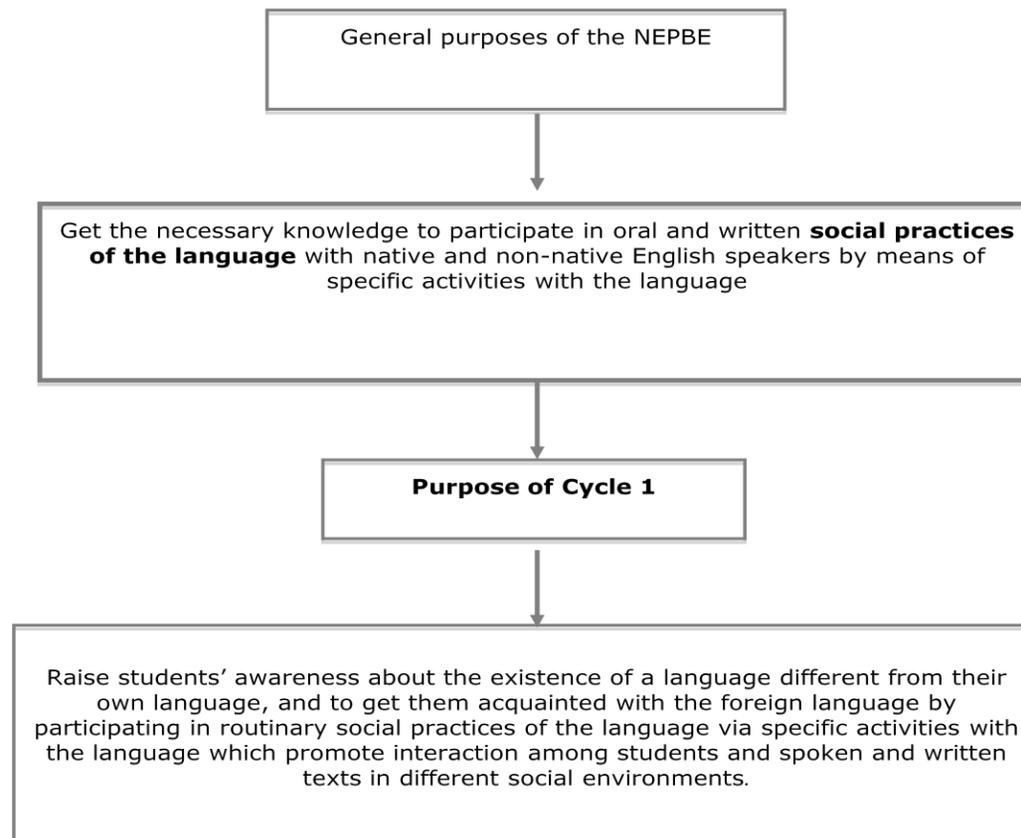
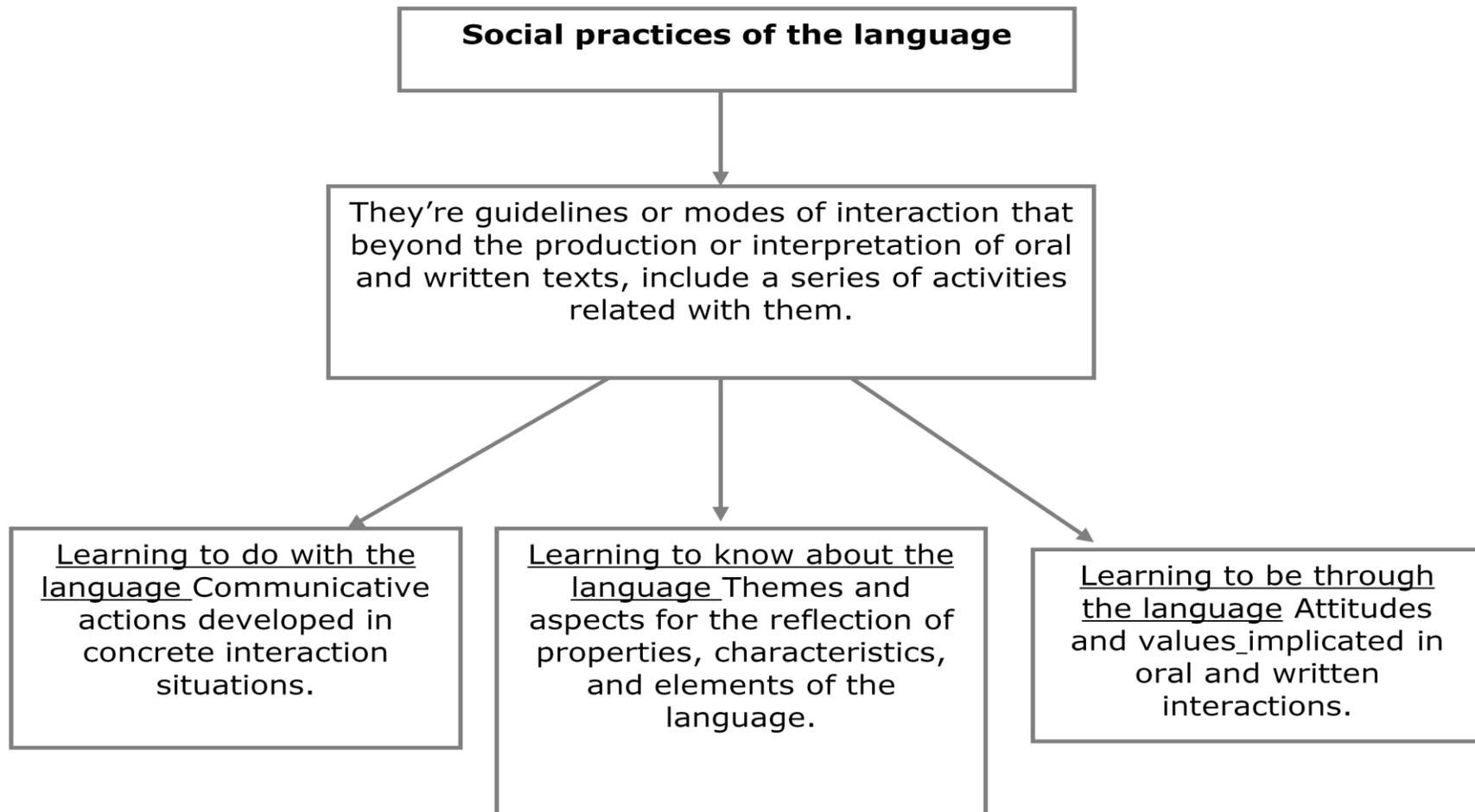
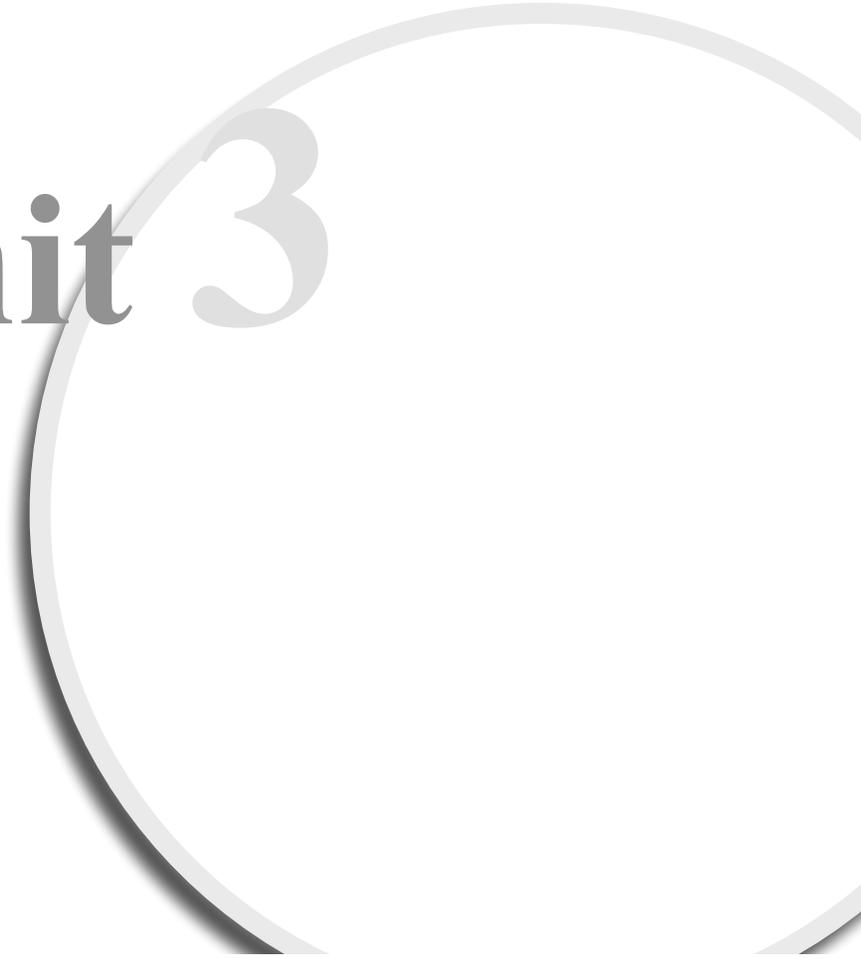
Diagram 1

Diagram 2



Unit 3



Unit 3

Object of Study and Curricular Proposal of the NEPBE

I. Content: Social practices of the language

- | 1. Read the following excerpts and make sure the words in bold correspond to the main ideas.



Purposes

- Think about the context of the social practices of the language, as the NEPBE object of study, and the contents derived from them.
- Characteristics of the Cycle 1 program.

Concepts derived from the subject approach¹

- **Mind and reasoning are concepts that cannot be considered as independent from the activities and environments in which they are manifested***, since knowledge is not isolated from the cognitive process, nor are people from the activities and environments in which they operate. Therefore, the mind and social-cultural environment are mutually constructed. As stated by Lave, "...cognition is placed in the process of experiencing the world and in the experienced world, through activity, in a context".
- **The acquisition of culturally-significant knowledge** according to Lave (1991 in Biddle, B. et al. 2000:40): "...should be understood **as the process through which one becomes a member of a community** [this is to say as] the progressive possession of the legitimate peripheral participation of a whole person in some practicing communities. Lave (1991 in Biddle, B. et al. 2000:40) states as well: "in which experts and apprentices interact in a culturally-significant practice".





- **Learning constitutes**, as stated by Rogoff (1994 in Biddle, B. et al. 2000:42), a “function in the **changing of roles which is produced when a person participates in a community of learners and becomes an expert member in it** and, it is defined as a transformative process in participation”. Therefore, **involvement is the most pressing matter**, while the changes in the nature of the activity are produced through the progressive involvement of the learner.
- **Development** is the **process which occurs when a person relates to, understands, and handles problems or specific types of activities, turning these into units of analysis and interpretation**. As such, **fundamental in cognitive development is collaborative espousement** understood as a progression in the nature of the interaction between an adult (expert) and a child (apprentice), as can be affirmed paraphrasing Rogoff’s concepts.

¹(Adaptation)Biddle, B. et al. (2000) *La enseñanza y los profesores II. La enseñanza y sus contextos*. Paidós, Barcelona.

*The emphasized sections are not originally in the text, they were included by the author of the *Working guides*, Due to lack of the original material in English, the quotes in these document have been formulated by the translator.



2. Discuss and exchange opinions and points of view on the previous text. Read the following information which corresponds to one of the highlighted parts of the above text.

[...] Mind and reasoning are concepts that cannot be considered as independent from the activities and environments in which they are manifested [...]

3. Check section five in the *NEPBE Curricular Foundations Document*. Analyze the effect of this information on the subject of English and complete the following phrases:

- The reasoning over the formal aspects of a foreign language cannot be conceived separated from the communicative activities neither from the social environments in which they appear because...

- It is not possible to acquire, learn or develop knowledge if there is no chance to think about it...

- If “cognitive process” is conceived as a series of moments or stages that a person goes through in order to acquire knowledge, then social environments are conceived as ...

 4. Get together with colleagues and discuss the answers to the previous exercises. Choose a grade of Cycle 1 and do the following activities:

- Read and discuss the information shown in the first column of the chart which corresponds to the grade chosen.
- Analyze what these students need “to know” about English as well as the attitudes or behaviors that speakers adopt in order to “do” what is indicated in the first column of the chart. Once you reach an agreement, write the types of “knowledge” and “attitudes” or “behaviors” on the second column.

3rd Grade Preschool

• Follow steps from an illustrated recipe.	
• Understand questions to identify information about objects in the classroom.	
• Read basic information about a specific geography topic with the support of a graphic.	

1st Grade Elementary school

• Read illustrated instruction manuals in order to assemble an object.	
• Formulate questions to obtain information about a topic of nature.	
• Interpret basic information about a geography topic based on a graphic.	

2nd Grade Elementary school

• Follow instructions to carry out a simple science-related experiment.	
• Write questions to obtain information about natural products from the countryside.	
• Record basic information about a geography topic with the support of a graphic.	

5. Read the following information which corresponds to the highlighted part of the concept quoted by Biddle, B. at the beginning of this unit. Explain in your own words what "culturally meaningful knowledge" is. Write only one answer in the box below.

The acquisition of culturally-significant knowledge as the process through which one becomes a member of a community [...]

Culturally meaningful knowledge is...

- Write on the left column the name of three communities you are member of, and on the right column the reasons why.

Example: <i>I'm a member of the Mexican community</i>	<i>Because I think and act as a Mexican</i>
a) I'm a member of	Because
b) I'm a member of	Because
c) I'm a member of	Because

- Reflect upon the following definition of learning that belongs to one of the highlighted portions of the text with which this unit begins and share your interpretations.

[...] Learning constitutes [a] change of roles which is produced when a person participates in a community of learners and becomes an expert member of it [...]



-
- Read the following social practices and underline “expert” or “apprentice” depending on the case. If your choice was “expert”, write how you managed to be so, or how you could become one if your choice was “apprentice”.

a) Handle reed to weave a chair:

Expert

Apprentice

--

b) Use TV:

Expert

Apprentice

--

c) Follow and give directions to go from one place to another:

Expert

Apprentice

--



6. Check the chart *Cycle 1. Social practices of the language. Distribution by environment*. Discuss in which specific activities with the language you think you are experts, in which ones you are not and why.
7. Based on the highlighted parts of the text *Concepts derived from the subject's approach* at the beginning of this unit, think and discuss how the specific activities with the language can be transformed into "units of analysis and interpretation" for your students.

Development [...] process which occurs when a person relates to, understands, and handles problems or specific types of activities, turning these into units of analysis and interpretation [...]

- Choose a specific activity with the language by grade and write in the box what is needed for "apprentices" to become "experts" in such activity. If necessary, check the contents of the specific activity you chose in the Program.

3rd Grade
Preschool

Specific activity with the language: _____



1st Grade Elementary school

Specific activity with the language: _____



2nd Grade Elementary school

Specific activity with the language: _____



II. Content: Characteristics of the Curricular proposal of the NEPBE.

1. Read and complete the following statements. Write in the parenthesis the correct option.

() In the Program of Cycle 1, English is considered as:

- a. A system of social communication, interpreted within specific contexts.
- b. A hierarchically structured system of elements which are interrelated.
- c. A functional language system focused on the expression of meanings.

() The main focus in the definition of contents of the curriculum for Cycle 1 of the NEPBE is:

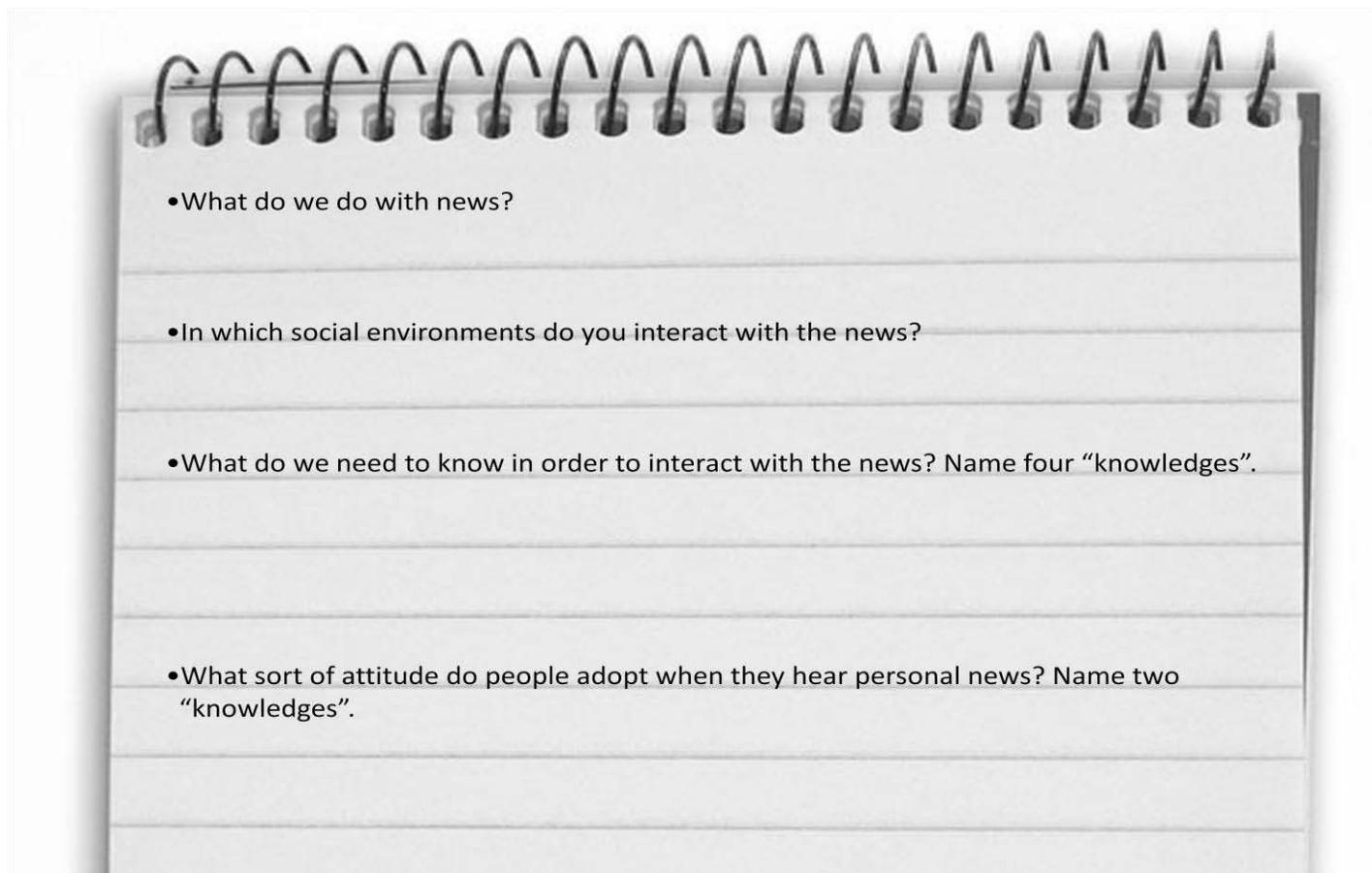
- a. The set of basic language skills: listening, speaking, reading and writing.
- b. The set of formal knowledge derived from the models that constitute a language.
- c. The set of social practices of the language, understood as forms of interaction through speech and text.

() The general purpose of Cycle 1 of the NEPBE is that students:

- a. Know about the components of the English language, based on the analysis of linguistic, phonological and morphological models, as well as the analysis of sentence and text.
- b. Know how to communicate effectively in English in different social and cultural contexts, and how to use English in those situations and according to the purposes of communication in this foreign language.
- c. Interpret and produce the meanings of different texts and speeches in English.

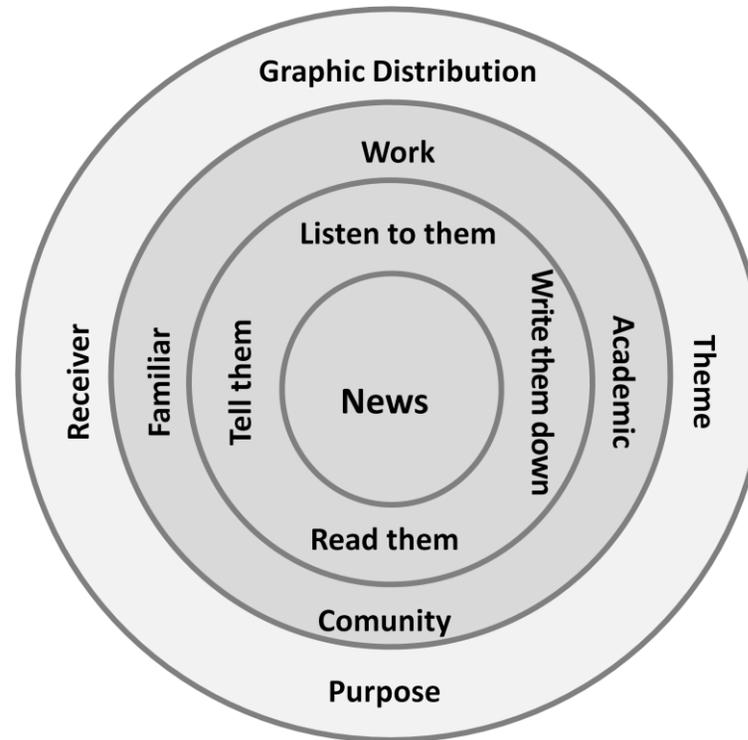


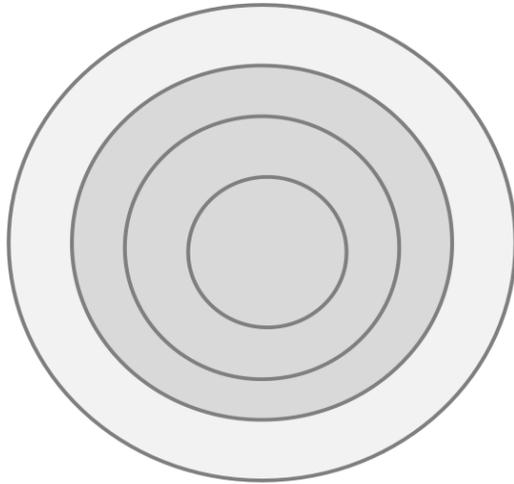
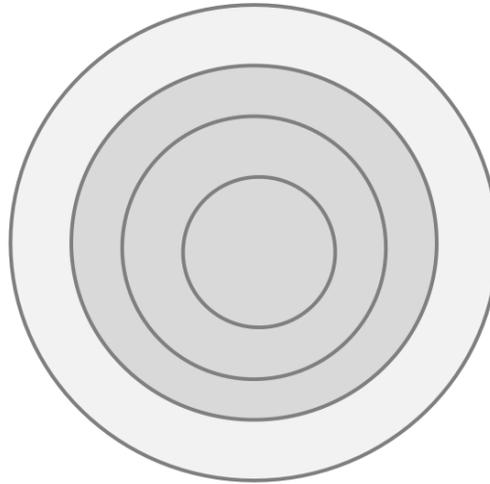
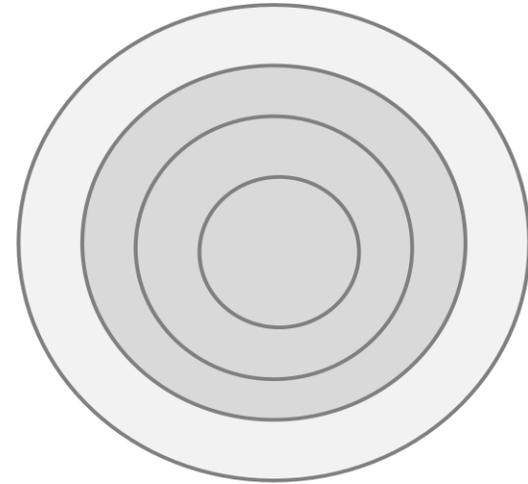
2. Look at section 6, English Teaching Approach, in the *NEPBE Curricular Foundations Document* and read carefully points *a, b, and c*, that describe the three types of contents in which cycle 1 curriculum is based. Think and discuss the implications for curriculum design when perceiving language as an activity. Do the following activities.
- Find and read the section entitled *Organization and Distribution of Contents* in the study program of Cycle 1 and answer the following questions orally:



- Look at the following graph and write the answers to the previous questions on it from inside out.
- Choose three Social practices of the language from each Social learning environment of the grade you have been working with. Write the social practice of the language in the inner circle, formulate the questions above and write the answers starting from inside out.

Example:



Familiar and community**Literary and ludic****Formation and academic**

3. Write on the right column of the following chart, the differences between the Curriculum Proposal of the NEPBE and its focus on the social practices of the language with the statements listed in the left column. Notice that the first proposal does not imply to address the skills or knowledge of the language in a hierarchical order, since they will depend on the social context in which the social practice of the language is carried out.



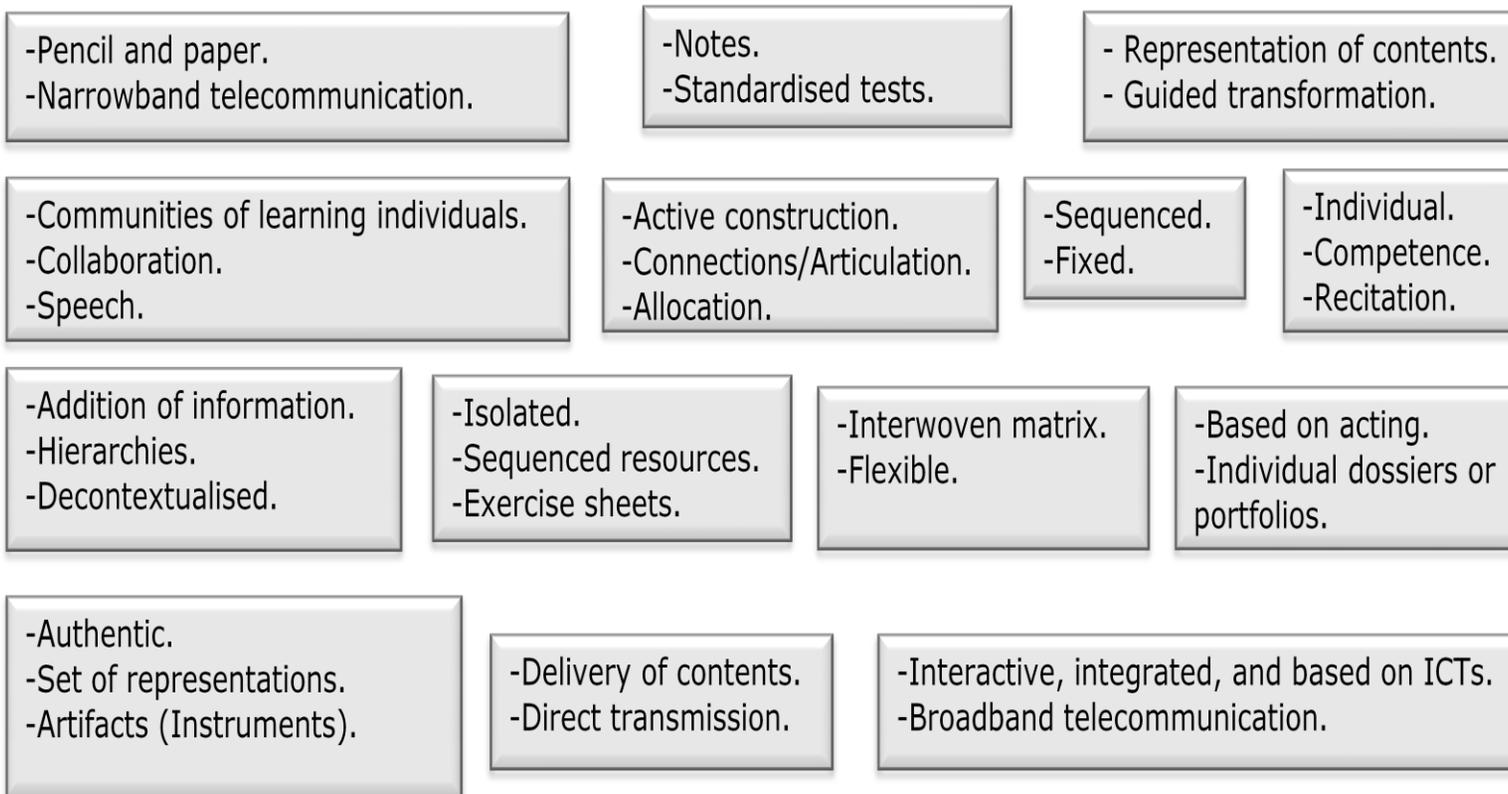
Explain your graphic.

4. Get together with a colleague and think which of the components listed below relate to the information in the boxes. Once you establish such association, write the components on the correct place in "The changes in education" chart at the end of this exercise.

(a) Social mediation
(b) Teaching

(c) Activities
(d) Learning

(e) Tools
(f) Assessment
(g) Curriculum



Changes in education²

Components	Now	Before
Example: a) Social Mediation.	<i>Communities of learning individuals.</i> <i>Collaboration.</i> <i>Speech</i>	<i>Individual.</i> <i>Competition</i> <i>Recitation</i>

² (Adaptation) Biddle, B. et al. (2000). *La enseñanza y los profesores II*. Barcelona, Paidós, p.137

5. Check Cycle 1 Program and complete the following statements.

- Each grade in Cycle 1 of the NEPBE has ____ units.
- Each unit corresponds to a _____.
- Cycle 1 has a total of _____ social practices of the language and _____ specific activities with the language.
- Each grade in Cycle 1 has a total of _____ social practices of the language and _____ specific activities with the language.
- For each social practice of the language, a _____ is proposed as an example.
- Throughout the units, the social practices of the language and specific activities with the language are divided in three _____.
- The _____ social _____ learning _____ environments _____ are:

- The _____ environment is the one with more social practices and specific activities with the language.
- Each unit is divided into _____ social learning environments.
- At the end of each unit, you can find _____.
- At the end of the cycle, you can find _____ in the appendix.

To conclude

Read and analyze the following diagrams that summarize the contents worked on this unit.

Chart 1**Conceptions of language****Approach**

Structuralist	Functional	Social practices of the language
<p>System of elements structurally related to encode and decode meanings.</p>	<p>Means which enables the expression of functional meanings</p>	<p>Tools that allow the development of personal relations to perform social transactions between people and to participate in social practices.</p>

Chart 2

Learning objective

Structuralist	Functional	Social practices of the language
<p>Knowledge of elements of the system: phonological units, grammatical units, grammatical operations, and lexical elements.</p>	<p>Emphasizes the semantic and communicative dimensions and focuses on the specific organization of teaching contents by categories of meaning and function rather than grammatical elements.</p>	<p>Focuses on the processes in which the social practices of the language are constructed in everyday life by means of interactional exchanges and discussion (negotiation) of meaning in many different contexts.</p>

Diagram 1

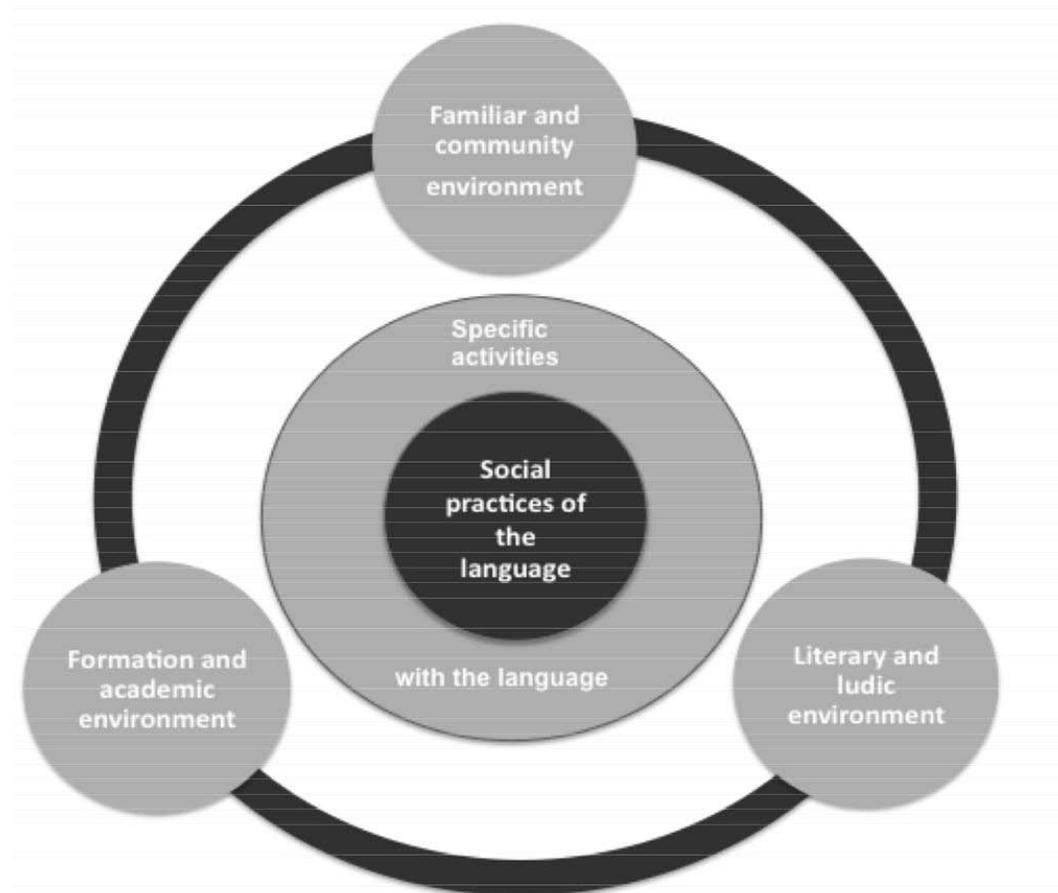
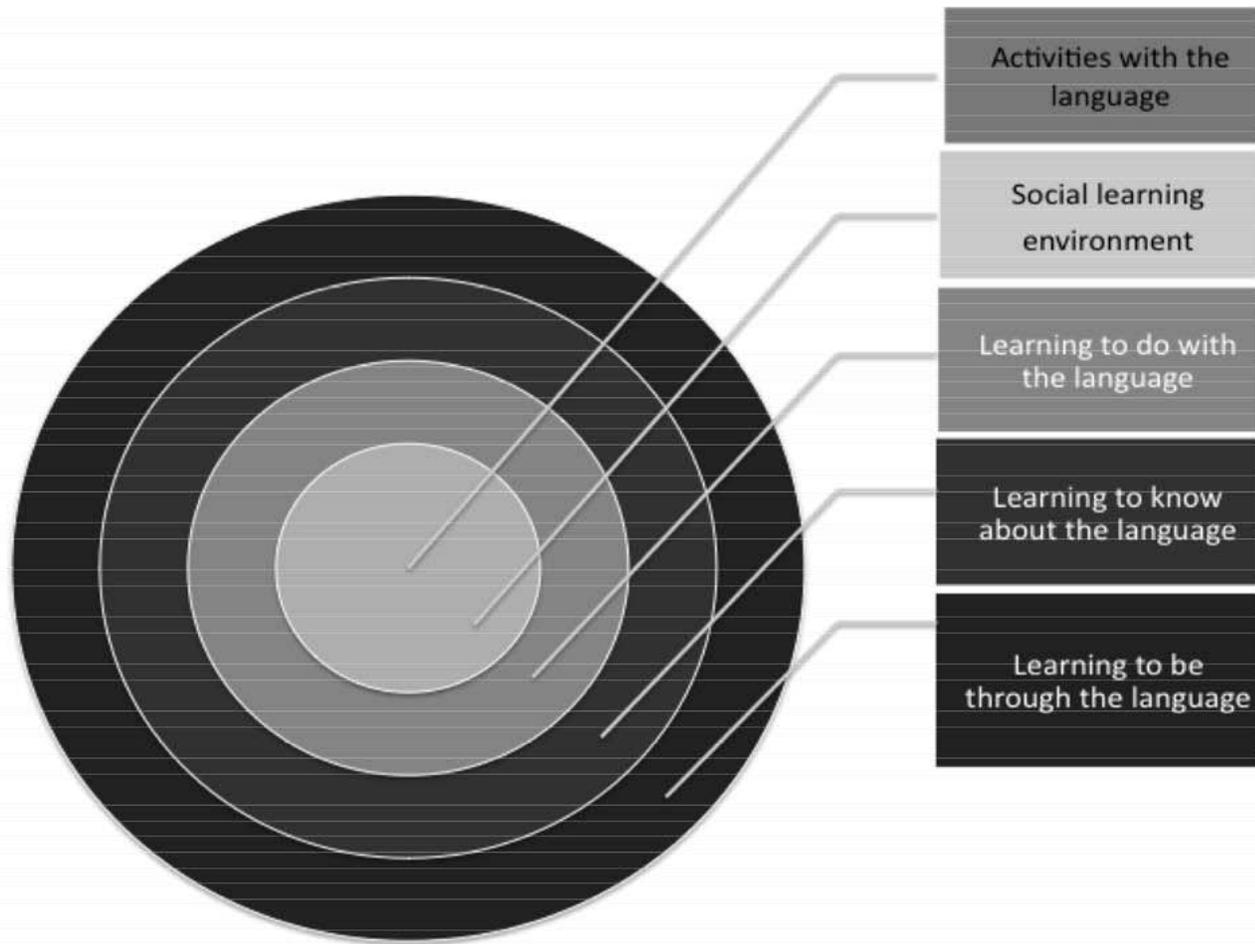


Diagram 2



Unit 4



Unit 4

Assessment

I. Content: Proposal and definition of assessment for Cycle 1.

1. Based on your experience in the teaching and assessment of a foreign language in basic education, answer the following yes/no questions.

- a) Do you normally assess at the end of a unit and in different moments of the school year? _____
- b) Do you assess to get the information needed to evaluate and if necessary, adjust class work to improve the teaching-learning conditions? _____
- c) Do you assess to let students know if they achieved the objectives? _____
- d) Do you assess to help students identify their strengths and weaknesses in order to support their learning process? _____
- e) Do you assess throughout the teaching-learning process? _____
- f) Do you assess only once the students have made some progress? _____
- g) While assessing, do you focus on what students know? _____
- h) When assessing, do you seek balance between what students do and what they know? _____

Purposes

- Identify how assessment for learning can impact achieving the goals of teaching a second language in basic education.
- Think about the assessment techniques used by teachers based on the NEPBE's proposal.

S
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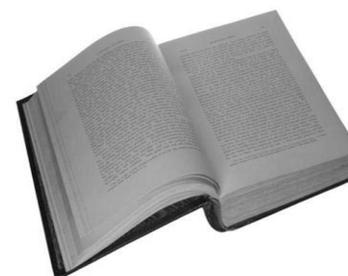


2. Read the following information about assessment for learning and underline the ideas that in your opinion support your answers to the previous questions.

Assessment Concepts

From the perspective of a curricular proposal based on competencies (or, as in the case of the English subject, social practices of the language), assessment is a complex but essential element in the learning process. It allows a value to be given to the students' participation in a communicative situation in order to help them face successfully the challenges it implies. There are currently various opinions regarding this type of assessment among which are those belonging to the following authors:

- Wiggins (quoted by Biddle, B.)¹ states that assessment: "...must become a fundamental experience for the student's learning, allow an analysis of his/her reasoning and adopt multiple and diverse styles. To fulfill all of these requirements, assessment tasks must reflect the characteristic activities and the challenges that are characteristic of the practicing community".
- According Lomas, C.²: "...to assess is a process directed towards knowing how learning has been produced in accordance to the goals we aspire, to the selection of contents we have produced and to the tasks we have developed along with the students".
- According to Lerner, D.³: "Assessment of learning is essential since it provides information about the function of didactic situations that allows the reorientation of instruction, to make necessary adjustments in order to advance towards the fulfillment of the aims".
- As Zabala, A. affirms⁴: "In order to assess competency it is necessary to have reliable data about the learning level of each student in relation to the competency in question. This requires the use of various instruments and didactic resources that work in function of the specific characteristics of each competency in the different contexts where it could or should be carried out".
- Finally, Sacristán, G.⁵ considers that: "It is about transforming exam worship, rooted in habit and routine as a tool for control, both in the assessment culture and the practice of education. Transitioning from the exam's static condition towards the motion of class interaction, dialogue and exchange, in which the information is crucial to the construction of learning and the overcoming of obstacles, mistakes included".



¹ Biddle, B. et al. (2000). *La enseñanza y los profesores II*. Barcelona, Paidós, p. 158. Due to the lack of the original material in English, the quotes in English throughout the text were reformatted by the translator

² Lomas, C. (1999) *Cómo enseñar a hacer cosas con las palabras. Teoría y práctica de la educación lingüística*. Vol. I. 2ª ed. Barcelona, Paidós, p. 111

³ Lerner, D. (2001). *Leer y escribir en la escuela*. México, FCE/SEP. p. 147

⁴ Zabala, A. y Arnau, L. (2007) *11 ideas clave. Cómo aprender y enseñar competencias*. Barcelona, Graó, p. 204

⁵ Sacristán, G. (ed. 2008). *Educación por competencias, ¿qué hay de nuevo?* Madrid, Morata, p. 223

3. Based on the prior text, check the answers given in exercise 1, then do the following activities.

- Put a check (✓) on the space if your answers to that question remains the same, put a cross (X) if your answer has changed.

a)___ b)___ c)___ d)___ e)___ f)___ g)___ h)___

- Circle the letters of the questions whose affirmative answer is congruent to the opinions of the authors in the previous text.

a) b) c) d) e) f) g) h)

- Write a personal definition of assessment of learning that uses the central ideas expressed by the authors of the text "Concepts about Assessment".

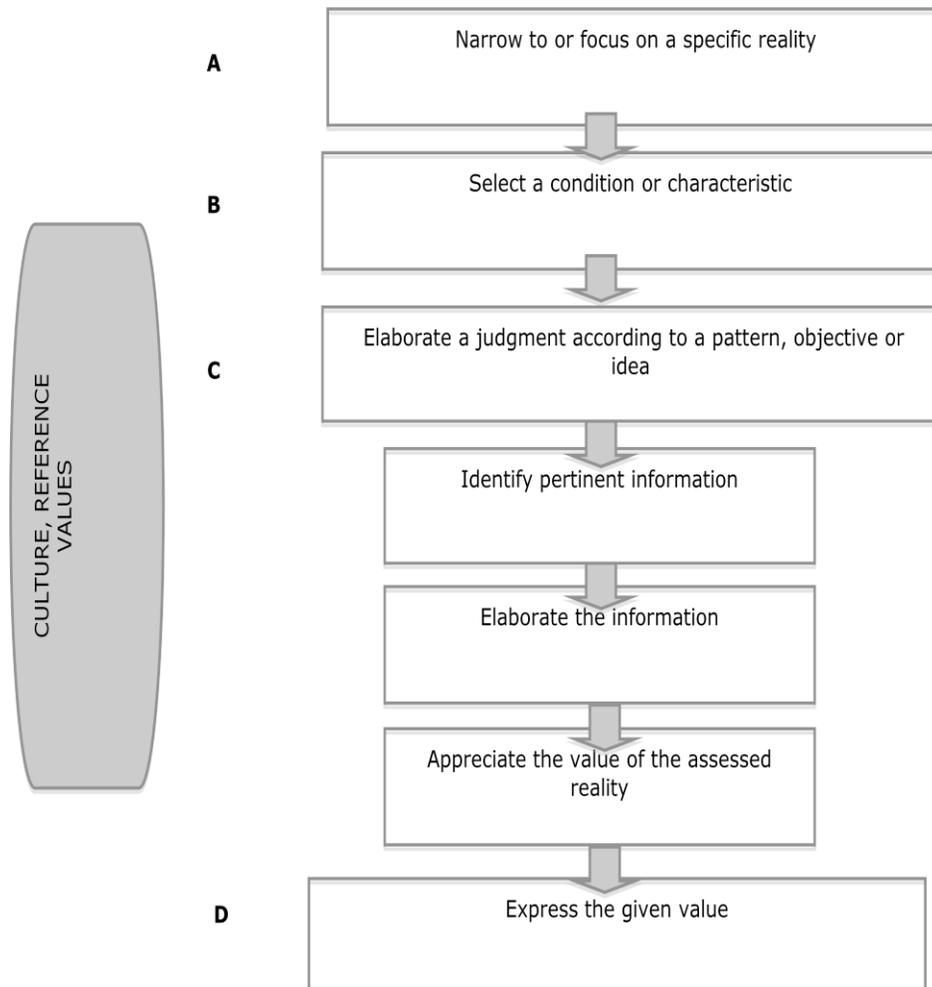
From a perspective focused on the social practices of the language, assessment is...

- 
4. Get together with a colleague. Compare and discuss your answers to the previous activities.
 5. Look over *Purpose of English Language Teaching* for Cycle 1, use it as a reference along with the work done in Unit 2 to discuss the characteristics assessment must have in order to acknowledge and evaluate the students' progress in the learning of the Curriculum contents. Write your answer in the box.

Characteristics of assessment of learning done in Cycle 1

6. Analyze and comment the following diagram by Gimeno Sacristán⁶, which focuses on the steps followed to assess as well as the "...pedagogic, politic, ethic, and technical decisions and dilemmas to which one should respond to".

⁶ (Adaptation) Sacristán, G. y Gómez Pérez I. A. (ed. 2008) *Comprender y transformar la enseñanza*. Madrid, Morata, p.345

Formal Steps**OPTIONS**

- Who can be the subject of assessment: Students, teachers, both.
- What aspects will be assessed: Academic students' progress, interest given to the Unit
- What must evaluation do: Create conscience on the reference values, clarify the ideal.
- What information to collect and with which instruments.
- Selection of forms of expressions: To whom is evaluation addressed and who is evaluated.



7. Get together with colleagues who are teaching the same grade as you and do the following activities:

- Look over *Purpose of English Language Teaching for Cycle 1*; choose a specific activity with the language of preschool, first or second grade of elementary school.
- Check the table of contents and achievements at the end of the Unit.
- Using the learning purposes, the table of contents and achievements as a reference, make an assessment proposal for the specific activity with the language previously chosen by answering the questions posed in the prior scheme.

8. Read the section *Assessment* in the Program of studies for Cycle 1, and then do the following activities.

- Comment on the formal aspects (global, continuous, and formative) that characterize the assessment established in the study programs and, based on them, write a definition of assessment which contemplates them in the first portion of the following table of contents.
- Complete the rest of the table of contents by writing the relevant information in each space. Observe the examples:

ASSESSMENT ACCORDING TO THE NEPBE

Definition:

Objectives:	
<ul style="list-style-type: none">• <i>Find information to evaluate the course of the teaching/learning processes.</i>•••	
Sources of information: <ul style="list-style-type: none">• <i>Peer feedback</i>••	Instruments: <ul style="list-style-type: none">• <i>Portfolios or dossiers.</i>••
Advantages of this type of evaluation: <ul style="list-style-type: none">• <i>It is carried out throughout the course and covers several aspects of the student's performance.</i>••	Disadvantages of these instruments: <ul style="list-style-type: none">• <i>Its implementation takes more time.</i>••





I. Content: Assessment tools*

1. Read and discuss *The initial literacy process* in Presentation of Cycle 1 program. Find the Units for the three grades of this Cycle and do the following activities:
 - Choose a specific activity with the language from each Unit and divide them by grade among the members of the team.
 - Read and discuss the social practices of the language, table of contents, and achievements of the previously chosen specific activity with the language.
 - Decide on the Learning to do with the language, Learning to know about the language, and Learning to be through the language that can be used at the time of making the product indicated.
 - Discuss what tools are appropriate to assess students' participation and performance in such tasks. Then, complete the information.
 - Discuss your answers.

3rd Grade Preschool

- Unit:
- Achievements:

- Instruments to assess the progress and involvement of students in communicative situations:

1st Grade elementary school

- Unit:
- Achievements:

- Instruments to assess the progress and involvement of students in communicative situations:

2nd Grade elementary school

- Unit:
- Achievements:

- Instruments to assess the progress and involvement of students in communicative situations:

* Consult the annex for further information on instruments of assessment, besides those reviewed in this unit.

2. Choose one of the environments in which you applied the assessment tools. Re-read the social practice, specific activities with the language, and achievements and think about what can be assessed.
3. From the following tools, choose the one that corresponds to the grade you have been working with in this unit, read its characteristics and complete it by considering the suggestions for its elaboration.

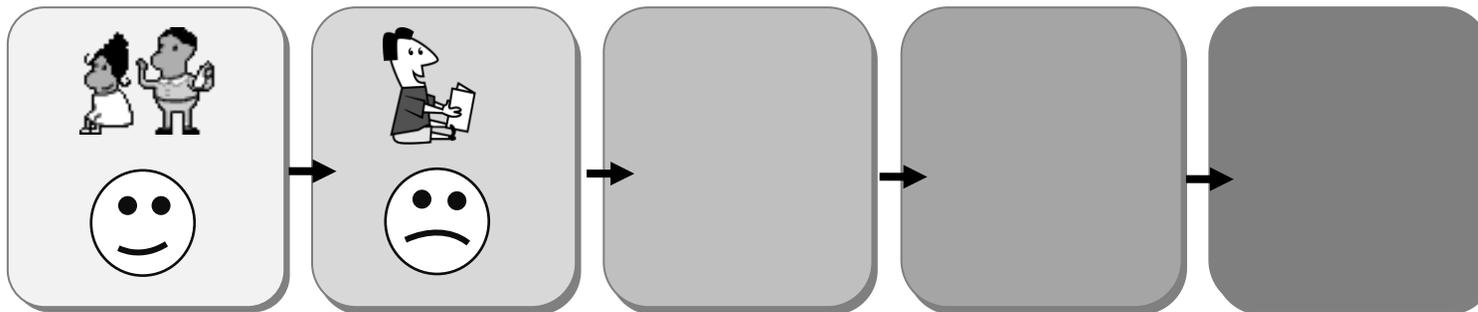
3rd Grade Preschool, Familiar and community environment, Unit 2
Timeline for self-evaluation

Characteristics of a timeline

- A timeline shows progression in the actions that will be developed in a specific activity with the language to assess the performance and participation of students.
- In this case, the timeline intended for the students' self-evaluation is elaborated with illustrations or graphs that refer to the activities with the language that students will develop during the phases of the communicative situation designed for students to learn the contents of a practice with the language.
- As an evaluation scale, graphs are used as progress indicators of the students' fulfillment and attitude towards what is shown in the illustration.

Steps to develop the assessment tool:

- a) Check the contents and achievements of the specific activities and social practices of the language that will be assessed, bearing in mind the purposes of Cycle 1.
- b) Define the actions to be assessed during the students' participation in the actions or activities designed to address the contents of the program.
- c) Cut cards to form a timeline considering the number of actions to be assessed.
- d) Draw images that illustrate the actions in which students are expected to participate.
- e) Define the indicators to assess the students' performance and develop the graphs to represent them (i.e.: a happy face, a dubious face or a serious one).
- f) Model to students how and where to paste the graphs that represent the indicators so that they can self-assess.

Example of a timeline for self-assessment

- Complete the timeline by following the previous steps.

4. Locate the units of the three grades in Cycle 1's Study programs, locate the achievements and do the following activities:

- Choose a unit that corresponds to the grade you are teaching.
- Read and comment the Social practices of the language, the Specific activities with the language and the Learning to do with language, Learning to know about the language, and Learning to be through the language contents, as well as the achievements for the unit you chose.
- Check the purposes for Cycle 1 and list the instruments that you consider appropriate to assess qualitatively the progress and participation of students in the communicative situations within the Social practices of the language and the Specific activities with the language.
- Share your answers.

1st and 2nd Grade elementary, Literary and ludic environment, Unit 1
A Check list for each grade

Characteristics of check lists

- Check listings are a type of evaluation matrix that consists of a list of questions or statements in order to assess the students' communicative competence when participating in activities designed by the teacher to address the contents of specific activities with the language.
- The listing includes an evaluation scale that allows identifying and verifying the performance and participation of students with regards to the contents and specific activities with the language of social practice.
- Check listings can be used with different types of assessment: teacher-students, self, peer and group evaluation.

- ✓ Check listings are useful to:
 - Specify the didactic and social objectives of the problem, goal or product that is intended to solve or accomplish in the communicative situation, while teaching the contents of the activities and social practices of the language in three different environments.
 - Specify the way students can achieve these goals.
 - Establish criteria which will allow assessing the students' progress when participating in actions in different stages of the communicative situation.
 - Inform students through a scale about their attitudes towards the language as well as what they need to do with and know about the language in order to successfully participate in the different stages of the communicative situation in each of the social practices.
 - Allow students to recognize progress or difficulties in their Learning to do with the language, Learning to know about the language and Learning to be through the language when participating in communicative situations.

Elementary school. First grade. Formation and academic environment. Unit 2.
Teacher's check list.

Steps to elaborate a check list to be used in Elementary school. First grade.

- a)** Design a chart of four columns and several rows (set the number of rows according to the number of questions to be asked).
- b)** Write on the top row from the second column, an evaluation scale with levels of achievement, in this case three are suggested: "Yes", "No" and "Doubtful."

- c) Elaborate a list of questions to assess the actions and performance of students when participating in the actions for a specific activity with the language.
- Complete the following checklist by writing the questions to assess students' actions and performance when participating in the specific activity with the language.

Teacher's checklist

Specific activity with the language: <i>Follow the steps to assemble an object</i>	ACHIEVEMENT LEVELS		
	YES	NO	DOUBTFUL
Does the student recognize the purpose of the instruction manual?			
Does the student differentiate the instructions from the list of materials?			

Elementary school. Grade 2. Formation and academic environment. Unit 2.
Student's check list.

Steps to elaborate a check list to be used in Elementary school. Second grade.

- a)** Design a chart of four columns and several rows (set the number of rows according to the number of questions to be asked).
- b)** Write on the top row from the second column, an evaluation scale with levels of achievement, in this case two are suggested: ✓ (I did it) ✗ (Not yet).
- c)** Elaborate a list of questions to assess the actions and performance of students when participating in the actions for a specific activity with the language.
 - Complete the following check listing by writing questions to assess students' actions and performance when participating in the specific activity with the language: Follow instructions to carry out a simple science-related experiment.

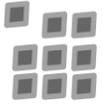
Specific activity with the language to be assessed:

	✓	✗
➤ I identified the list of materials.		
➤ I dared to ask in English about the experiment we read.		
➤		
➤		
➤		
➤		
➤		

- Complete the checklist by writing the missing questions to assess this practice.



5. Show the assessment tool to the class. Explain the process followed in its preparation.

**To conclude**

- Observe the following diagrams that summarize the work done in this unit.

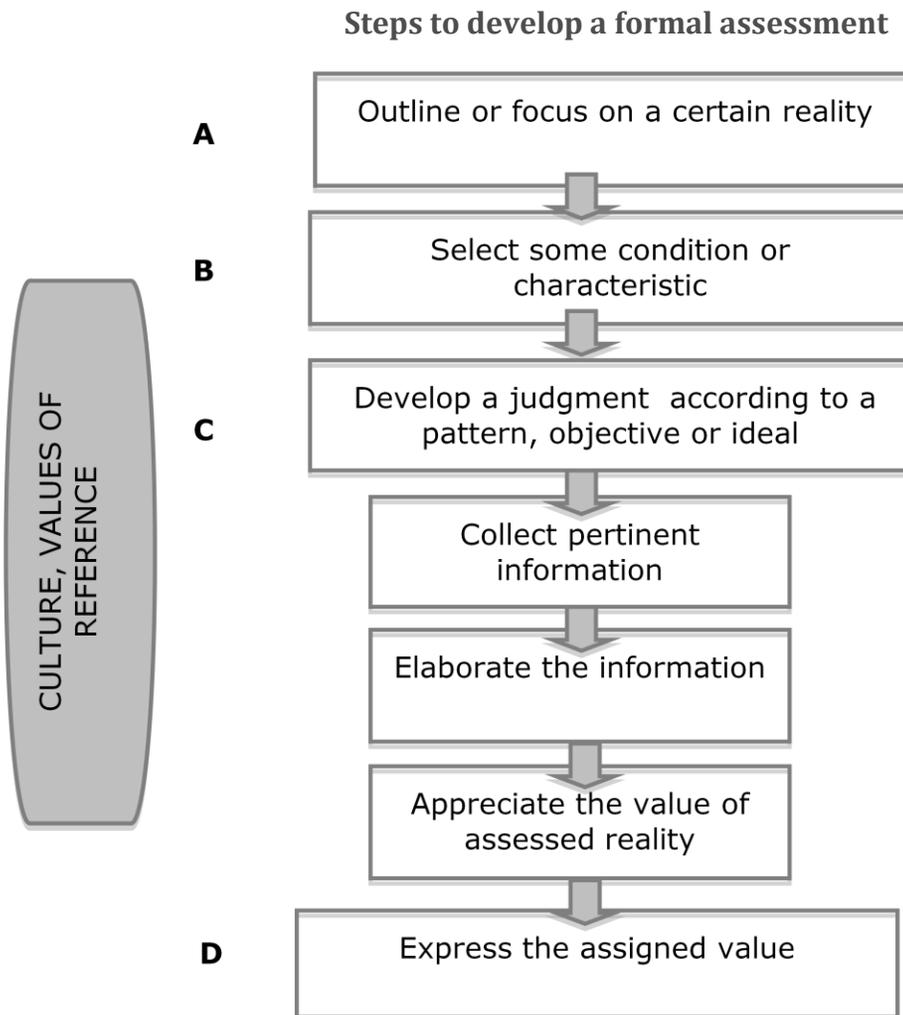
Diagram 1

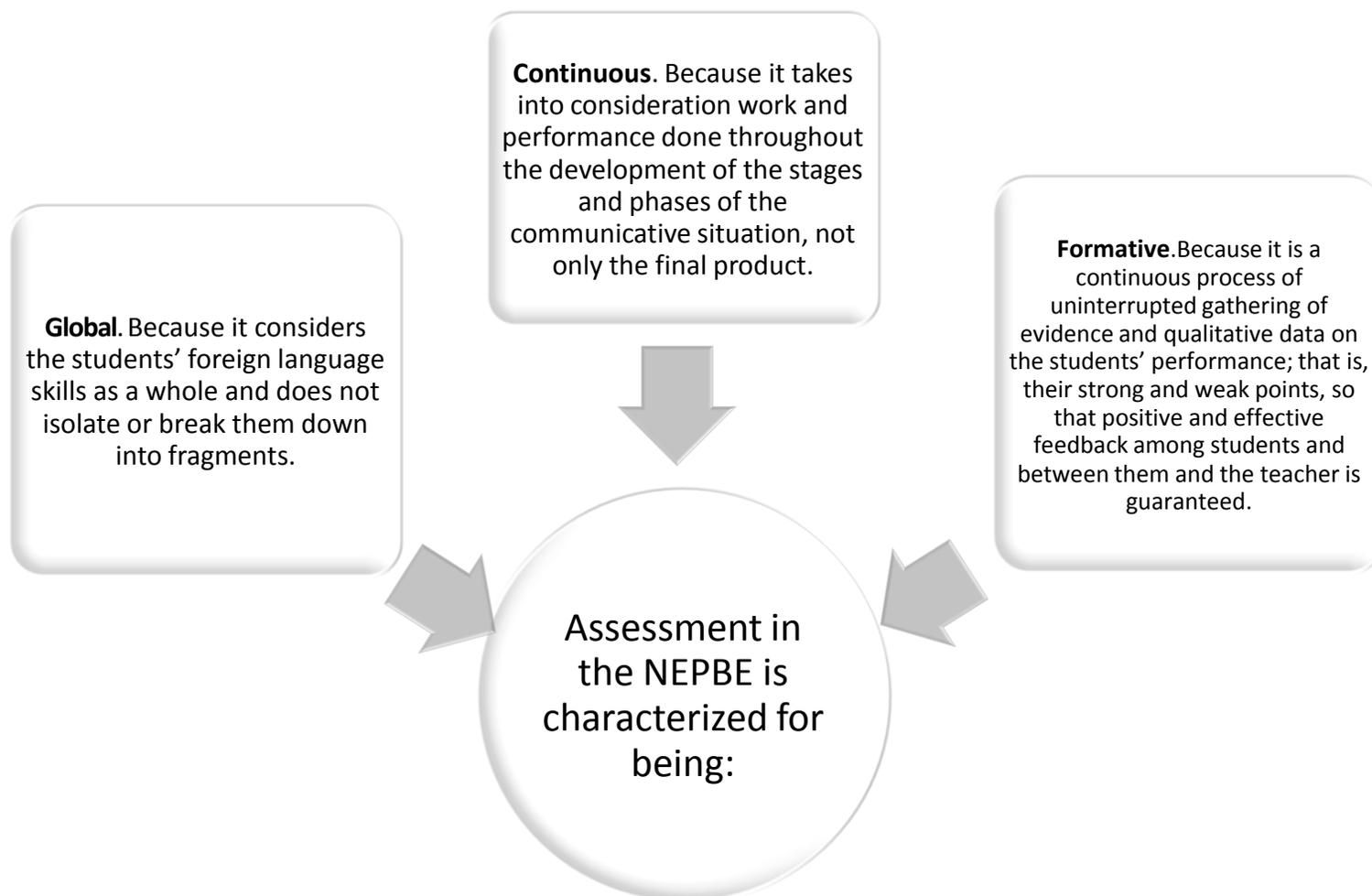
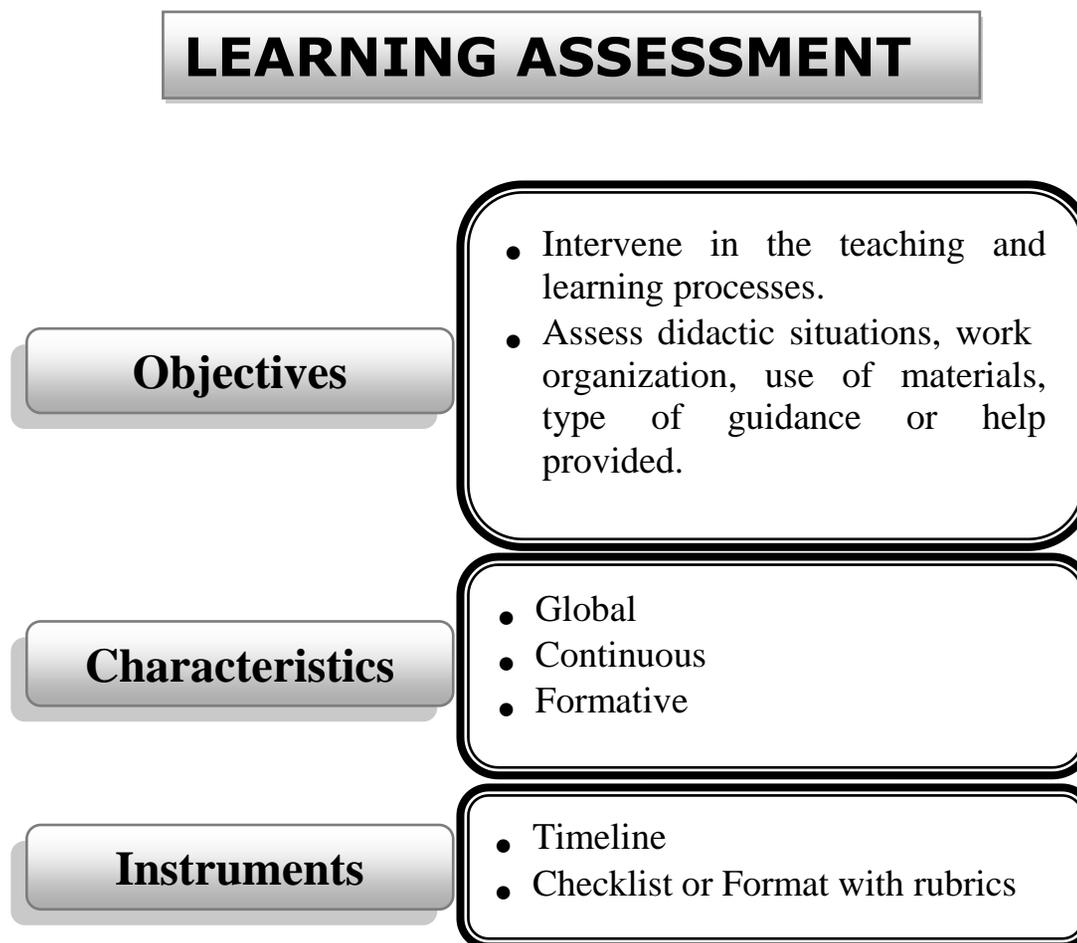
Diagram 2

Diagram 3



Unit 5



Unit 5

The role of the English Teacher in the NEPBE

I. Content: Characteristics of the English teacher in the NEPBE.

1. Get together with a colleague and read the following sequence of activities used by a foreign language teacher working with preschool children.

Purpose

- Analyze the characteristics required for the English teacher of Cycle 1 to achieve the purposes.
- Recognize the role of the English teacher in the learning of students in Cycle 1.

Cooking utensils



Show a picture of the cooking utensils with its name and while doing so...

- name them a couple of times
- point at the name of the utensil.

Show the images of the utensils once again, and...

- ask the children to repeat the name of the utensil after you
- give some miniature pictures for the children to glue them in a card
- distribute labels with names of the utensils
- ask the children to place the labels below the pictures.

2. Discuss with a colleague the following questions. Exchange views and when you reach an agreement, write the answers on the lines.

- To carry out this sequence, must the teacher know the correct spelling of the names of the cooking utensils pictures that will be shown to the children? _____
- Does this sequence meet the objective of recognizing utensils while listening to and reading their names? _____
- Is language the main teaching objective in this activity? _____
- According to the content of the language, is the sequence of activities contextualized in a specific social and communicative environment? _____
- Has the child used language to say or understand something? _____
- During this sequence of activities, did students participate in a real situation of communication? _____

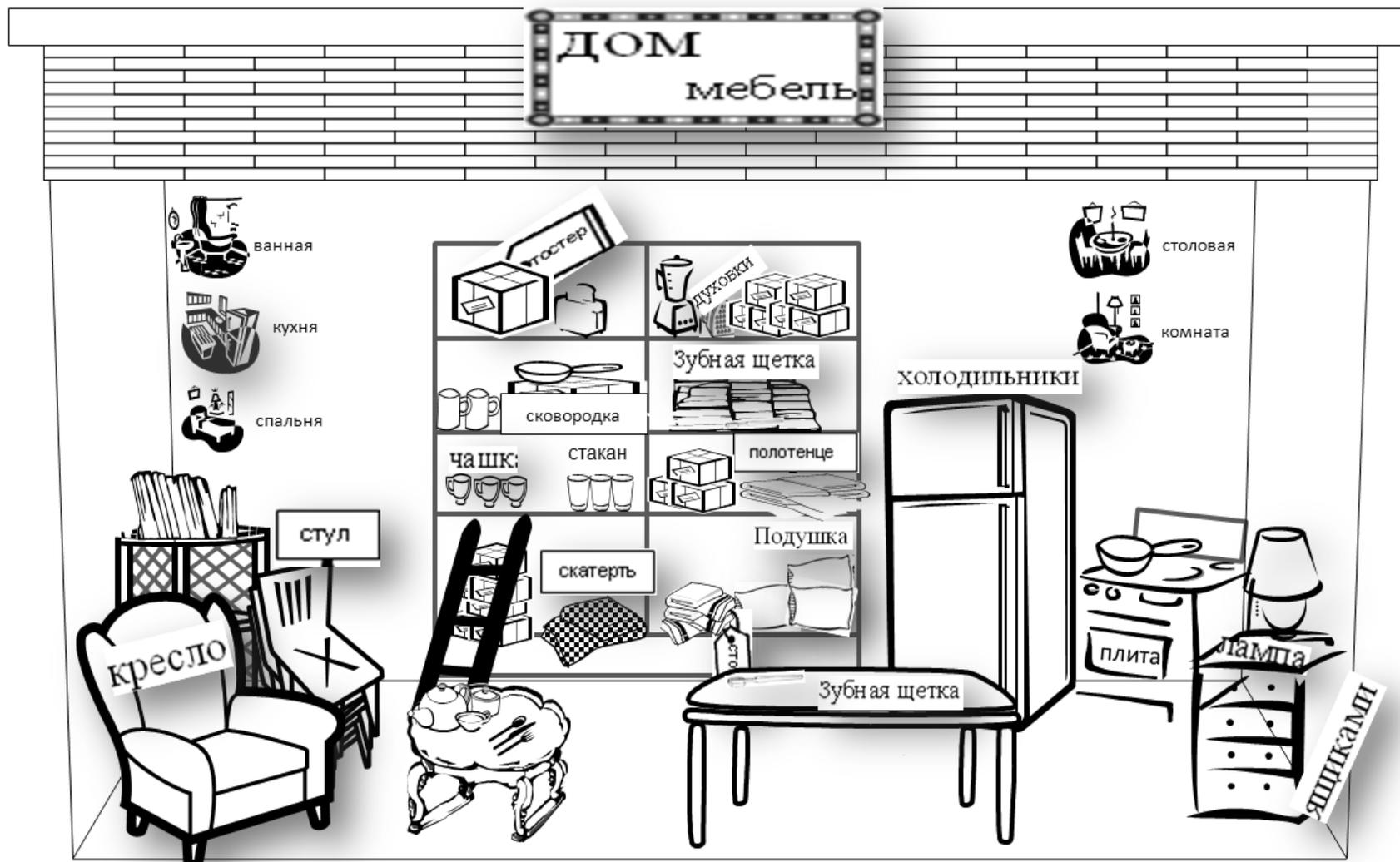


3. Form a team and read the following real life situations shown on the column on the left of the chart. Place in parentheses the letters from the column on the right, which show the learning to know and learning to do with the language required in each case.

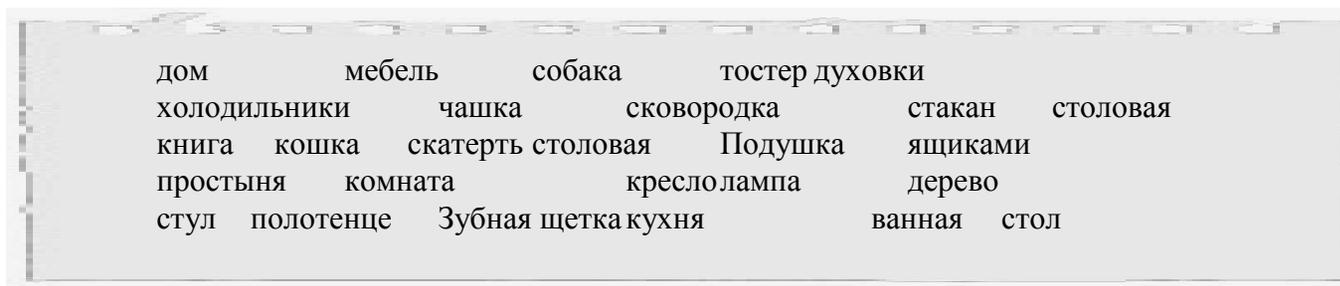
Table 1

<p>() Lola lives abroad. She is going to marry a foreigner. Her sister Adriana and her friend are on holiday with them. The bride and groom need to buy some things for their future home. Adriana and her friend will go to a store to buy them.</p>	<p>A. Curiosity and interest in a foreign language.</p>
<p>() Adriana and her friend walk through the house where Lola lives. The groom writes in his native language a list of things they need for each room (bedroom, kitchen, etc.). The groom reads aloud the list while Adriana and her friend listen to it.</p>	<p>B. Use of the language as a means of promoting equity between men and women.</p>
<p>() Lola, Adriana, and her friend go to the store to buy the things that the groom wrote on the list.</p>	<p>C. Properties and types of oral and written texts.</p>
<p>() At the store they check the list. Adriana copies the items for the bedroom, her friend the ones for the kitchen, and Lola copies the rest. Each one goes to find the items they wrote.</p>	<p>D. Knowledge of the writing system and basic spelling conventions.</p>
<p>() Adriana, her friend, and Lola, know how to ask in the local language, "how much does it cost?" and "where is...?"</p>	<p>E. Appreciation towards cultural expressions of the foreign language.</p>
<p>() Adriana, her friend, and Lola do not understand the writing of the items they copied and want to buy; however they guide themselves by the things they know are on the list, the drawings on the packages and by the way in which Lola's boyfriend read the names aloud.</p>	<p>F. Explore illustrated materials, with information about equipment, utensils, and tools used at home, previously chosen or elaborated.</p>
<p>() While shopping, everyone begins to recognize the names of things when they hear them from the seller and when they find on the box the same writing as in the list.</p>	<p>G. Participate in the reading of names of equipment, utensils, tools, and their uses, with the support of visual aids.</p>
<p>() When they return they group the things by room they bought to make sure they got everything they needed.</p>	

4. Form a team and observe the following image of a store.



5. Check the set of words that appear inside the box and perform the actions listed below.



- Choose from the group of words, just the ones that correspond to the names of equipment, utensils, and furniture. If needed, use the image of the store.
- Make a list with names of equipment, utensils, furniture, and accessories. Organize them according to the room where they are used (bedroom, kitchen, bathroom, etc.) and with the original language in which they are written.

List of home equipment, utensils, accessories and furniture				
Table 2				
Kitchen (кухня)	Bedroom (спальня)	Living room (комната)	Dining room (столовая)	Bathroom (ванная)

- Underline which of the following options correspond to the directionality of writing. The names of equipment, utensils, and furniture are read and written from:
 - ▶ From left to right. ◀ From right to left. ▼ From top to bottom. ▲ From bottom to top.
- Share the difficulties you faced and the feelings you experienced when developing the prior actions in an unknown language.
- Discuss and give your opinion about the difficulties and feelings that students will face when carrying out actions in a language they do not know and what strategies can help them.
- Based on the information listed in the column on the right of Chart 1, complete Chart 2. Ask yourself if the information can be or cannot be in more than one of the columns and why.

Table 3

Learning to do with the language	Learning to know about the language	Learning to be through the language

6. Look for the Familiar and community environment contents, Unit5, in the Preschool program to verify the answers to the prior exercises.
7. Check the teaching sequence *Cooking utensils* at the beginning of the Unit. Read the real life story in Chart 1 and the specific purposes for Cycle 1 of the NEPBE to answer the following questions.
- Which of the three types of content (learning to know about the language, learning to do with language or learning to be through the language) focuses on the *Cooking utensils* teaching sequence? _____
 - Does the *Cooking utensils*-teaching-sequence follow any of the specific purposes for Cycle 1? _____
 - If the English teacher decided to design a communicative situation that would involve actions like those of the characters from real life situations, who could be the model of speech and writing of the language being taught?

 - Who knows the strategies used by speakers of the foreign language in different social practices of oral and written communication? _____
 - Who knows the properties and types of oral and written texts with their phonic, syntactic, and semantic aspects?

 - Who knows the writing system and the conventions of the foreign language?

 - Who should know when to formulate explicitly the knowledge of the linguistic system and the resources of the oral and written texts of the foreign language?

 - Who recognizes in what degree of depth should all the above issues be treated in their corresponding practice?



8. Get together with a colleague, share and compare your answers. Look at the section *English teaching Approach* in the *Curricular Foundations Document* of the NEPBE to verify your answers.

II. Content: Teaching considerations

1. Read the following characteristics and write on the line to whom they correspond: a child in the city, a child in the countryside or both.

1. Eagerness to know the unknown. _____
2. Affection towards imitation. _____
3. Sense of body language and gestures. _____
4. Sense of rhythm. _____
5. Social skills. _____
6. Attraction to sensorial, aural, and kinetic stimuli. _____
7. Tendency to show and share what is known. _____
8. Possession of a heritage of values and skills. _____
9. Ability to interpret social situations. _____
10. Willingness for ludic activities. _____

- Discuss which of the above characteristics must be taken into account in the planning of class work, which must not, and why.

2. Read the following dialogue.

Gee! Finally, I will stand before a group next year. Please help me; you have done this for years now. What do you recommend? Tell me, what things should I know when preparing my class?

Look, don't worry. The most important thing when you're planning your classes is not to forget that children have other experiences inside and outside the school. Therefore, you must take that into account and take advantage of those experiences. Consider, for example, what kind of things they do everyday and use that.

Hey! One more thing. Don't assume the role of a controlling teacher. You help and guide in the teaching. Create friendly environments in order to get children interested in learning. That is your responsibility.

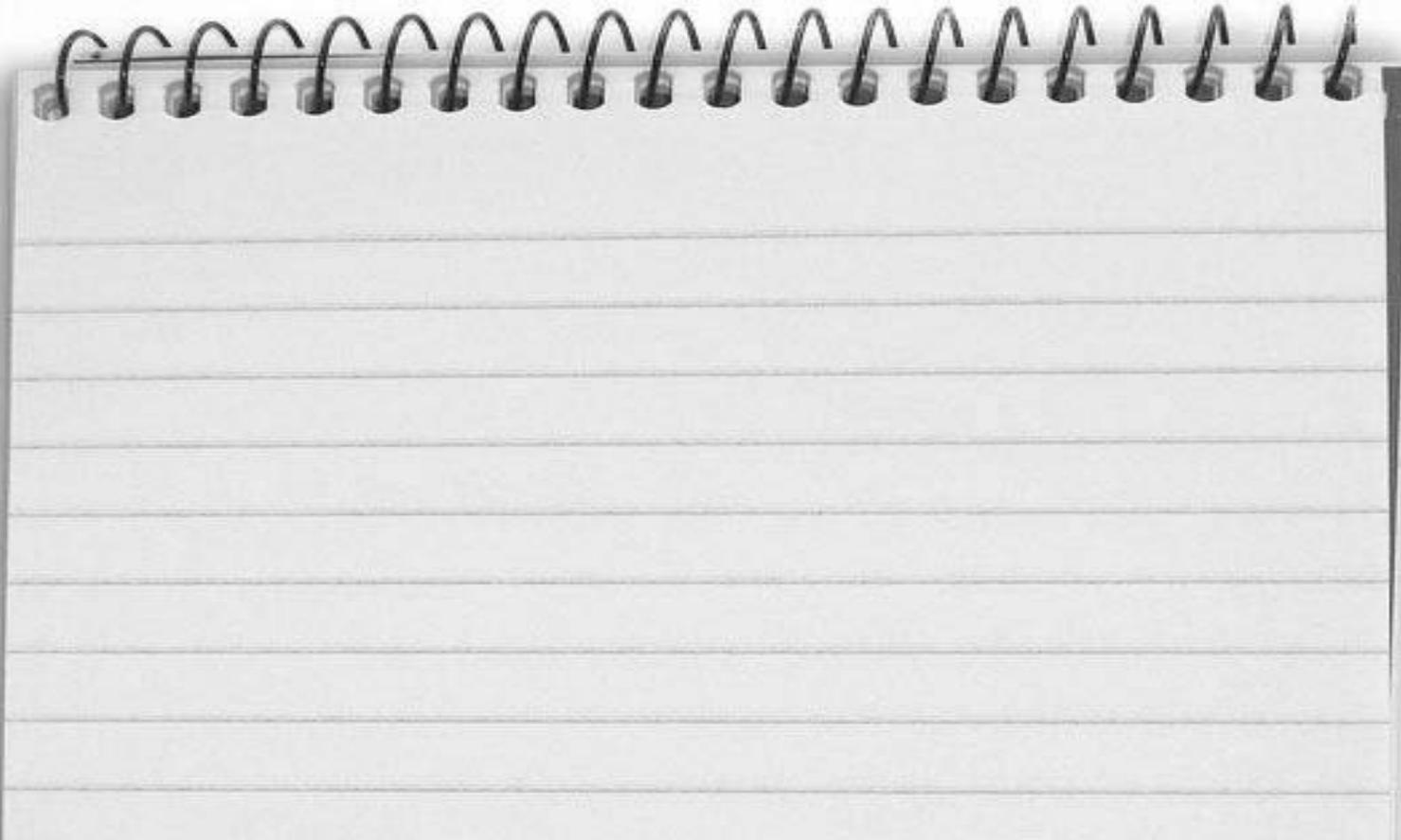


Yes, yes. Remember where they come from, how they speak, what they can learn. Of course! Everything according to their ages. Ah! But thankfully, there are plenty of things that all children have in common. Think of them and with what we have already told you, you will be fine. Anyway...if something comes up just ask.

Let's be clear! No exams for this, questionnaires for that! Learn the vocabulary list, memorize the rules! Three pages of this, repeat twenty times after me! That is from last century! But, you need to provide the materials, make sure that children are communicating and helping each other. You support them. Because sometimes, it seems that children can learn more without us. Haha!

Yes, yes. I know that... The student is the leading actor in this show. I know that if I take a good look at them, I will learn more from them than they from me. That is the best way to know what to do with all

3. Based on the content of this conversation, presentation, purposes, and educational orientations of the Program for Cycle 1, write the desirable profile of the English teacher for Cycle 1 of the NEPBE, as well as aspects and conditions necessary to plan your work and achieve the curricular purposes.



To conclude



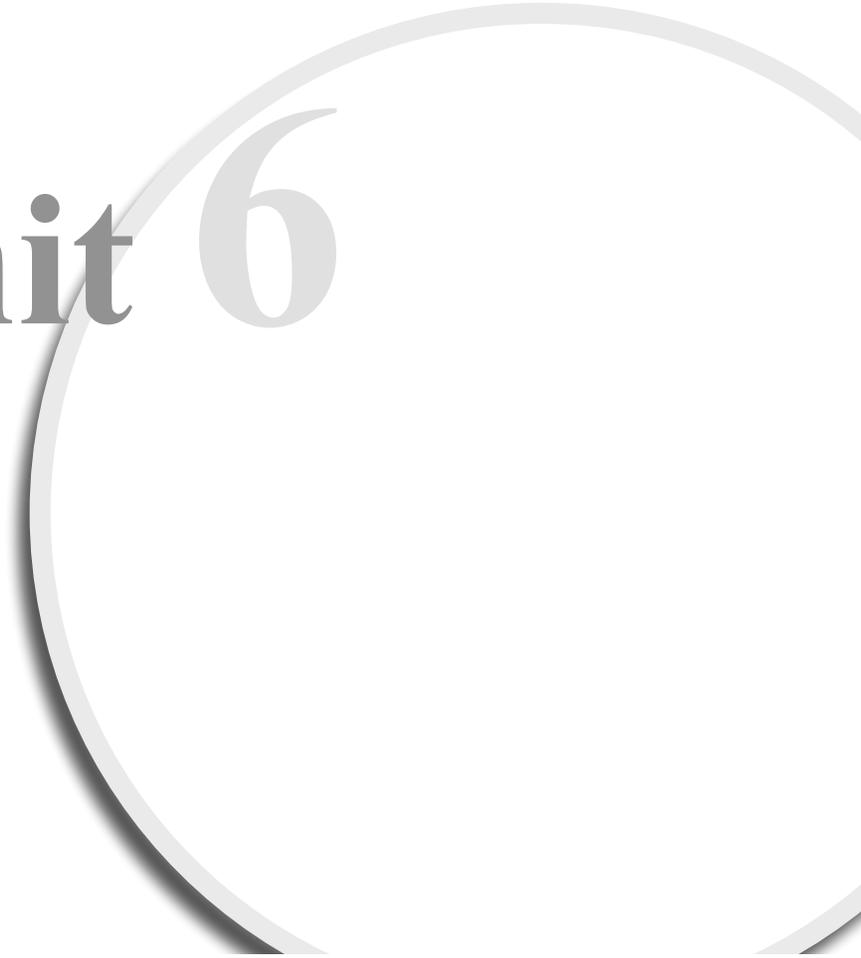
Observe the following diagrams that summarize the contents worked on this unit.

The role of the teacher in relation to the student. The teacher*...

is	does	knows
<ul style="list-style-type: none"> ✓ A guide and a facilitator. ✓ A model of speaking and writing of the foreign language. ✓ An observer of the characteristics of his/her students who knows that they... <p>Have...</p> <ul style="list-style-type: none"> • Eagerness to know the unknown. • Affection towards imitation. • Sense of body and gesture language. • Sense of rhythm. • Social skills. • Attraction to sensorial, aural and kinetic stimulus. • Tendency to show and share what is known. • Willingness for ludic activities. • Ability to interpret social situations. <p>Are...</p> <ul style="list-style-type: none"> • Different because they have different levels of development. • Individuals that have diverse contexts. • Children with different aptitudes for different things. • Students with different set of values. 	<ul style="list-style-type: none"> ✓ Activities based on students' everyday life, interests and needs of development. ✓ Recognize which and in what grade of depth, the subjects of the social practice of the language should be treated. ✓ Help students use their perception to build strategies of understanding and expression. ✓ Create atmospheres that promote learning. ✓ Promote interaction among students. ✓ Assess while children interact. 	<ul style="list-style-type: none"> ✓ The communicative strategies used in the different social practices of oral and written communication in a foreign language. ✓ The properties and types of oral and written texts with their phonic, syntactic and semantic aspects. ✓ The system of writing of the foreign language and its conventions. ✓ When to formulate explicitly, the knowledge of the linguistic system and the resources of the oral and written texts.

* Source: (Adaptation) Estaire, Goodman and Rogoff.

Unit 6



Unit 6

Elements Involved in the Planning of Class Work

I. Content: Educational materials



1. Brainstorm elements involved in the planning of class work for Cycle 1 grades and perform the following actions:

- Participate by providing ideas and building consensus.
- Take notes of other colleagues' ideas which you consider facilitate the activity.
- Make a list of those elements most of you agreed with.

Purpose of the Unit

- Analyze the importance of recognizing time, space, and materials as elements in planning.
- Identify the organization, distribution, and arrangement of time, space, and educational materials or resources, as elements involved in the planning of class work.

List of elements involved in the planning of class work

-
-
-
-

-  2. Get together with a colleague and check *Teaching guidelines* in the Program of Cycle 1. Based on your revision, explain and write why the following points should be taken into account in the planning of class work.

a) Planning of communicative situations.

Time, because...	Space, because...	Educational resources, because...

b) Type and amount of contents to be addressed in each communicative situation.

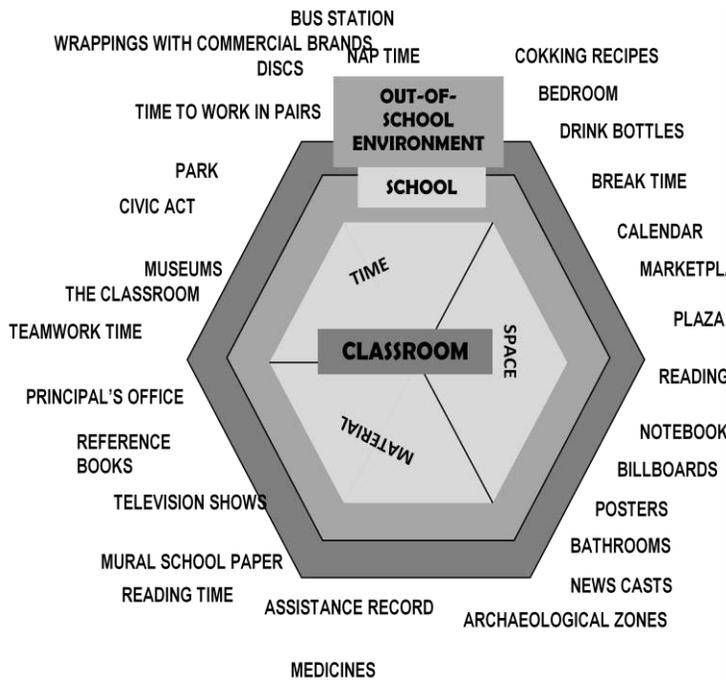
Time, because...	Space, because...	Educational resources, because...

b) Number of classes that will be used for the communicative situations.

Time, because...	Space, because...	Educational resources, because...

3. Check the hexagonal scheme and do the following activities.

- a) Discuss what areas surround the classroom, what kinds of materials are used in it, and what activities follow a schedule.
- b) Read the jumbled information around the hexagon and discuss:
 - What places is the English language usually used in? (E.g. archaeological sites where it is possible to be in contact with oral and written language).
 - What kinds of materials can be found with English texts? (As in the case of some envelopes or packages).
- c) Organize the information surrounding the scheme and classify it on the chart on the right.



Source: Domènech y Viñas (1997)

	Time	Space	Material
Out-of-school Environment			
School			
Classroom			



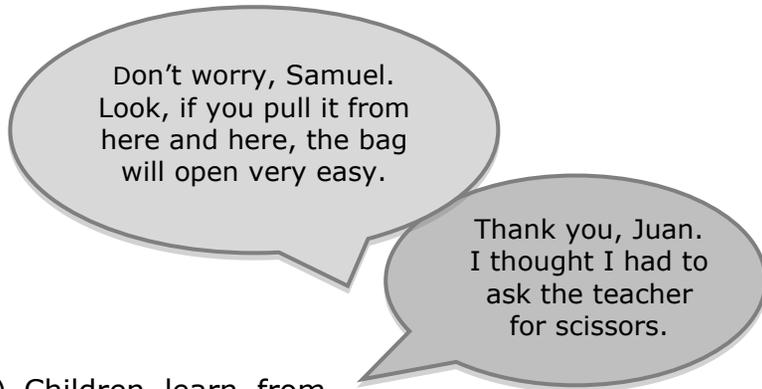
4. Get together with colleagues, select one of the three grades for Cycle 1 of the PNIEB and do the following activities:
- Select a unit and learning environment.
 - Based on the contents, discuss and define the appropriate materials, spaces and activities for the classroom, school, and out-of-school environment that should be taken into account in the planning of class work.
 - Complete the following chart according to the information defined.

Cycle: _____ Grade: _____ Environment: _____

Social practice of the language: _____

	Time	Space	Material
Out-of-school Environment			
School			
Classroom			

5. Read the following children dialogues. Based on them, select one of the two conclusions presented for each case.



- a) Children learn from their peers only with the intervention of a teacher
- b) Children learn from their peers with or without the intervention of a teacher.

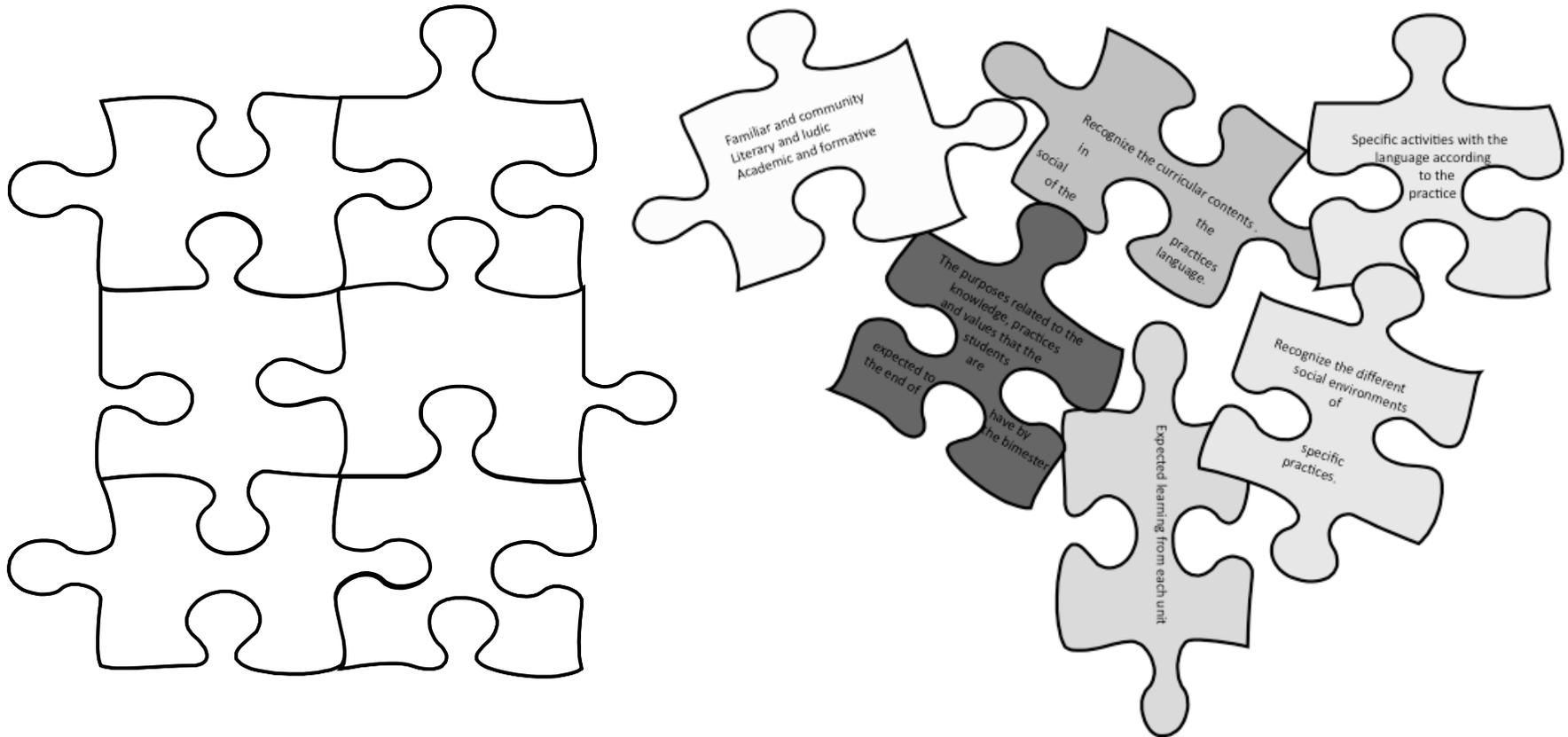


- a) Children can only carry out activities according to the stage of development in which they are.
- b) Children can carry out more advanced activities than the ones suited to their stage of development, with the help of others.



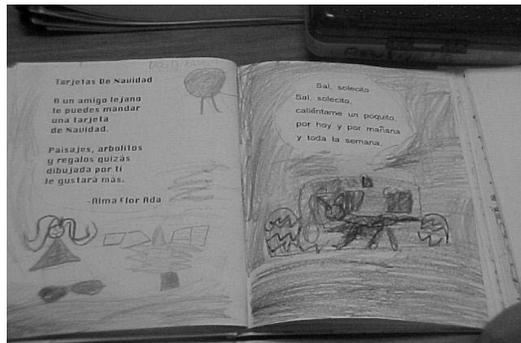
- a) Children learn about a foreign language in places specifically designed to teach it.
- b) Children learn about a foreign language in any place where they can interact with it.

- 6. Assemble the following puzzle. First, find the parts that make up a sentence. Then, write the two parts that complete the sentence on the empty puzzle



- Check *Teaching guidelines* in the Program of Cycle 1 to verify that the puzzle is answered correctly.

7. Discuss the answers to the previous activities, exchange points of view in order to improve them.
8. Select a grade of interest in Cycle 1 by team. Look and check the charts of contents as follows: 3rd grade. Preschool, Familiar and community environment; 1st grade. Elementary school, Literary and ludic environment; and 2nd, grade. Elementary school, Formation and academic environment. Do the following activities:
- Make a list of resources and materials which in your opinion are relevant to work with the contents of Learning to do with the language, Learning to know about the language, and Learning to be through the language, as well as to make the products, considering the age of the students and the place where they live.
 - Discuss the advantages of having children make their own resources and materials with teacher's help, in order to put into practice knowledge, abilities, and attitudes towards English.
 - Look at the following photographs.



- Based on the photographs, determine how to create a collection of resources and materials in English by answering the following questions:
 - a) Which of the resources and materials in the list can be made by students?
 - b) Which ones should be made or provided by the teacher or other school community members (parents)?
 - c) Which ones could be obtained by other means or from people outside the school?

- Complete the following chart with the information discussed. Do not forget to write the grade as title. Look at the examples.

Materials and resources in English to create a _____ library collection		
Elaborated by students	Elaborated by different community members	Elaborated by other means or people outside the school
Example: <i>from other groups (and school grades)</i>	<i>- Parents or family members who are in contact with people living in the U.S.A.</i>	<i>- Radio stations</i>

- Analyze and discuss the features of the classroom collection to guarantee the access and students' contact with a wide variety of resources and materials in English. Share your answers and complete the following chart.

Variety of resources and materials of the collection to _____	
Format	
Size and position	
Types of texts	
Content	
Languages	
Level of difficulty	

- Read the following sentences and mark with a cross whether they are false (F) or true (T).

1. Materials should provide information about the topics, although they are not expected to interpret reality or be examples of authentic language.	F O T O
2. The selection of materials should enable the teacher's assessment task.	F O T O
3. Materials for the activities should include the use of ITC's whenever possible.	F O T O
4. Materials should allow the individual development of children in the classroom and consequently, the group's development.	F O T O
5. The Program is the main reference for planning. Therefore, it is an essential material to achieve the purposes of the subject.	F O T O
6. Materials should consider the individual characteristics of students and the group.	F O T O
7. Materials should be varied but they need not to activate children's enthusiasm for the topic.	F O T O
8. Materials should consider individual and not cooperative work as part of the social practices of the language.	F O T O
9. The specific activities with the language include the use and design of materials which imply individual, team, pair and group work.	F O T O

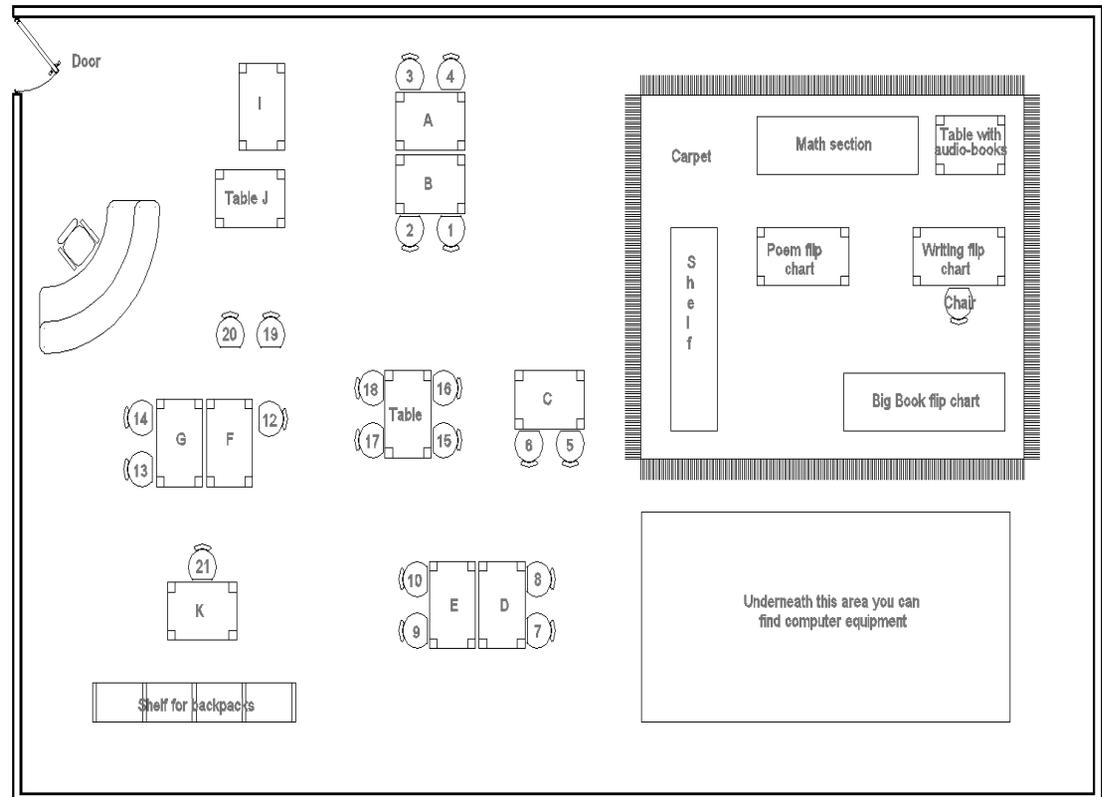
II. Content: Organization and distribution of space and time in the classroom

The distribution and organization of space and classroom furniture are elements that may create an atmosphere of respect and closeness among students and promote opportunities to share learning.



1. Get together with colleagues. Look at the following map of a classroom showing the distribution and organization of space given by an English teacher. Find in the map the following elements:

- Location of children (marked with numbers)
- Working tables (marked with uppercase letters)
- Classroom entrance door
- Rug: math area, flipcharts with poems, big books, flipchart for writing, and a chair.
- Table with tape recorder and books with audio-tapes.
- Schoolbags shelf.
- Teacher's desk and chair.
- Computer area with two computers.



2. Share your opinion about how spaces are distributed in the classroom. Read the information in the chart and label the images that illustrate the different forms of organization of space of the class. Provide a number to each activity making sure that each one matches only one description.

Activities		Modality and function of space distribution*	
1.	Identify topic, purpose and intended audience of the practice.	In pairs. It is used in activities which provide greater freedom to students since they set distance between them and the teacher.	
2.	Fill in the gaps in texts with words that rhyme.	Unequal teams in line. It promotes collaborative work and union in the group. It sets distance among teams, the group and the teacher, which gives some freedom to teams.	
3.	Illustrate a poster with children's rhymes.	Horizontal rows. They are used for individual activities, such as questions and answers, which allow teachers to monitor aspects to be assessed. Students stay in one place and focus their attention on the teacher.	
4.	Practice the spelling and pronunciation of words that rhyme.	Teams in blocks. It promotes interaction among students and cooperative work. It allows materials to be visible and shared by everyone. It facilitates the teachers' job and reduces distance between teachers and students.	
5.	Mark with an instrument, a clap or other physical action, words that rhyme when listening to a rhyme or a story in verse.	Horseshoe. It is used in activities which promote face to face interaction among students, as they can observe each other's reactions.	
6.	Write text(s) on a poster, based on a model.	U (90°). It is important for activities where pairs are needed as information and instructions can be conveyed without losing students' attention.	
7.	Identify musical elements of literary language: rhymes, sounds, etc.	Circle. It is useful to organize debates, tell stories or anecdotes. It creates a more fraternal environment, and at the same time allows children to work independently in their place.	

* Source: Zabala Vidiella, A.1997. *La práctica educativa. Cómo enseñar*. Barcelona, Editorial Graó.

3. Bearing in mind the grade, unit, and environment you have been working with, and according to the most appropriate modalities for the contents of the specific activity: a) discuss how you would organize the classroom space so that it is possible to create suitable working conditions in order to reach the purposes, and b) draw a plan that shows the organization and distribution of the classroom.

Recommended organization and distribution of classroom

Grade: _____ **Unit:** _____ **environment.**

Specific activity with the language: _____



4. Get together with a colleague. In the Curricular Foundations Document. Find Number 3. National English Program in Basic Education. General Observations. Check the purposes of Cycle 1, and study Chart 4: Time and number of weekly sessions for the English language subject. Then, think about the following questions.

a) Are the hours of exposure to English enough for students to achieve the purposes of Cycle 1?

b) Do the hours of exposure to English for a Cycle 1 student allow him/her to become familiar and to have contact with English?



5. Get together with colleagues, share thoughts and answers to the previous activity. Perform the following actions:

- Check contents of the unit in the two environments of the grade you have been working with. Considering the two hours and a half per week assigned to the subject, decide how many weeks would be given to the first specific activity with the language in the unit and how many for the second. Record the number of weeks in the following chart



School grade: _____

Unit: _____

Social practice of the language:	Social practice of the language:
Social Learning environment:	Social Learning environment:
Specific activity with the language:	Specific activity with the language:
Number of weeks given in the two-month period or unit:	Number of weeks given in the two-month period or unit:

- Read and compare the following information with the content of your list. Discuss whether the number of hours included in the previous exercise changes or not.



- Read and compare the following information with the content of your list. Discuss whether the number of hours included in the previous exercise changes or not.

Elements to consider in the organization and distribution of time in the planning of class work

- Social and educational purposes of communicative situations designed to engage with the contents of the practices of the language.
- Level of difficulty that the contents of the social practice of the language and Achievement represent to students.
- Students' working pace.
- Students' stamina, depending on the time of the school year (beginning of the year, close to vacations, end of the year, etc.)
- Age and students' characteristics.
- Organization, distribution, and availability of space in the classroom, as well as the type of materials or resources implied in the practice of the language.

To conclude



Look at the following diagrams that summarize the work done in this unit.

Diagram 1

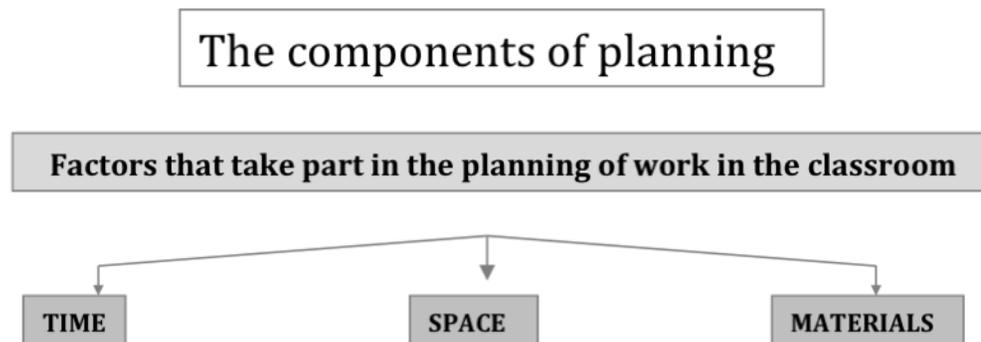


Diagram 2

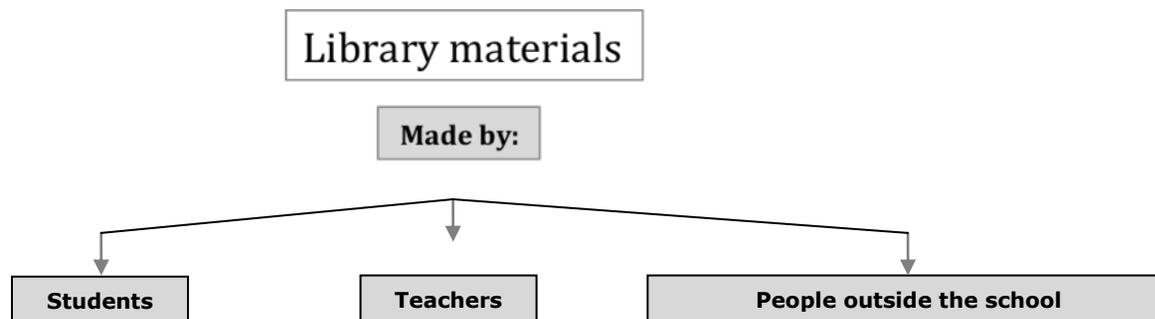
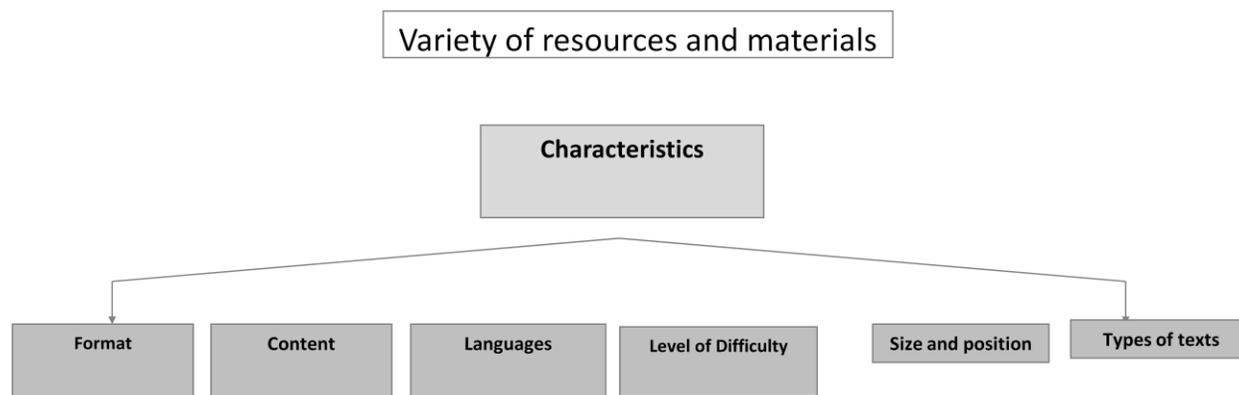
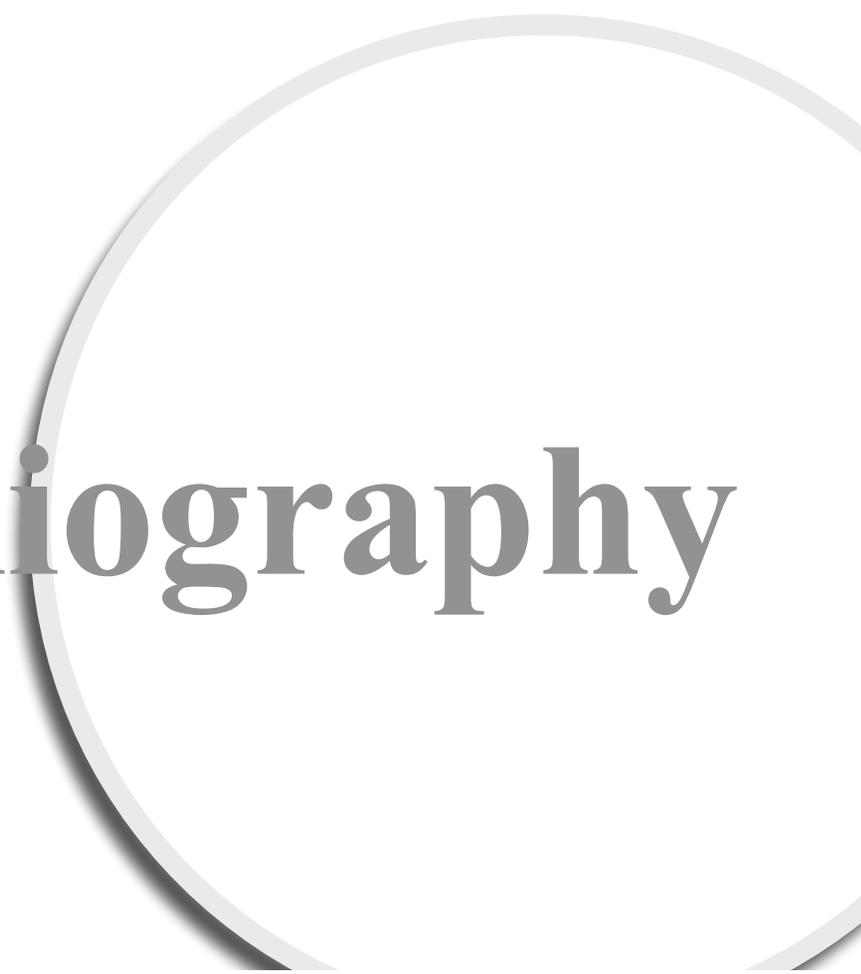


Diagram 3





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Annex

ANNEX

What are the most efficient and valid ways to collect the information?*

<p>Focused observation. Ability to stop, look, and listen.</p>	<ul style="list-style-type: none"> • Formal: observations are planned and focus on predetermined criteria and students. • Informal: observations are unplanned but often reveal what students can do in a range of different contexts.
<p>Products. Further information can be gathered from students' oral, written or visual work. The teachers can assess student products that have been created during the process of learning and not only the final products that are a result of learning.</p>	<ul style="list-style-type: none"> • Self-assessment Products: are a critical part of developing a student's responsibility for his own learning, and can provide teachers with insights into the student's learning: Log formats and Journals. • Think-alouds: are articulations of thoughts before, during, and after tasks. • Work Sample: is anything (oral, written or visual) completed by students in authentic communicative situations from which judgments about language learning can be made. Teachers need to be aware of the level of support provided, the processes and strategies used by students and the group dynamics involved, for all may influence the outcome of the product being assessed.

* *First Steps Second Edition: Linking Assessment, Teaching and Learning.* United States, Steps.

	<ul style="list-style-type: none"> • Retells: are a simple activity that is flexible in its use and provides an opportunity for students to transform a text into their own words after reading, listening or viewing. Requires students to read, or listen to a text, organize key information they understood from the text, and then prepare to share and compare their retell with others. Can be shared orally, in written form, as a drawing or through drama. • Surveys and Questionnaires: Consist of a series of statements or questions about which students or parents are asked to express their agreement, disagreement, or other response. Can be created to link to a particular assessment focus; e.g. values, interest, emotions, and attitudes, confidence, or processes and products. • Test: is another way of gathering data about a student's development. Results are of more value when used in conjunction with other assessment tools.
<p>Conversations. One the most important ways to assess students' learning is through the use of talk.</p>	<ul style="list-style-type: none"> • Conferences: there is a variety of conference formats involving different audiences and groupings. These include: one-on-one conferences, teacher and student; peer conferences, student and student; small-group conferences; three-way conferences, student, teacher, and parent. • Interviews: Are a one-on-one question-and-answer conversation between a teacher and student or teacher and parent. Depending on the type of questions asked, conducting interviews can provide a wealth of useful assessment information. Written responses to interview questions are useful, as they can be taken away and analyzed at a later time.

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Academic Support for English Language Teachers. Piloting Stage

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