



SECRETARÍA DE
EDUCACIÓN PÚBLICA

NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION (NEPBE)

Working guide

Academic Support for English Language Teachers. Piloting Stage

Cycle 2



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 “Elevar 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

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.

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.

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 para 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 para Educación Básica.

* *National English Program in Basic Education.*

Introduction

The NEPBE, in its piloting stages, includes the organization of national meetings aimed at the academic strengthening of English teachers in basic education. These meetings are intended to provide a space to reflect on the characteristics and components of the Programs of Study.

The implementation of these programs may be a reality in the educational practice of those responsible for teaching *Asignatura estatal. Lengua adicional: Inglés* depending on the commitment and actions taken by the school community (authorities, teachers, students and parents), the challenges of incorporating this subject to the preschool and primary school curriculum, and the necessary adjustments that have to be made to the Curriculum in Secondary School.

From this perspective, the working guides which complement the training workshops -of which **Cycle 2** 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 *Coordinación Nacional de Inglés de la Dirección General de Desarrollo Curricular de la Subsecretaría de Educación Pública* 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 *Guías de Trabajo* and *Guías de renivelación*, 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 Dynamics. Symbols used in this Working Guide.

 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 culture¹

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.

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

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 oriented to the defense of human rights, respect for diversity, and rejection of violence and strengthening of values, directed to coexistence, in spite of differences.*

➤ _____

➤ _____



5. Get together with colleagues who teach the same grade of Cycle 2 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.

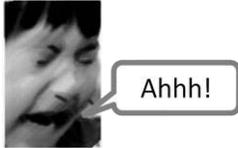
_____ **grade students**
Are characterized by:

- *Being in the initial stage of literacy in their mother tongue.*
- *Having attended at least two school years.*

_____ **grade students**
Are characterized by:

-
-

- 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. Elementary School.

Class rules	
<p>YES ✓</p> 	<p>NO X</p> 

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: Elementary School. Third grade. Unit 3, Formation and academic environment

What the Program says	What happened in class	Collective commitment
Complete interrogative sentences with question words.	Only the kids who know the right answer participate.	<i>The same participative opportunities for every member of the group.</i>

Elementary School. Third grade. Unit 3, Literary and ludic environment

What the Program says	What happened in class	Collective commitment
Practice the spelling of the words that solve a crossword.	Since he takes too long spelling out the words, the members of his team won't let him participate.	

Elementary School. Fourth grade. Unit 1, Familiar and community environment

What the Program says	What happened in class	Collective commitment
Point at the speakers and differentiate their turns of intervention.	A team member always wants to be the first to answer and skips the others interventions.	

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 the NEPBE

- _____ 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, directed to 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 2, identify and write five pieces of evidence showing the articulation between preschool and elementary school. Look at the example.

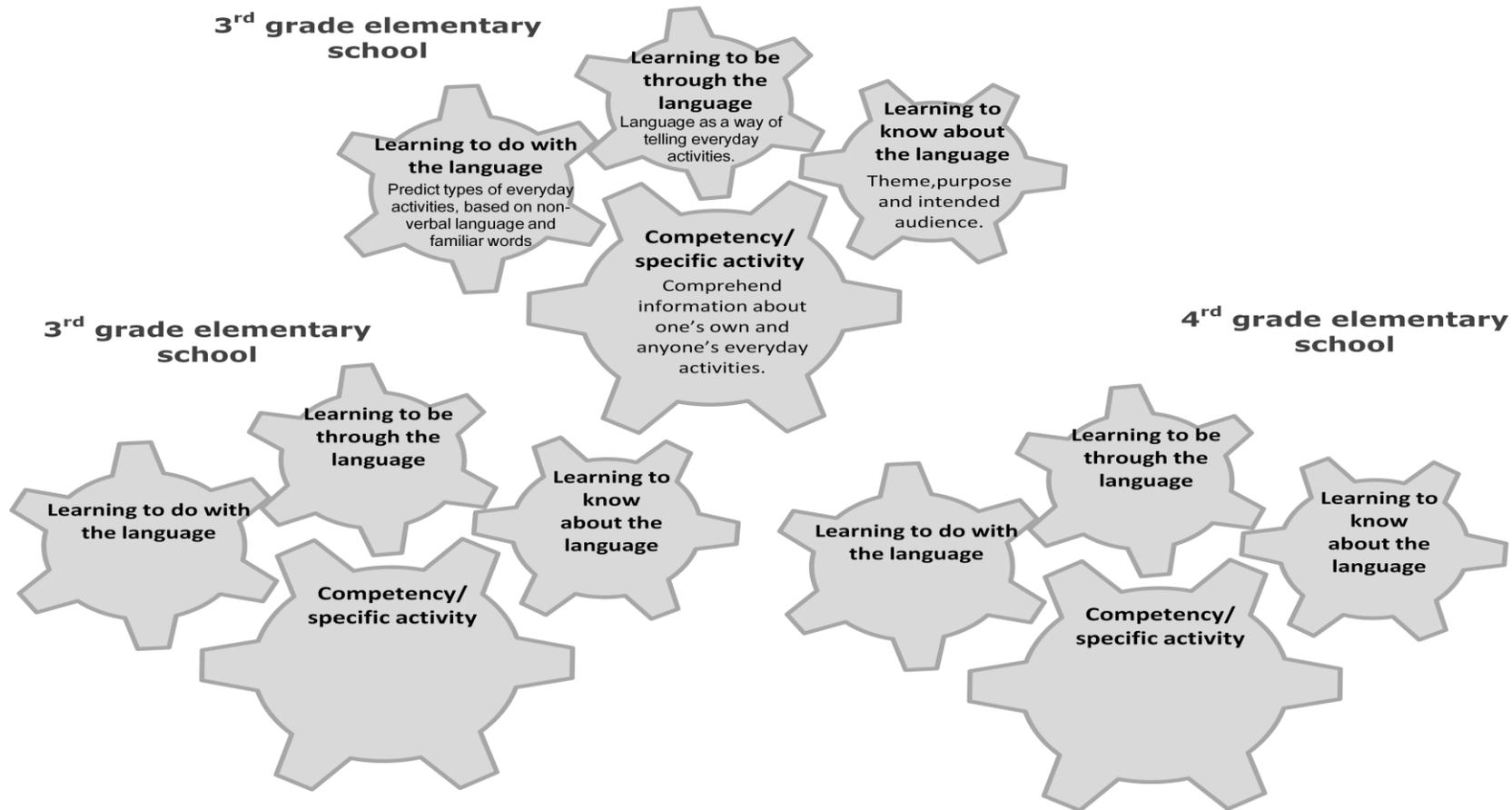
General purpose of the NEPBE:									
Organization of the three educational levels in grades and cycles:	CYCLE 1 Grades			CYCLE 2 Grades			CYCLE 3 Grades		
Distribution of the contents throughout the school year:									
Achievement indicators by Unit:									
Object of study:									
Types of contents:									
Social environments:									



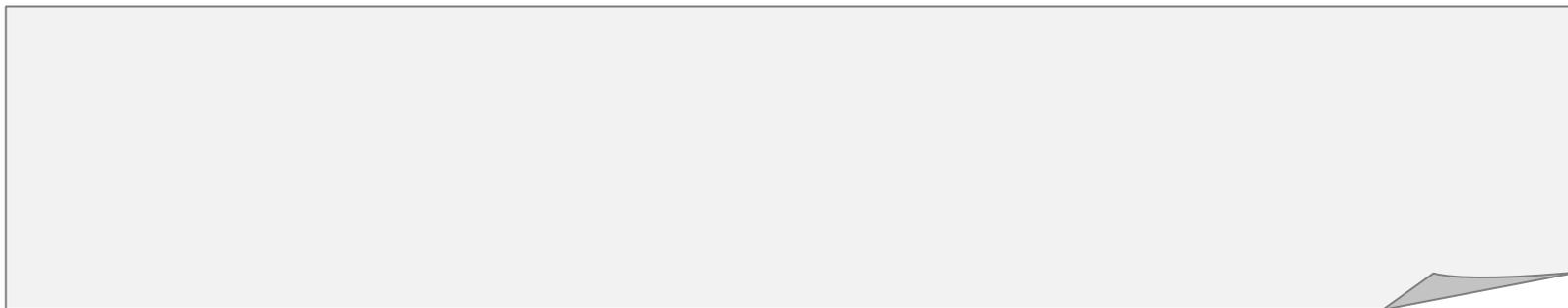
3. Share your answers. Look over in the Study Programs of the grade you have been working with, examples that show that students' education focuses on competencies and do the following activities:

- 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 two strategies that promote learning opportunities for all students in the Program of Cycle 2. 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 2, 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 the similarities and differences and write them on the chart below. Write the grade as a title.

Similarities	Differences

6. Look at the following images and discuss which relate to the Information and Communication Technologies (ICTs) 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 2 and find the charts of curricular content in the Program.
- Select the social practices of the language that can be used by the ICTs 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 in the *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 2:
- Hours English is taught in Cycle 2:
 - Weekly:

 - Monthly:

 - Yearly

8. Choose a grade and according to the time assigned to the subject of English and the purposes of Cycle 2, 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 expected learning outcomes in Cycle 2 Program.

9. Read and compare the following hypothetical situations that describe the students' profile after third and fourth grades 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

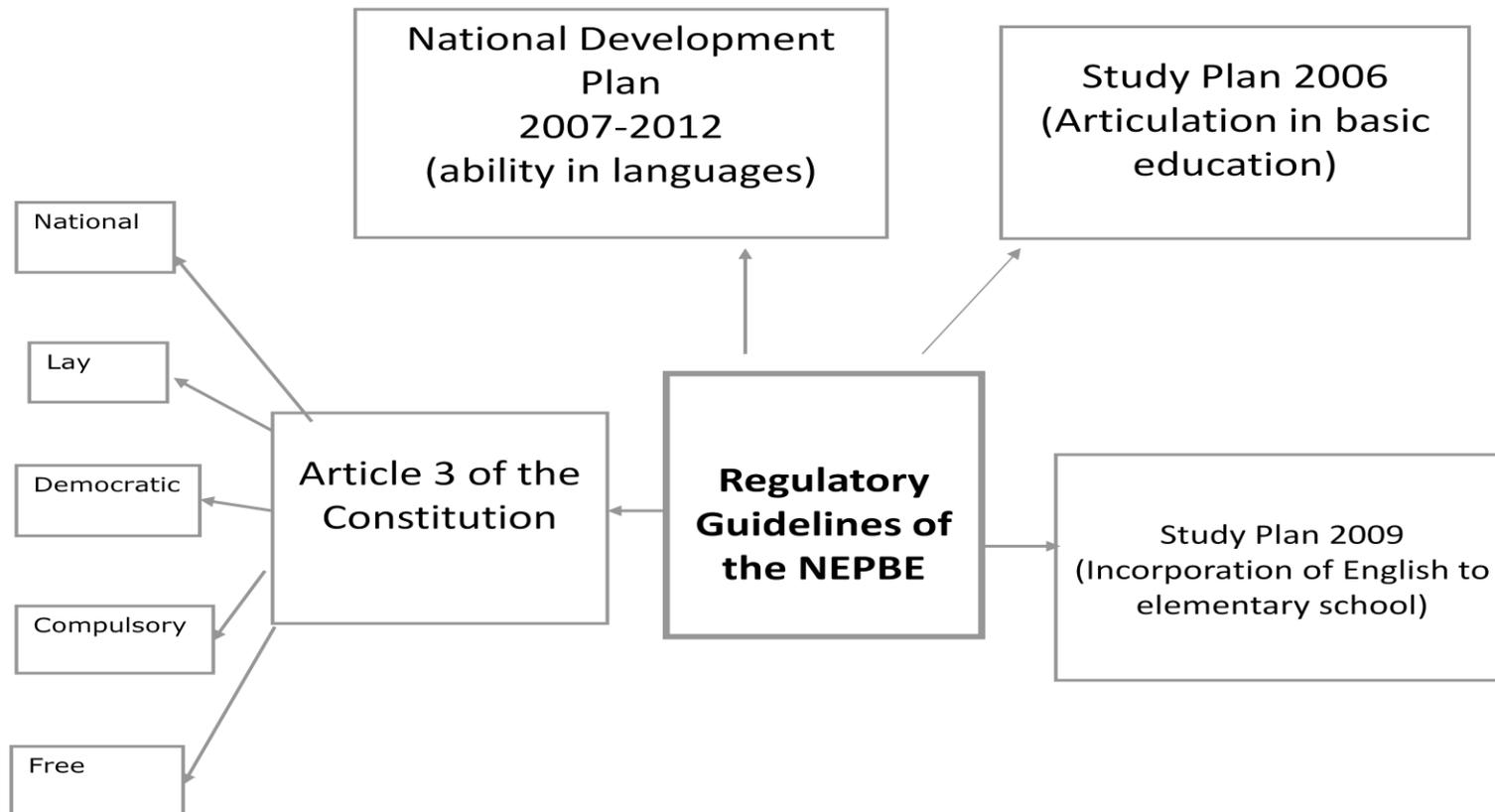


Diagram 2

Curricular focus

TO WHOM

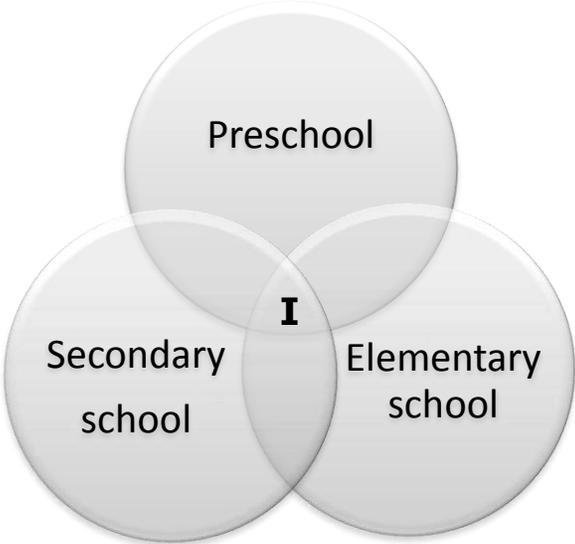


Diagram 3

WHAT

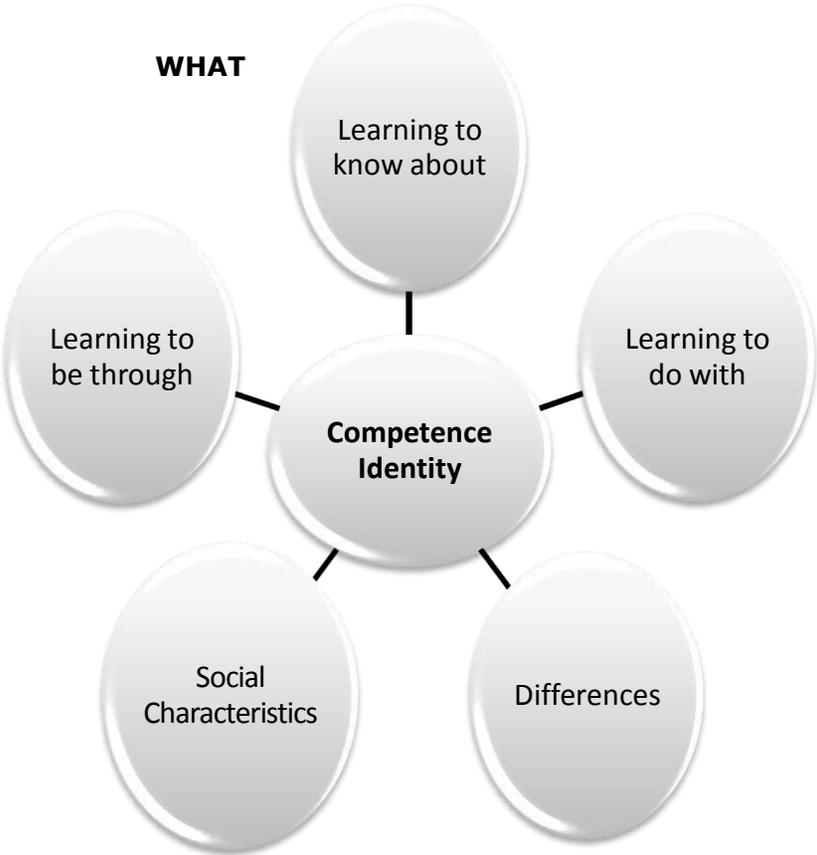
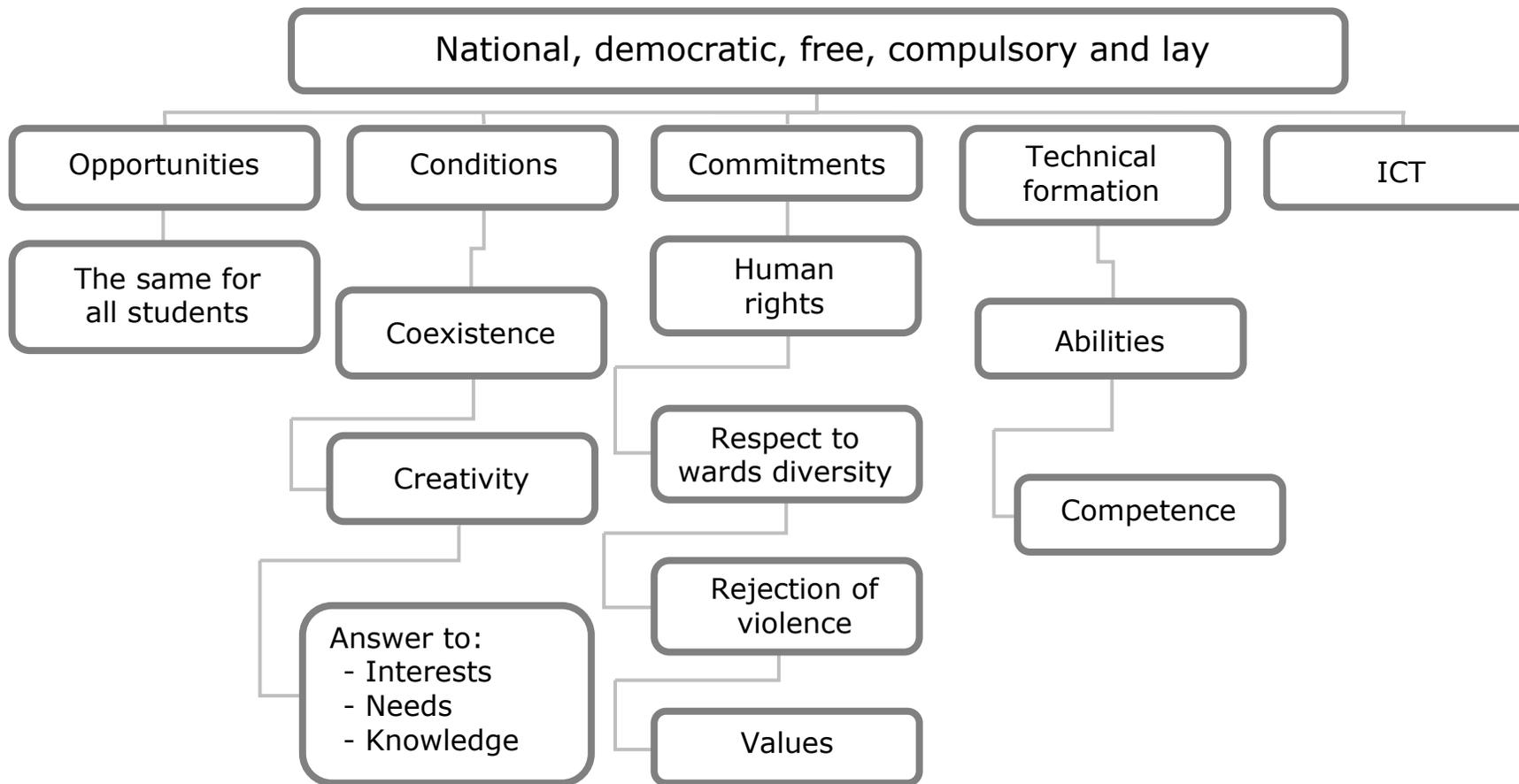


Diagram 4

HOW



Unit 2



Unit 2

Purposes and Object of Study of the NEPBE

I. Content: General purposes of the NEPBE and specific purposes for Cycle 2.

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

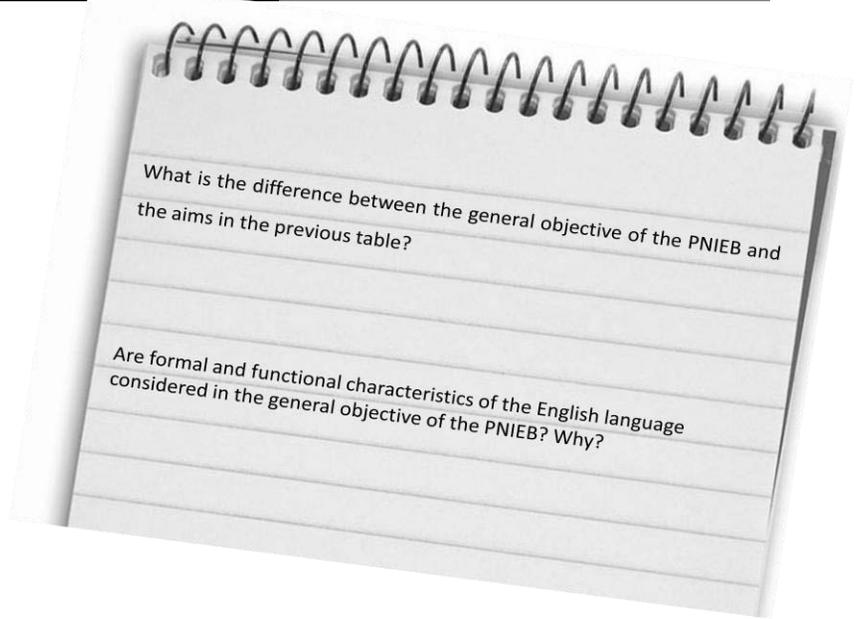
Purposes

- Think about the NEPBE general purpose and the specific purposes of Cycle 2.
- 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 2.



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

- 3. Find the general purpose of teaching English as a foreign language in the program of Cycle 2. Compare it with the prior ones and answers 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 role of language in the construction of knowledge and cultural values.

() Use language to analyze and solve problems.

() Use language to access different cultural expressions of one's own and others' countries.

() Use language to organize speech and thoughts.

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

5. Complete the next chart by writing on the column on the right the meanings of the following NEPBE specific purposes of Cycle 2.

Purposes of Cycle 2	
At the end of Cycle 2, the students will be able to:	
Express simple opinions and requests in familiar contexts.	
Recognize basic instructions, information and signs.	
Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.	
Use expressions to refer to personal aspects and needs.	
Respond to spoken and written language in different linguistic and non-linguistic ways.	



Use different strategies to solve everyday problems, and look for information about concrete topics.	
Understand unfamiliar or unknown vocabulary by means of specific strategies.	
Identify the most relevant similarities and differences between the mother tongue and the target language.	
Establish basic social contact with their linguistic repertoire.	



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 2 and based on them, complete the following specific activities with the language. Write the grade as a title. Look at the example:

Example:

First grade

Purpose: *Children will be able to express opinions and simple requests in familiar contexts*

List of specific activities with the language:

- Listen *and recognize expressions related to personal expectations for the school year in a dialogue.*
- Recognize and comprehend *expressions to get what one wants or needs from others.*

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 purposes¹

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:

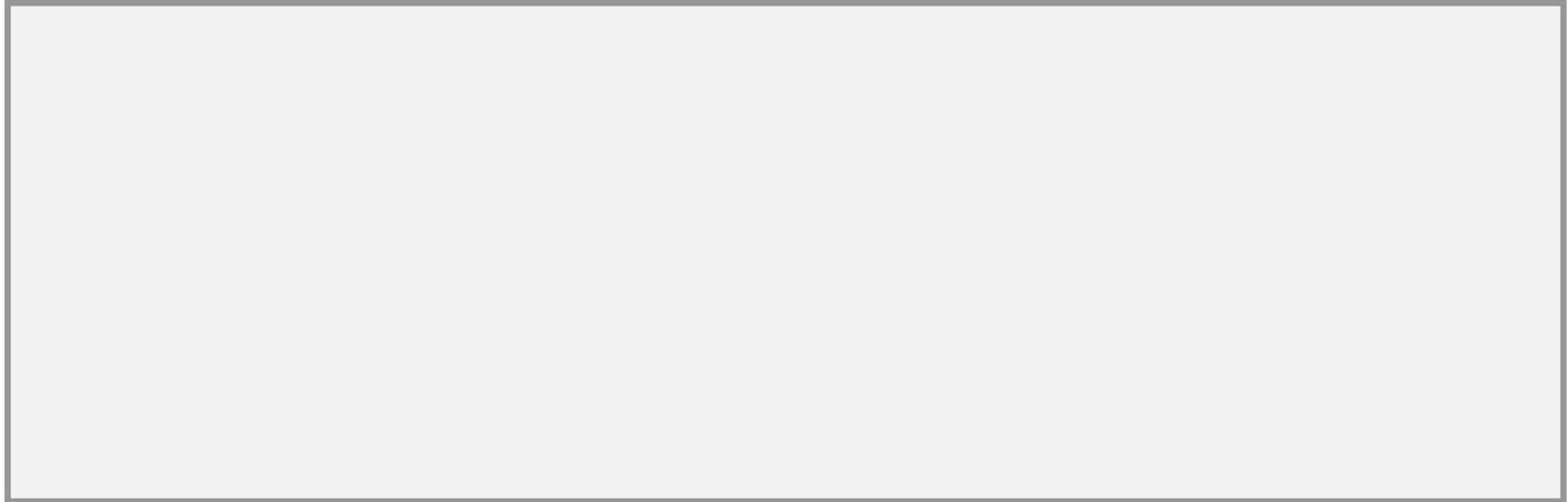
- If the school teaches how to listen, speak, read and write with the only aim of students learning to do so, then, they won't learn to use these abilities to accomplish other purposes, such as, the ones one has in social life.
- If the school (or the text books) abandon the didactic aims and assume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

communicate ideas and feelings

establish and maintain relationships with people

access information

build knowledge

organize thinking

Holidays



Hospital or health center



Civic ceremony



Friends' 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 of language 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.	
Attitudes, skills, and knowledge are the components that make up the social practices of the language.	
Abilities, knowledge and attitudes are both learnt and mobilized through 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 Foundation 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 social practices of the language	Cause of the problem
Example: <i>She read 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 her sister for a favor but she did not do it.	
She did the opposite of what I asked.	
She did not understand the reading aloud.	

She 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 ask for a salary raise. Look at the examples.

Learning to do with the language

Explore several forms requesting a salary rise to know what they look like, which parts they have, how they begin and conclude, etc.

Learning to know about the language

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

Learning to be through the language

Respectful attitude towards the sender and the intended audience.

To conclude

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

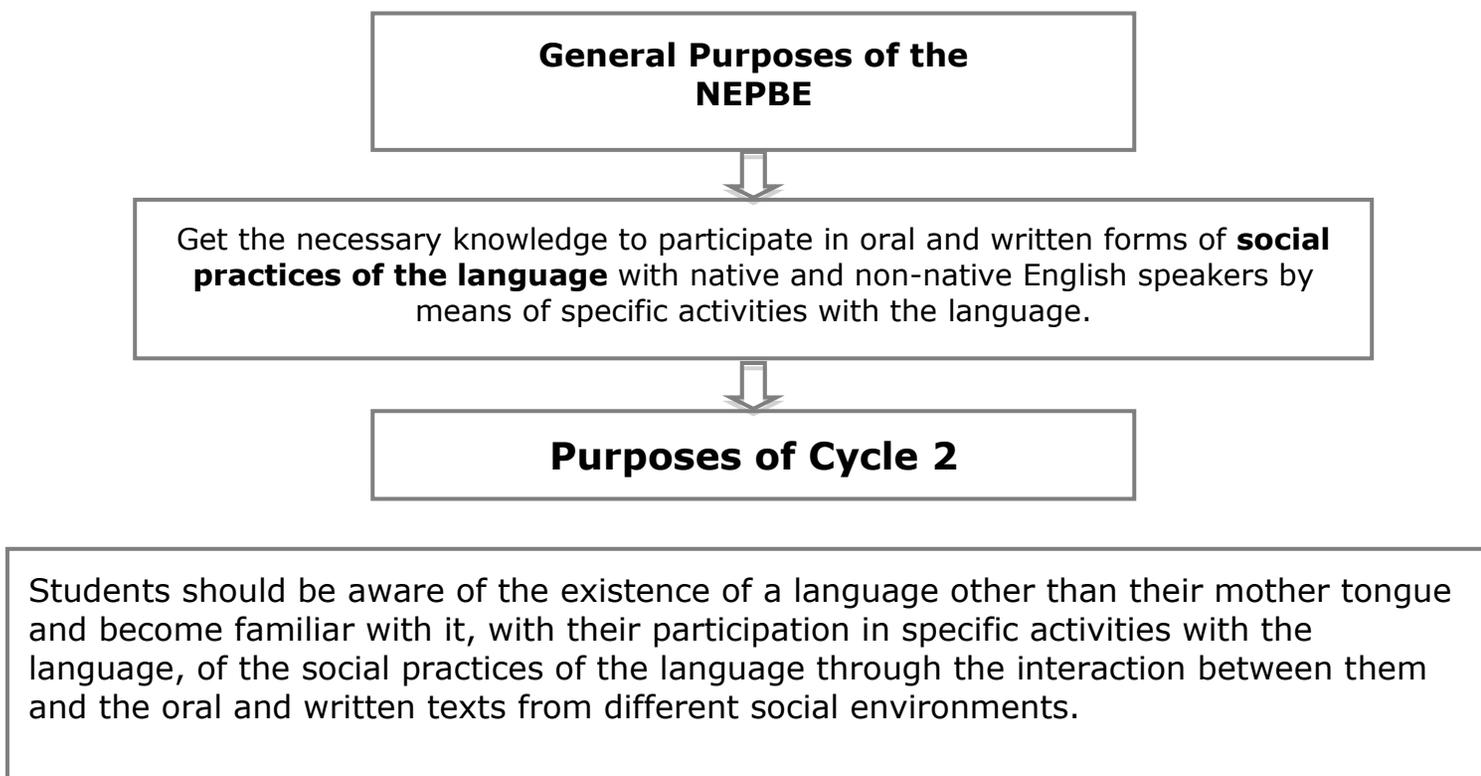
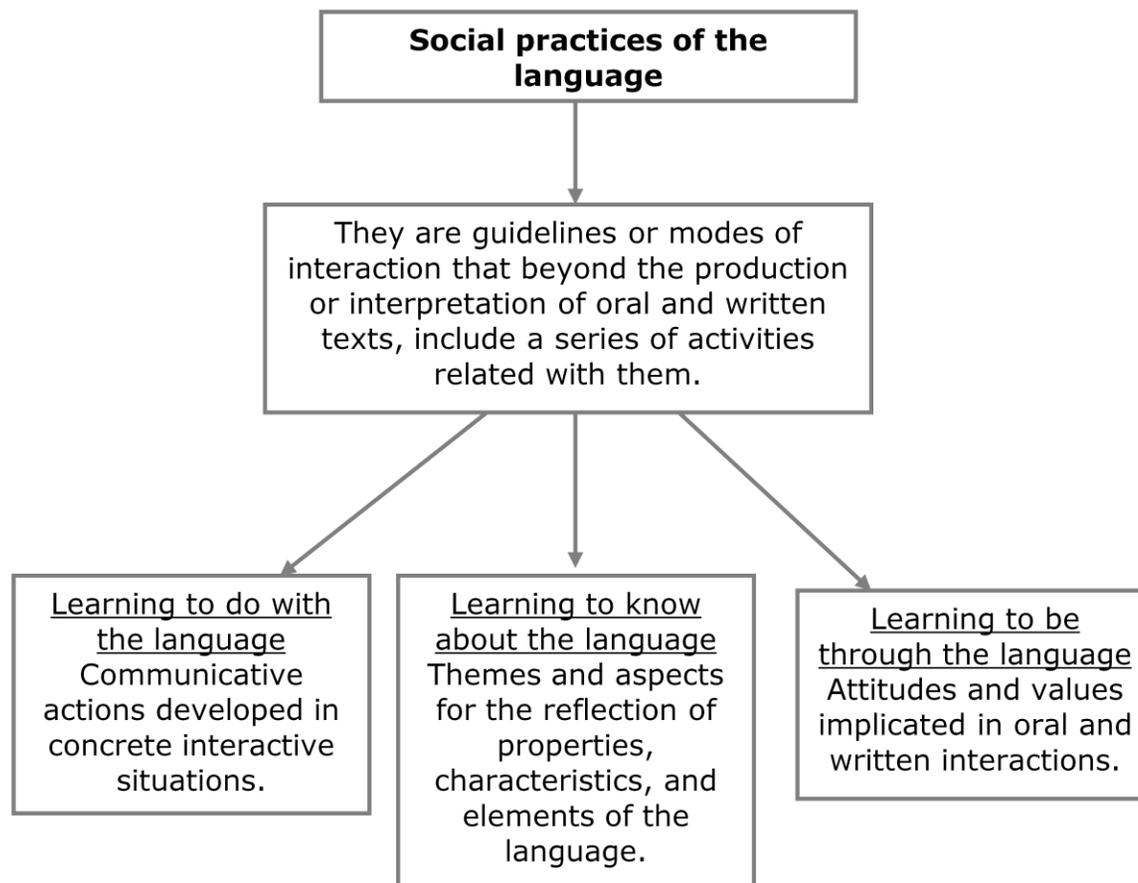
Diagram 1

Diagram 2



Unit 3



Unit 3

Object of study 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 Cycle 2 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 socio-cultural environments 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 espousment** 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 *Guías de trabajo*. 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.

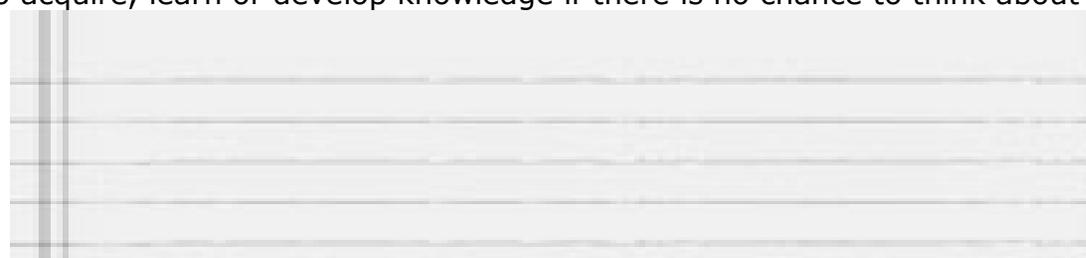
[...] Mind and reasoning are concepts that cannot be considered as independent from the activities and environments in which they are manifested [...]

3. Check section five in the *NEPBE Curricular Foundations Document*. Analyze the effect of this information on the subject of English language 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 2 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 Elementary school

• Understand instructions or steps to make an object.	
• Participate in the writing of an instruction manual to make an object.	
• Read aloud an instruction manual with teacher’s help.	

4th Grade Elementary school

• Listen to and explore song lyrics of interest to the class.	
• Listen to and follow the reading aloud of song lyrics.	
• Identify the parts of song lyrics.	
• Check spelling and writing conventions.	

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 meaningful knowledge as the process through which one becomes a member of a community [...]

Culturally meaningful knowledge is that which...

- Write on the left column the name of three communities you are member of, and on the column on the right, 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 parts of the text at the beginning of this unit and share its 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 2. 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 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 Elementary school

Specific activities with the language: Explore and respond to greeting, farewell, and courtesy expressions



4th Grade Elementary school

Specific activity with the language: _____



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

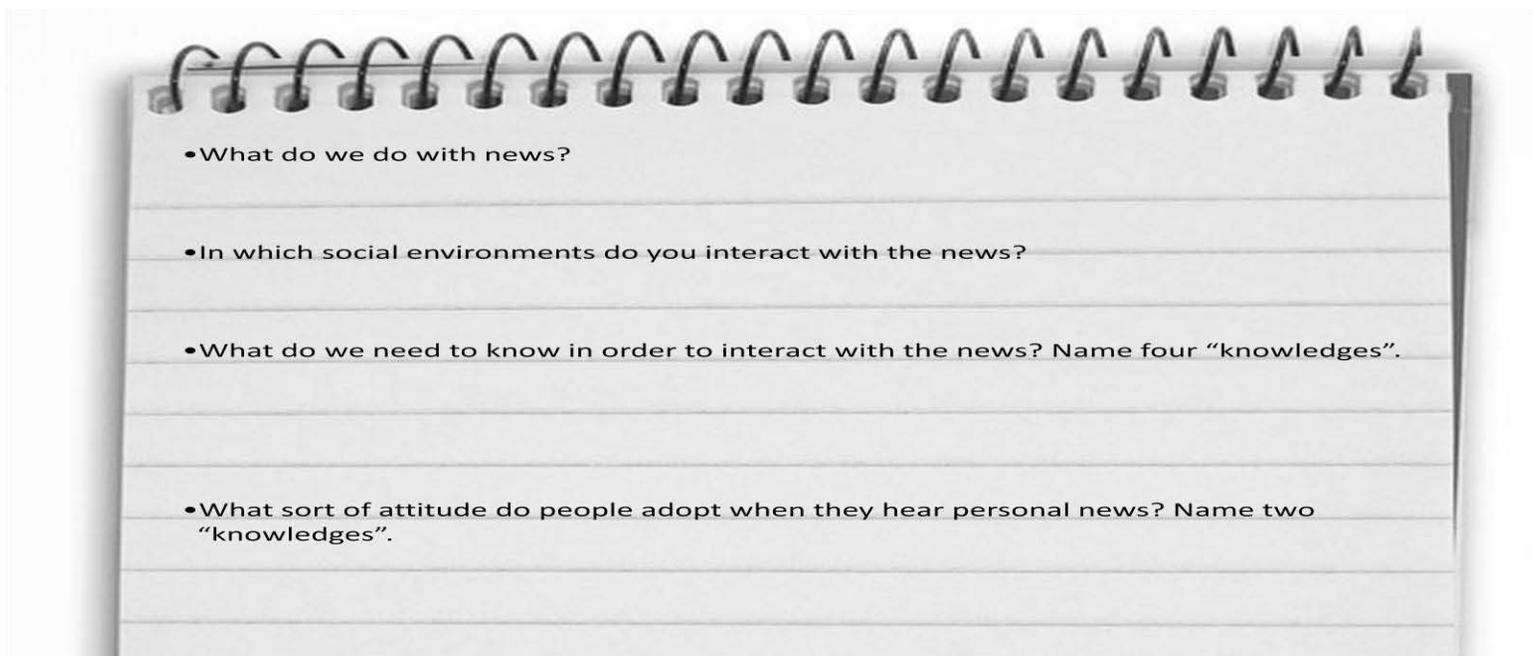
1. Read and complete the following statements. Write in the parenthesis the correct option.

()	In the Program of Cycle 2, English is considered as:	<p>a. A system of social communication that is interpreted within specific contexts.</p> <p>b. A hierarchically structured system of elements which are interrelated.</p> <p>c. A functional language system focused on the expression of meanings.</p>
()	The main focus in the definition of contents of the curriculum for Cycle 2 of the NEPBE is:	<p>a. The set of basic language skills: listening, speaking, reading and writing.</p> <p>b. The set of formal knowledge derived from models of the language.</p> <p>c. The set of social practices of the language, perceived as ways of interacting through speech and text.</p>
()	The general purpose of Cycle 2 of the NEPBE is that students:	<p>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.</p> <p>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.</p> <p>c. Interpret and produce the meanings of different texts and speeches in English.</p>



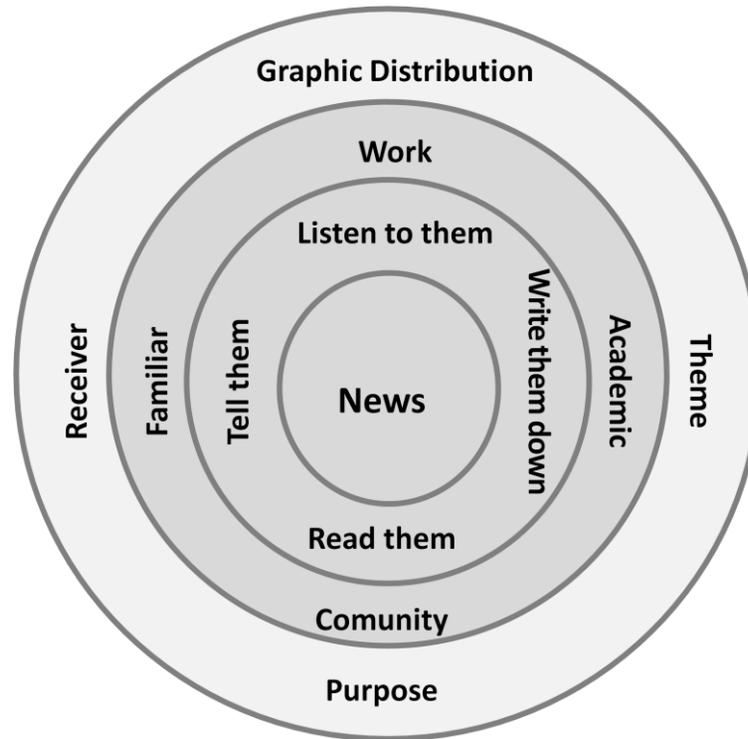
2. Look at section 6, *English Teaching Approach*, in the *NEPBE Curricular Foundations Document* and read carefully points a, b, and c, that describe the three types of contents in which Cycle 2 curriculum is based. Think and discuss the implications for curriculum design when perceiving language as an activity. Do the following activities.

- Find and read the section *Organization and Distribution of Contents* in the study program of Cycle 2 and answer the following questions orally:

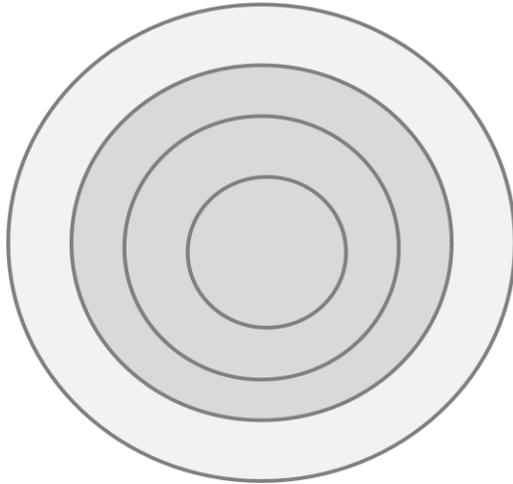


- Look at the following graph and write the answers of the previous questions on it from inside out.
- Choose three Social practices of the language from each Social learning environment of the grade you have been working with. Write the social practice of the language in the inner circle, formulate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

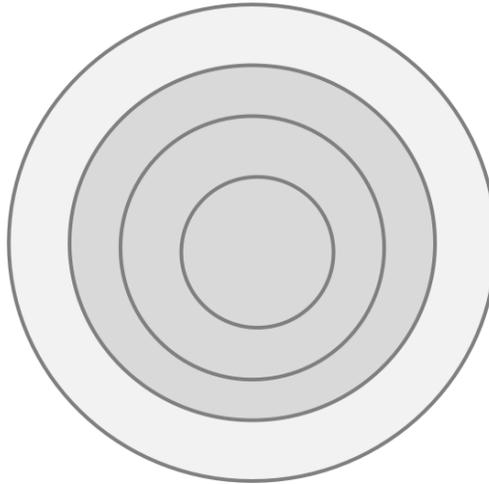
Example:



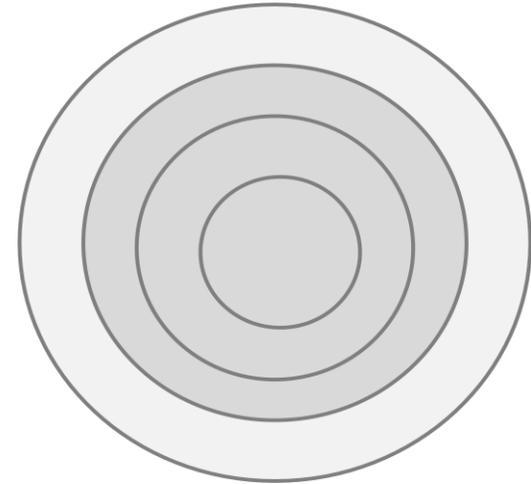
Familiar and community



Literary and ludic



Formation and academic



3. Read the information in the following boxes. Write the name of the conception of the language approach they belong to.

- Explain with your team the elaborated graphic layout.

Conception of the language in the approach: Structuralist, Functional, and focused on practices of the language.

Tool that makes possible to develop personal relationships, to perform social transactions between people and to participate in social practices.

Means which enables the expression of functional meanings.

System of elements structurally related to encode and decode meanings.

Learning objectives: Systematic-normative, semantic-functional, and socio-cultural

Emphasizes the semantic and communicative dimension and focuses on the specification and organization of teaching contents by categories of meaning and function, rather than grammatical elements.

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.

Knowledge of elements of the system: phonological units, grammatical units, grammatical operations and lexical elements.

4. Look at the following images, read the dialogues and write on the line the name of the approach being described.

Approaches: (A) Structuralist, (B) Functional and (C) Practices of the language

1. _____

Listen up! Copy the list of prepositions off the board and use each one in a sentence.

Should we draw it first?

We should see how many parts it has.

Parts of a car... tires... doors...

Puerta, door, and puertas?

Look! This picture shows all the parts and their names!

Now that you know which object you'll assemble, write the instructions so others may do so as well!

What should we do first?

Cortar... Cut.

Cut the *cartón*... How do you say *cartón*?

Cartón, paper

No, paper is *papel*

3. _____

2. _____

Draw the story characters and write their names.

King...

Where is it?

There's five.

Here! *King*

Cinco is five

Princess is *princesa*, but there aren't any.

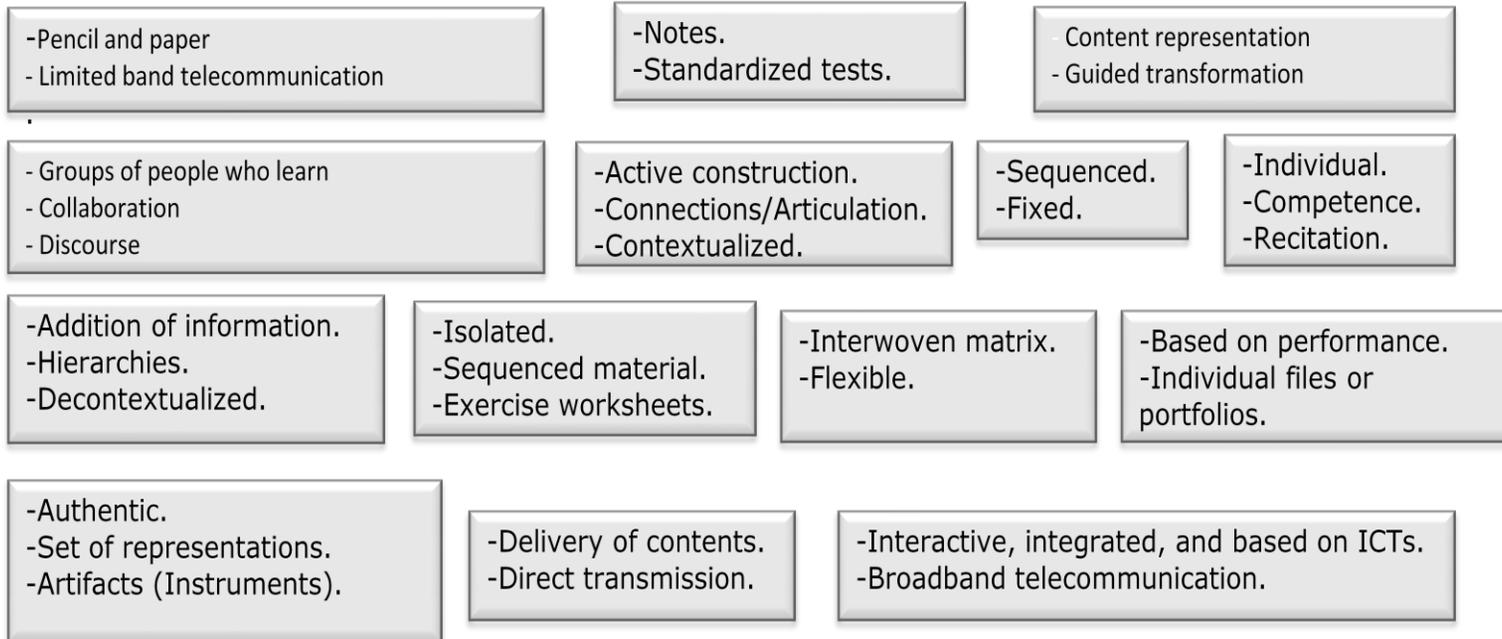
What is "*princesa*" in English?

5. Get together with a colleague and think which of the components listed below relates 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	Community of learning individuals Collaboration Speech	Individual Competition Recitation

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

6. Check Cycle 2 Program and complete the following statements.

- Each grade in Cycle 2 has ___ units.
- Each unit corresponds to a _____.
- Cycle 2 has a total of _____ social practices of the language and _____ specific activities with the language.
- Each grade in Cycle 2 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 the specific activities with the language are divided into 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****Approaches**

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

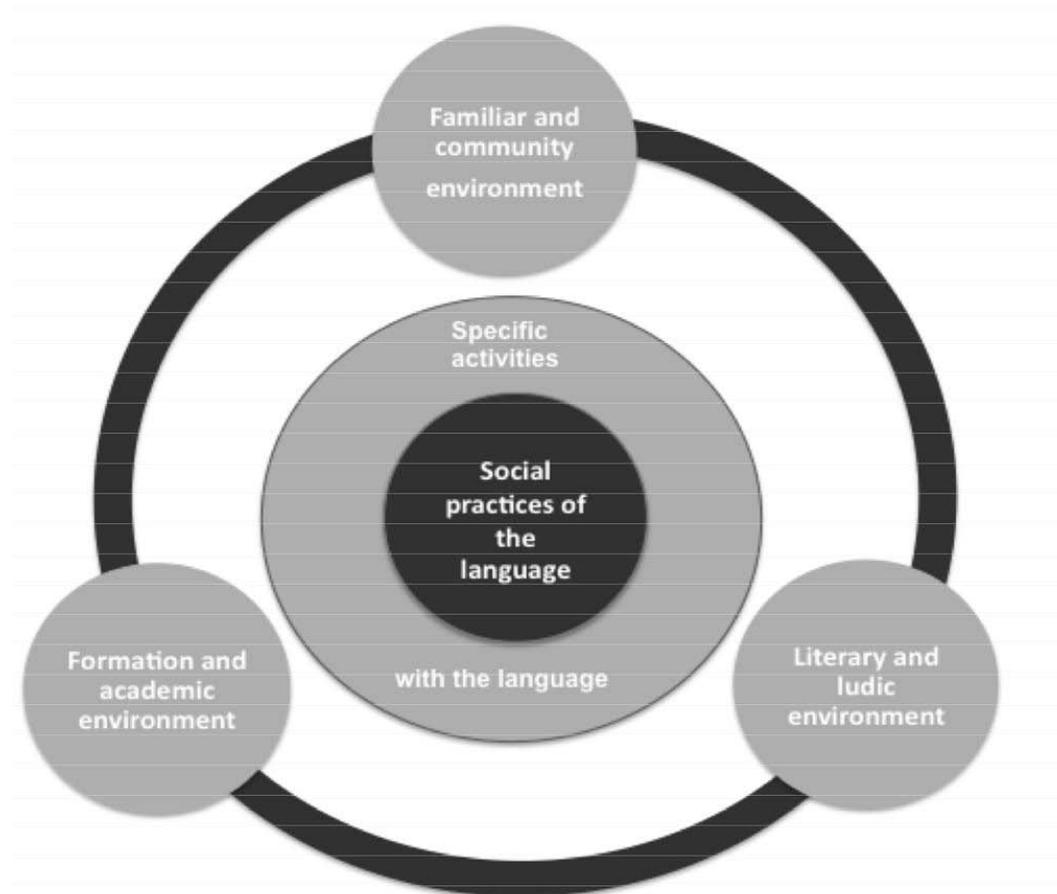
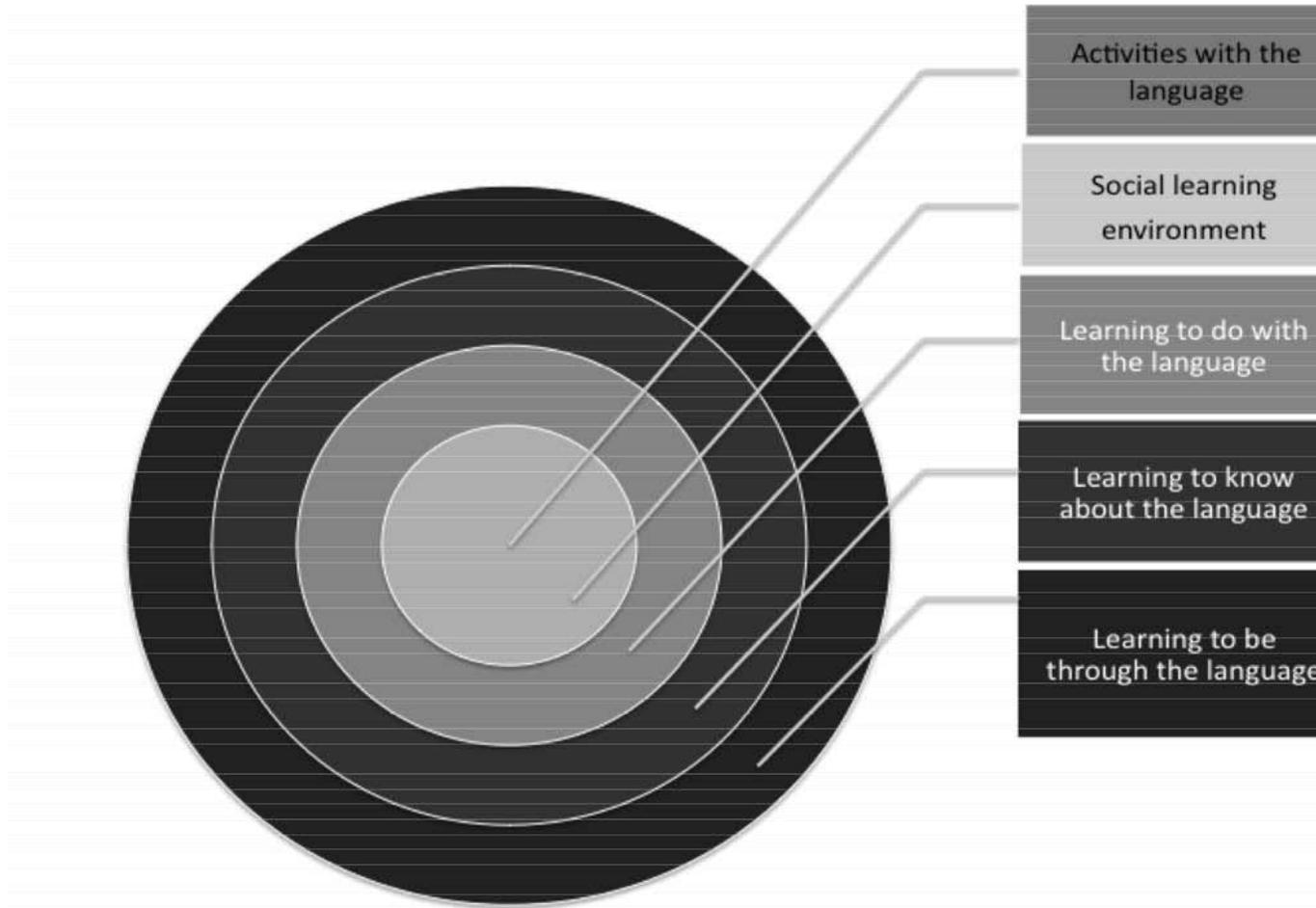


Diagram 2



Unit 4



Unit 4

Assessment

Purposes of the Unit

I. Content: Proposal and definition of assessment for Cycle 2.

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

- 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) When assessing, do you focus on what students know?
- h) When assessing, do you seek balance between what your students do and what they know?

Purposes

- Think about the process of assessment in the teaching of a foreign language (English) in basic education, as well as the assessment proposal for Cycle 2.
- 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.

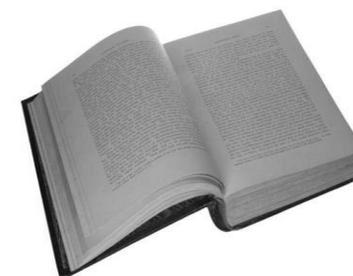


2. Read the following information about assessment for learning and underline the ideas that in your opinion support your answers to the previous questions.

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.) 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.: "...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.: "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. affirms: "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. 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 previous text, check the answers given in exercise 1 and do the following activities.

- Put a check (✓) on the space if your answer to that question remains the same, put a cross 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 that uses the central ideas expressed by the authors of the text "Concepts about assessment".

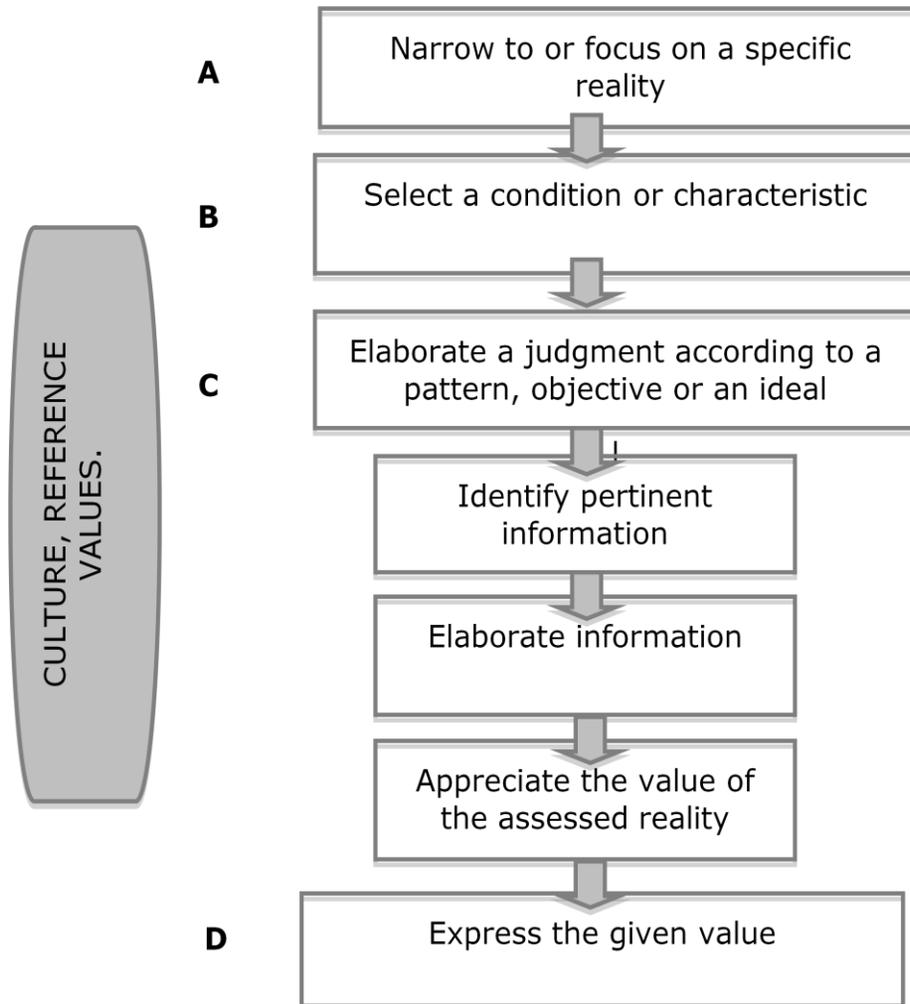
From a perspective focused on the social practices of the language, assessment is...

- 
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 2, 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 2

6. Analyze and comment the following chart by Gimeno Sacristán (2008)⁶, who highlights the steps followed to assess as well as the "...pedagogic, politic, ethic, and technical decisions and dilemmas to which one should respond to".

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

FORMAL STEPS**OPTIONS**

- Who can be 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 is collected and with what 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 2*; choose a specific activity with the language of third or fourth 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 this specific activity with the language answering the questions in the previous diagram.

8. Read the section *Assessment* in the Program of Studies for Cycle 2, and then do the following activities.

- Comment on the formal aspects (global, continuous, and formative) that characterize the assessment established in the Study Program. Write a definition of assessment which contemplates them in the first part of the following table of contents.
- Complete the rest of the table of contents by writing the relevant information in each space. Look at the examples.

ASSESEMENT ACCORDING TO THE NEPBE

Definition:

Objectives:

- *Find information to evaluate the course of the teaching/learning processes.*
-
-

Sources of information:

- *Peer feedback*
-
-

Instruments:

- *Portfolios or dossiers.*
-
-

Advantages of this type of evaluation:

Example: It is carried out throughout the course and covers several aspects of the student's performance.

-
-
-

Disadvantages of these instruments:

Example: Its implementation takes more time.

-
-



II. Content: Assessment tools.



1. Choose a grade from Cycle 2 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 specific activity with the language chosen.
- Decide what contents of the Learning to do with the language, Learning to know about the language, and Learning to be through the language can be used at the time of making the indicated product.
- Discuss what tools are appropriate to assess students' participation and performance in such tasks. Then, complete the information.
- Discuss your answers.

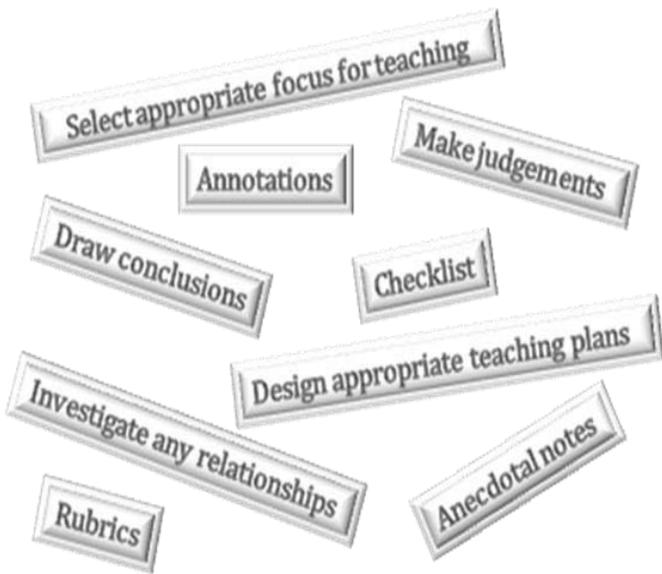
Chart 1

What information is needed?	
• Students' attitude:	
• Students' knowledge, skills and understanding of:	
- Use of oral or written texts:	
- Contextual understanding:	
- Conventions:	
- Processes and strategies:	

2. Discuss and analyze the ways that you consider most efficient, valid, and pertinent to obtain enough information for example: observations, conversations, or graphic, written, and oral products made by students.
 - Read the information in the chart in the Appendix. Discuss and choose the ways that in your opinion are most adequate to assess the students’ participation and performance in the contents of the specific activity with the language. Bear in mind that the more information you get the fairer the evaluation will be.

3. Read the following information and fill in Chart 2.

Chart 2



What can be done with the information⁸	How can the information be recorded
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •

⁸ Source: (Adaptation) Annandale, K. et al. *First Steps Second Edition: Linking Assessment, Teaching and Learning*. United States, Steps.

- Write the name of the instrument on the line.
- Complete the instrument.
- Choose one of the learning environments from the Unit in which the assessment tools were discussed. Read the social practice, specific activities with the language, table of contents and achievements of this learning environment.
- From the following instruments, choose the one that corresponds to the grade you have been working with in this unit, read its characteristics and and complete it by considering the suggestions for its elaboration.

(Name of the instrument)



Specific activities with the language:				
I'm able to:	Not yet	Sometimes	Most of the times	Always
• Determining the function, the purpose and the intended audience of...				
•				
•				
•				
•				
•				
•				
•				

(Name of the tool)

Teacher observations⁹

Sample. Name: Petra López	Name:	Name:	Name:
<i>Understands and answers greetings with gestures. Gives monosyllabic answers (yes/no) to instructions with non verbal language support</i>			
Name:	Name:	Name:	Name:

⁹ Source: (Adaptation) Annandale, K. et al. *First Steps Second Edition: Linking Assessment, Teaching and Learning*. United States, Steps.

(Name of the tool)

Specific activities with the language:

Criteria	Quality ¹⁰			
	1	2	3	4
Behaviors				
Sample: Questioning and responding	Understanding questions asked from others.	Students ask for information and give responses that indicate attention to topic.	Responses given occasionally that indicate attention to topic	Students have difficulty giving appropriate responses.

¹⁰ Source: (Adaptation) Annandale, K. et al. *First Steps Second Edition: Linking Assessment, Teaching and Learning*. United States, Steps.

6. Share your opinions about the content of the following chart and decide:

- What will you do with the information of the activities that link the contents of the specific activity with the language?
- How will you record the information?
- How and to whom will the information be given? Who will give it?

How can the information be shared with others?

- Report cards
- Portfolios
- Learning trips
- Three-way conferences



7. Show the assessment instrument 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

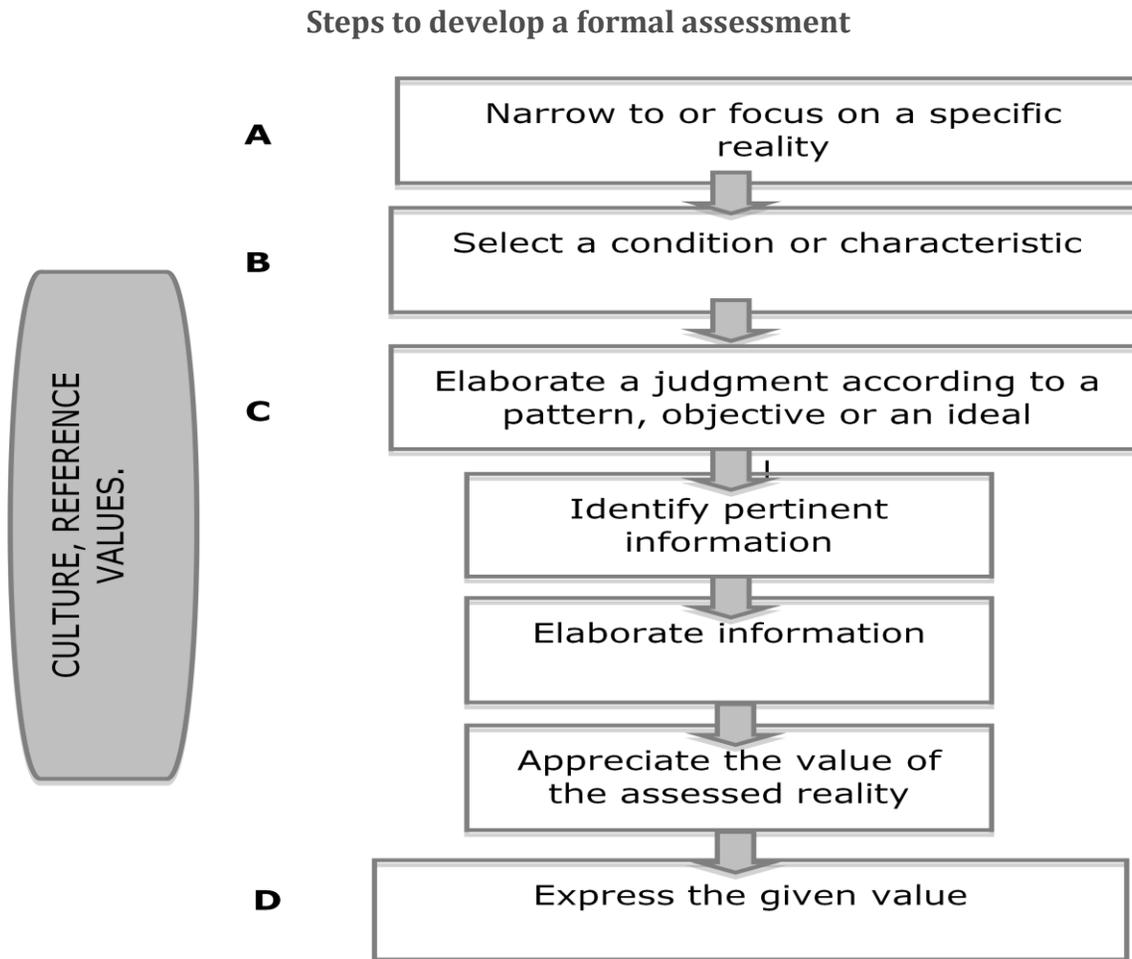
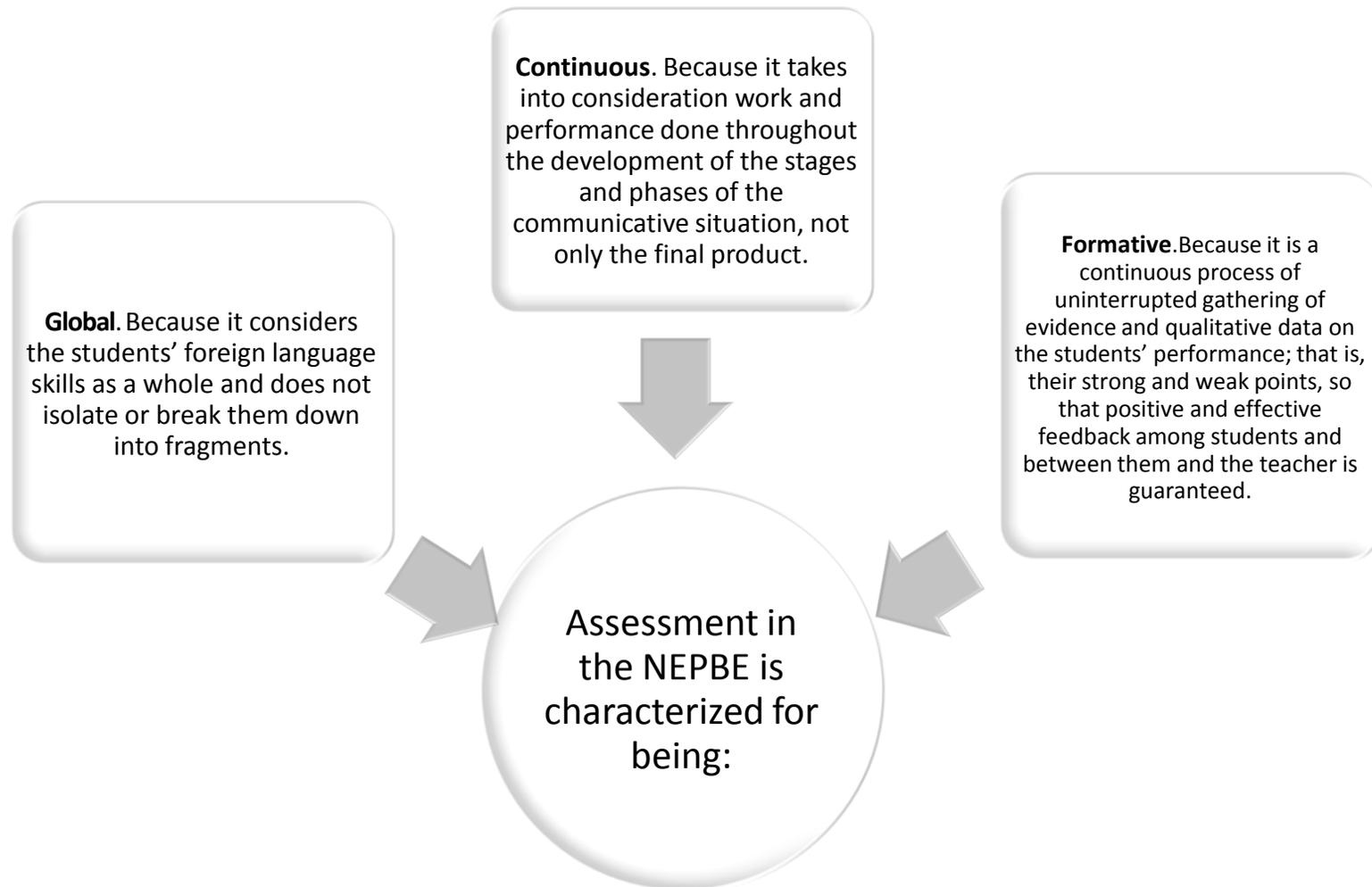


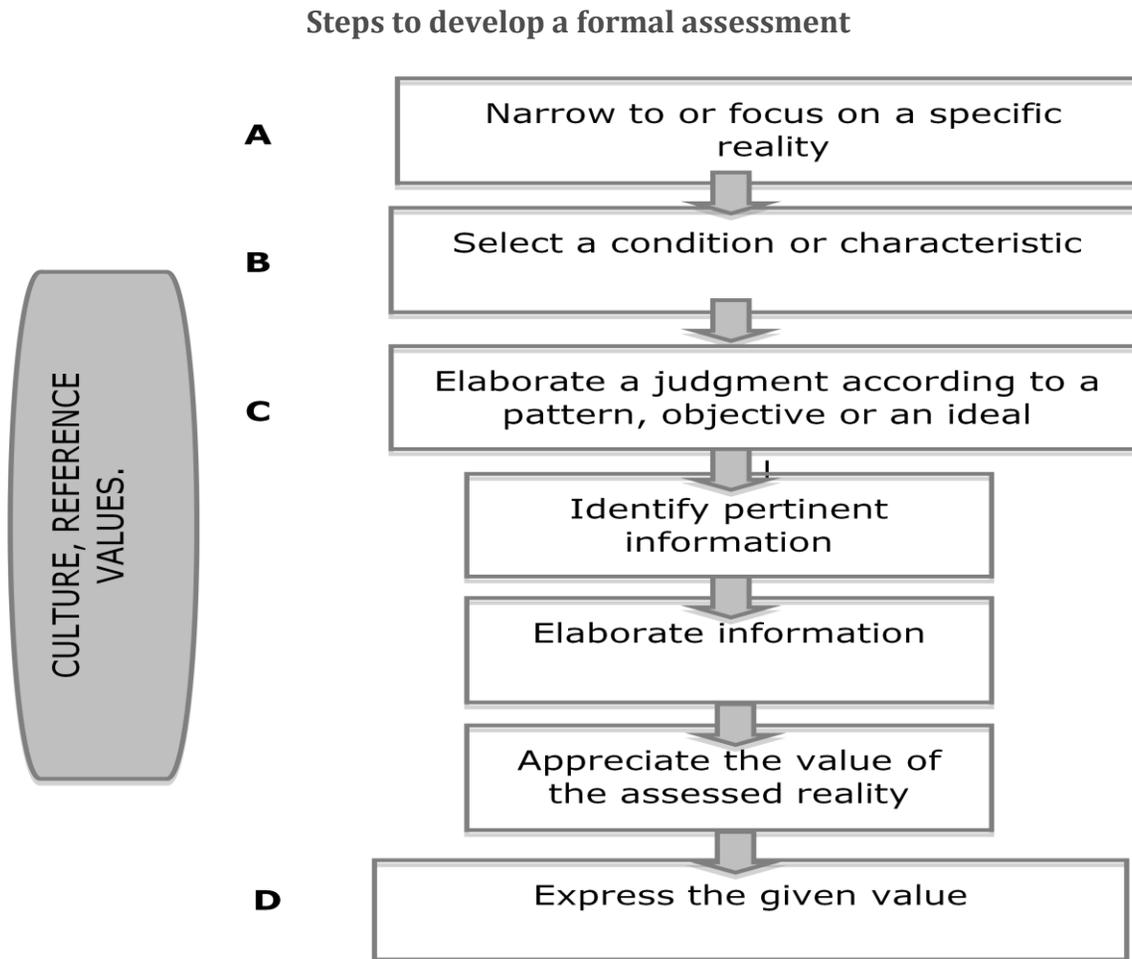
Diagram 2

To conclude



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

Diagram 1



APPENDIX

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 product. The teachers can assess student products that are have been created during the process of learning, not only the final products that are a result of learning.</p>	<ul style="list-style-type: none"> • Self-assessment Products: is a critical part of developing a student's responsibility for his or her own learning, and can provide teacher with insights the student's learning: Log formats and Journals. • Think-aloud: are articulations of thoughts before, during and after tasks. • Work Sample: is anything (oral, written or visual) completed by students in authentic communication situations from judgments about language learning can be made. Teacher need to be aware of level of support provided, the processes and strategies used by individual student and the group dynamics involved may all influence the outcome of the product being assessed. • Retells: is 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 read, organize key information they understood form 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 e. g. criterion-referenced test, norm-referenced or teacher-made reference.
<ul style="list-style-type: none"> • Conversations. One the most important ways to assess student's learning is through the use talk. 	<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 conference- student and student; small-group conferences-students; 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 interview 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.

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 3rd grade elementary school students.

Purposes

- Analyze the characteristics required for the English teacher of Cycle 2 to achieve the purposes.
- Recognize the role of the English teacher in the learning of students in Cycle 2.

The community advertisements

We show the advertisements for the 15 of September festivities and, as we do it ...

- **We read the place, date and time a couple times.**
- **We point out the place, date, and time.**

We cover up the written text for the place, date, and time and...

- **We ask the children to repeat their names after us.**
- **We hand out a miniature copy of the advertisements so the children paste labels with the place, date and time written down.....**
- **We hand out the labels with the texts.**

We ask the children to paste the labels in the specific place where they belong in the announcement, as we display it to them.



КУХНЯ

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?

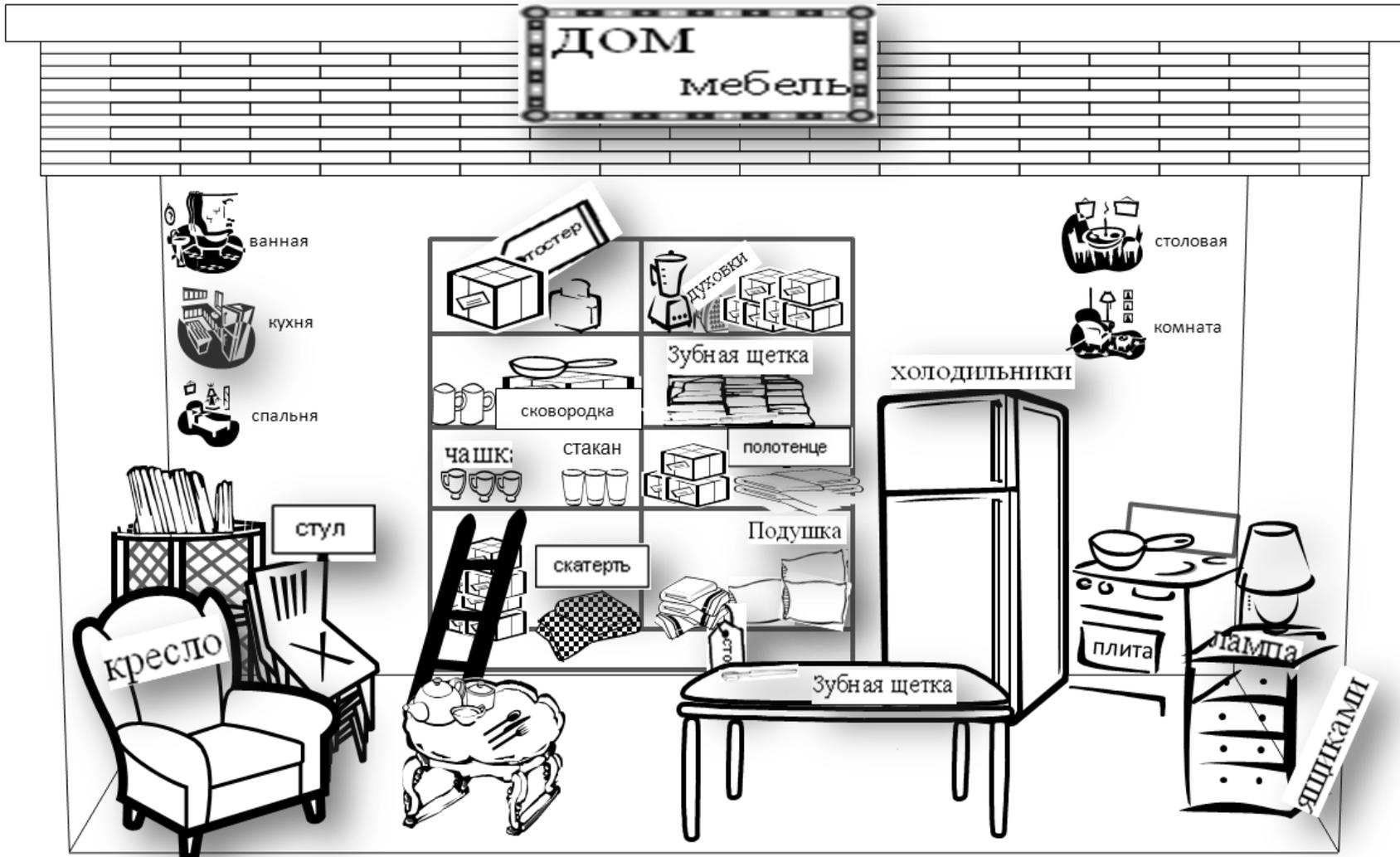


3. Form a team and read the following real life situations shown on the column on the left of the chart. learning to do with the language, required in each case.

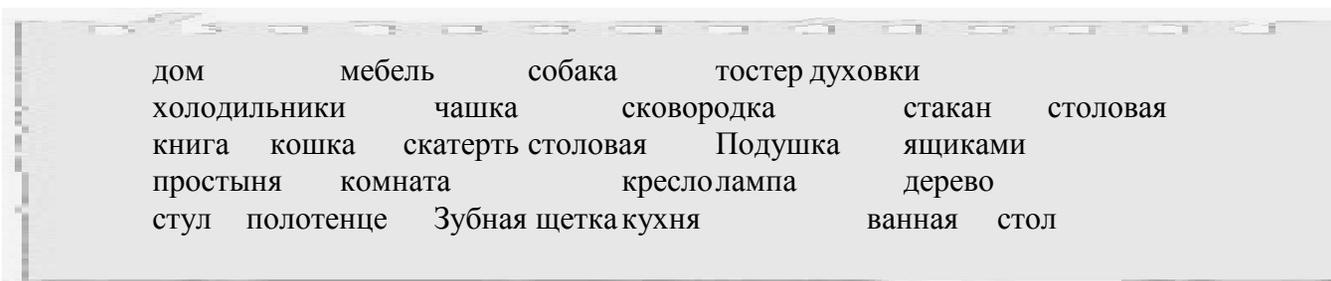
Chart 1

<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 returned they grouped the things they bought by room 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 inside the box and complete the following exercises.



- 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 equipment, utensils, accessories, and furniture				
Chart 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:
 - ▶ left to right ◀ right to left ▼ top to bottom ▲ 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.

6. 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.

Chart 3

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

7. Look for the Familiar and community environment contents, Unit 5, in the 3rd grade of elementary school to verify the answers to the prior exercises.

8. Check the teaching sequence “The community advertisements” at the beginning of the Unit. Read the real-life case in chart 1 and the specific purposes for Cycle 2 of the NEPBE to answer the following questions.

- The sequence “The community advertisements” focuses on which one of the different types of content (learning to know, learning to do or learning to be through the language)? _____
- Does the “The community advertisements” teaching sequence follow any of the specific purposes for Cycle 2?

- If the English teacher decided to design a communicative situation that implied actions like those of the characters from the real-life case, who would be the model of speech and writing of the language being taught?

- Who knows the strategies that the speaker of the foreign language uses in several oral and written social practices?

- Who knows the properties and types of oral and written texts with its phonic, syntactic, and semantic aspects?

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

- Who should know how to formulate the knowledge from the linguistic system and the resources from 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?



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

II. Content: Teaching considerations.

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

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

- Discuss which of the above characteristics must be taken into account in the planning of class work, which must not, and why. Write in the space below the conclusions you reached.

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.

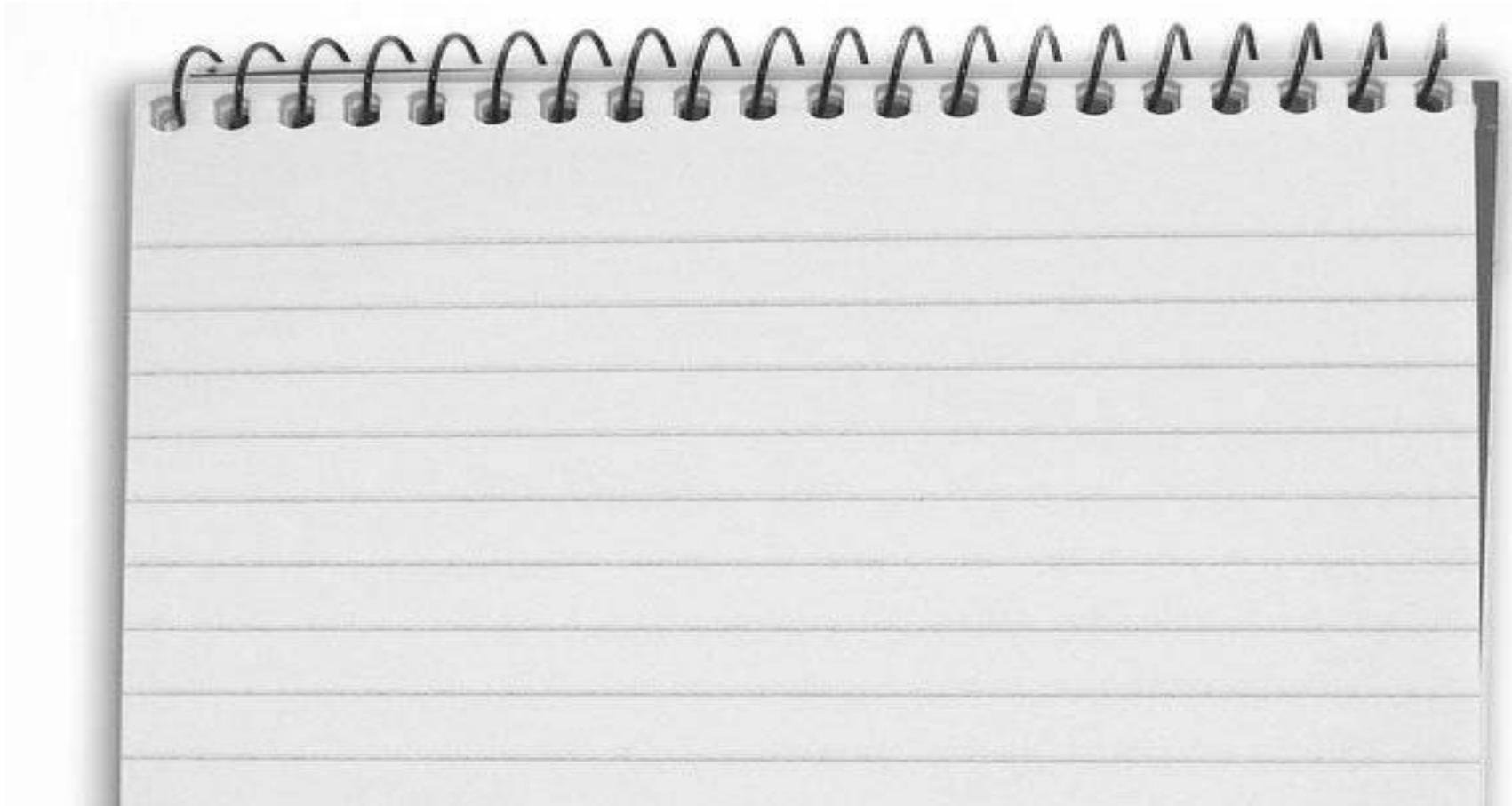
Yes, remember where they come from, how they speak and what they can learn. Fortunately, there are a number of things that children have in common. Think about those things and what we already told you and you'll do fine. If you have any questions, just ask.



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 and each one of them. Right?

3. Based on the content of this conversation, presentation, purposes and teaching guidelines of the Program for Cycle 2, write the desirable profile of the English teacher for Cycle 2 of the NEPBE, as well as aspects and conditions necessary to plan your work and achieve the curricular purposes.



To conclude



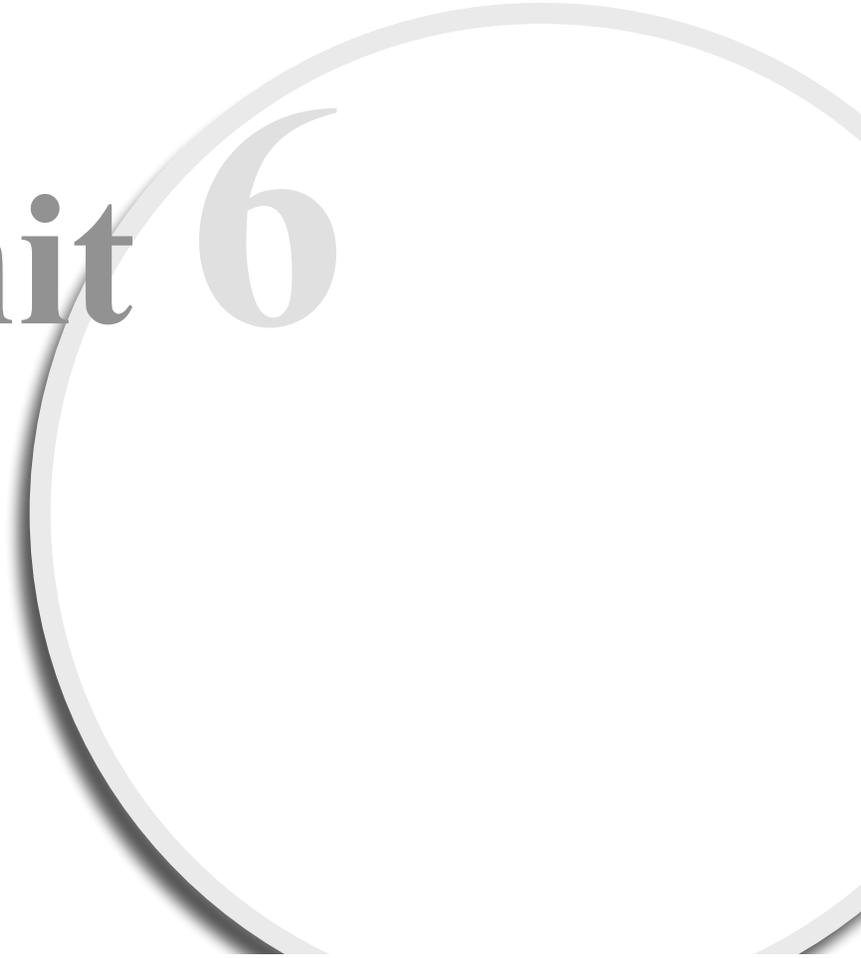
Observe the following diagrams that summarize the contents worked on this unit.

The role of the teacher in relation to the students. 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.

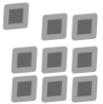
Unit 6



Unit 6

Elements Involved in the Planning of Class Work

I. Content: Educational material



1. Brainstorm elements involved in the planning of classwork for Cycle 2 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.

Purposes

- 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 classwork

-
-
-
-

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

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...
-----------------	------------------	----------------------------------

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

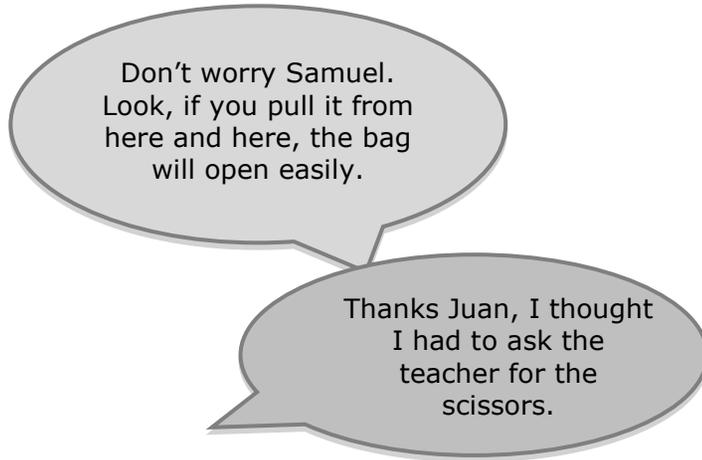
Time because...	Space because...	Educational resources because...
-----------------	------------------	----------------------------------

- 
4. Get together with several colleagues, choose one of the grades from Cycle 2 of the NEPBE and do the following activities:
- Select a unit and a 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.

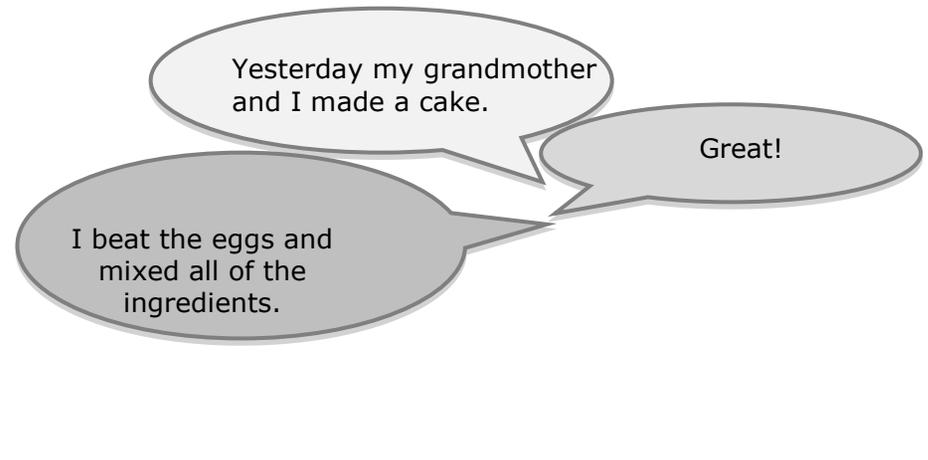
Cycle: _____ Grade: _____ Environment: _____
 Social practices of the language: _____

	Time	Space	Material
Out-of-school Environment			
School			
Classroom			

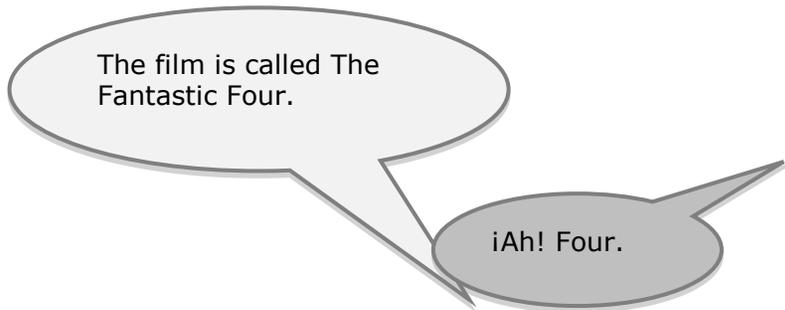
5. Read the following children dialogues. Based on them, select one of the two conclusions presented for each case.



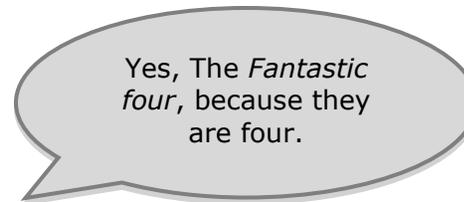
- a) Children learn from their peers only when the teacher intervenes.
- b) Children learn from their peers with or without the teacher's intervention.



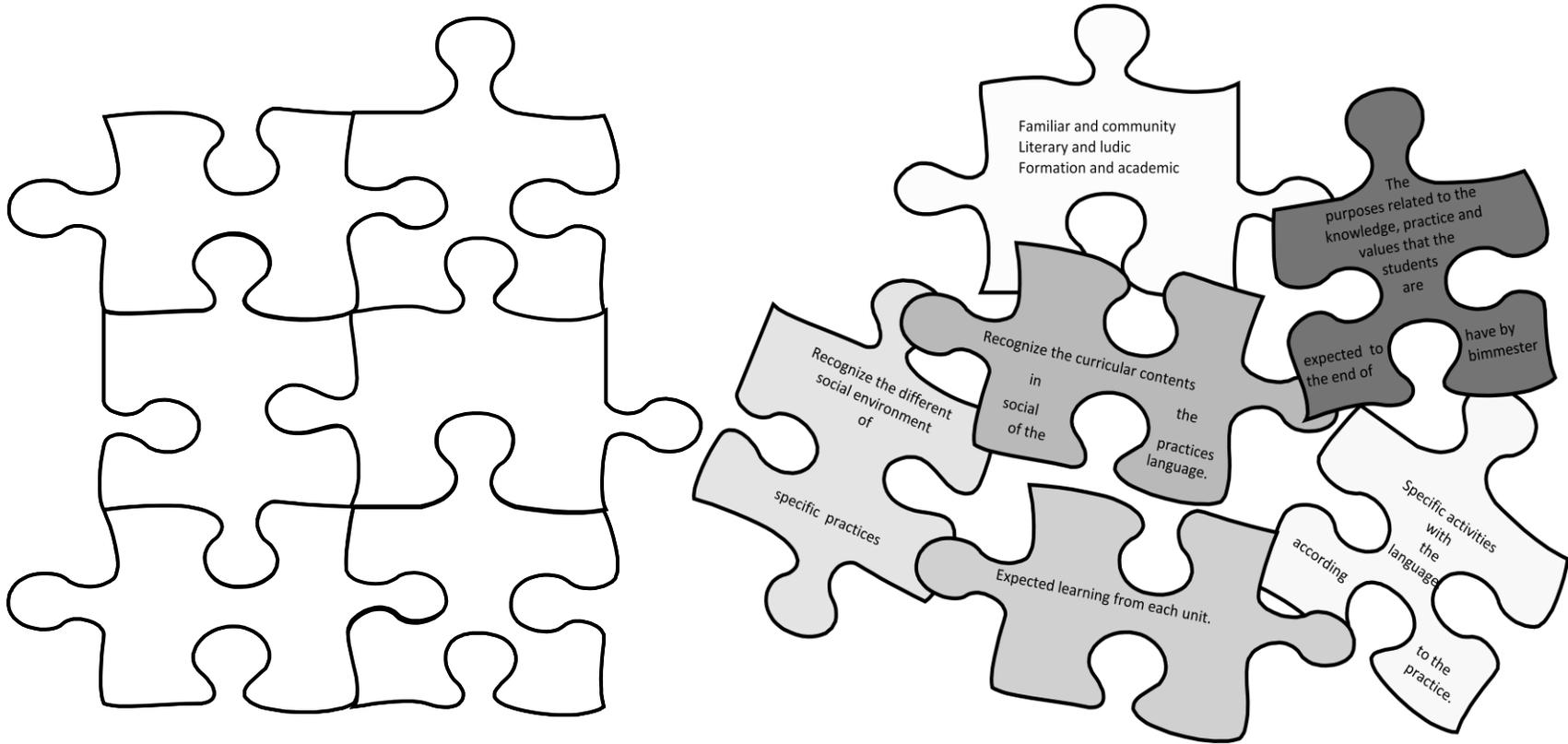
- a) Children may only carry out activities according to their stage of development.
- b) Children can carry out activities beyond their stage of development with the help of others.



- a) Children learn about a foreign language in places where they are formally taught.
- b) Children learn about a foreign language in places where they interact with it.



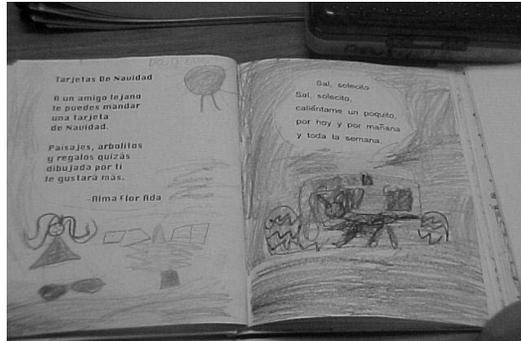
- 6. Put together the following puzzle. First, find the parts that make up a sentence. Then, write the two parts that complete the sentence on the empty puzzle.



- Check Teaching Guidelines in the Program of Cycle 2 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 in Cycle 2. Look and check the charts of contents as follows: Primary school. Third grade, Familiar and community environment and Fourth grade, Literary and ludic 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 (Primary school. Third /Fourth grade.)		
Elaborated by students.	Elaborated by school community members.	Elaborated by other means or people outside the school.
Example: from other groups (and school grades)	- Parents or relatives who are in contact with people living in the USA.	- Radio stations.

- 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	

- The following sentences describe the aspects that should be taken into account during the planning for the selection of materials. Find the words that complete the sentences in the word search puzzle.



A U T H E N T I C Q X D C
 S D W A G I B Y L G K E O
 Z P A R T N E R L E S S O
 Y T O P I C R E A S C Y P
 J L O D G L C E H T O D E
 B V S S U U T E V U A A R
 V A R I E D I L O D C S A
 O E V L T E A C H E R D T
 N D F E T K G S P N O T I
 G R O U P I C H Q T E M V
 H C Q S R E F E R E N C E
 P R O G R A M I A N R U D
 R I S T C L A S S R O O M



- ✓ Materials should provide information about the topics, although they are not expected to interpret reality or be examples of _____ language.
- ✓ The selection of materials should enable the assessment task of the _____.
- ✓ Materials for the activities should _____ the use of ITC's whenever possible.
- ✓ Materials should allow the individual development of _____ in the _____ and consequently, the group's development.
- ✓ The _____ of studies is the main _____ for planning. Therefore, it is an essential material to achieve the purposes of the subject.
- ✓ Materials should consider the individual characteristics of students and the _____.
- ✓ Materials should be _____ and they need to activate children's enthusiasm for the _____.
- ✓ Materials should consider individual and _____ work as part of the social practices of the language.
- ✓ The specific activities with the language include the use and design of materials which imply individual, team, _____ and group work.

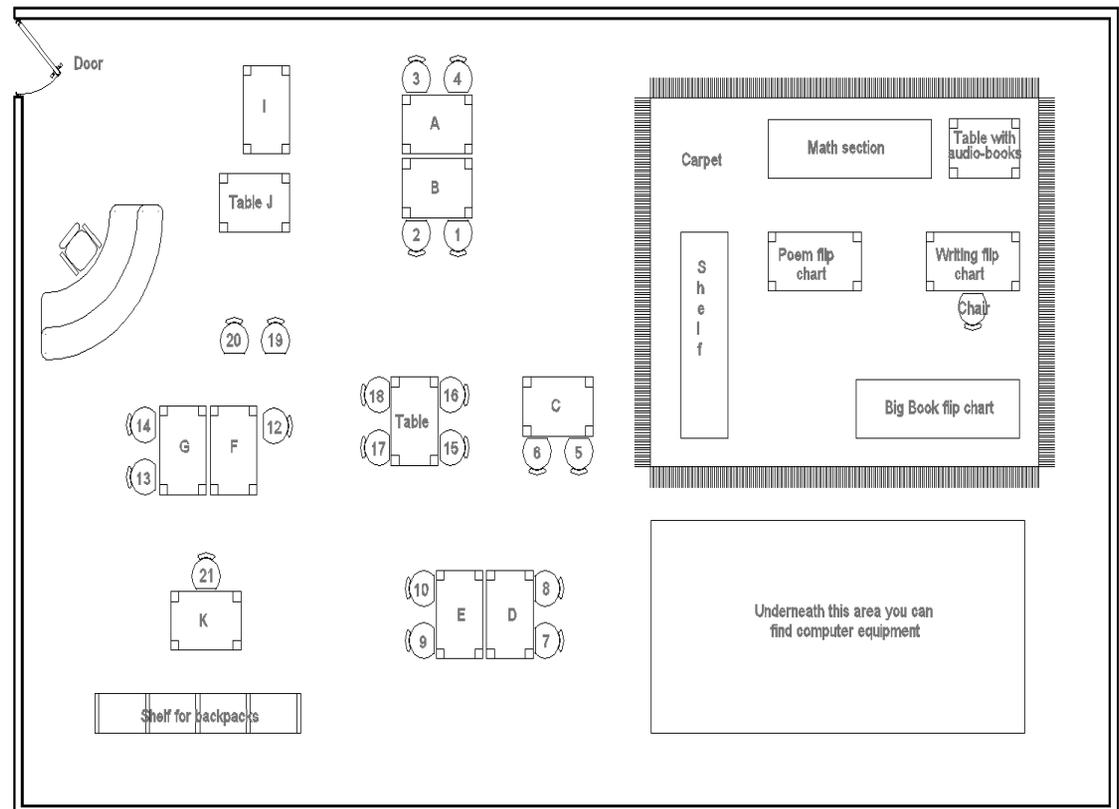
II. Content: Organization and distribution of space and time in the classroom.

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.

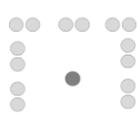


1. Get together with colleagues. Look at the following map of a classroom showing the distribution and organization of space given by an English teacher. Find in the map the following elements:

- Location of children (marked with numbers)
- Working tables (marked with uppercase letters)
- Classroom entrance door
- Rug: math area, flipcharts with poems, Big books flipcharts, 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 with 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 reduce 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.	

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 purposes of Cycle 2, and study Chart 4: *Time and number of weekly sessions for the English language subject*. Then, think about the following questions:

- Are the hours of exposure to English enough for students to achieve the purposes of Cycle 2?

- Do the hours of exposure to English for a Cycle 2 student allow him/her to become familiar and to have contact with English?

- Since the social practices of the language, and not isolated contents, are the object of study, what do you think is the most appropriate unit to distribute the 100 hours in the school year?



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:

- Discuss, explain and share those aspects taken into account when deciding how many weeks and, consequently, how many hours will be assigned to work on each practice of the language. Make a list in the following space.

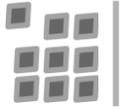


- Read and compare the following information with the content of your list. Discuss whether the number of hours included in the previous exercise changes or not.

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

Components of the planning

Elements involved in the planning of class work

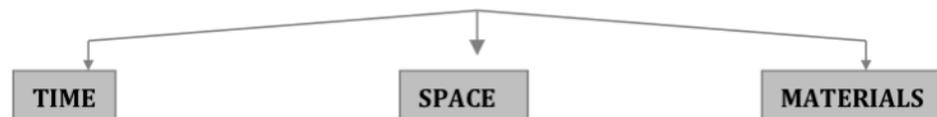


Diagram 2

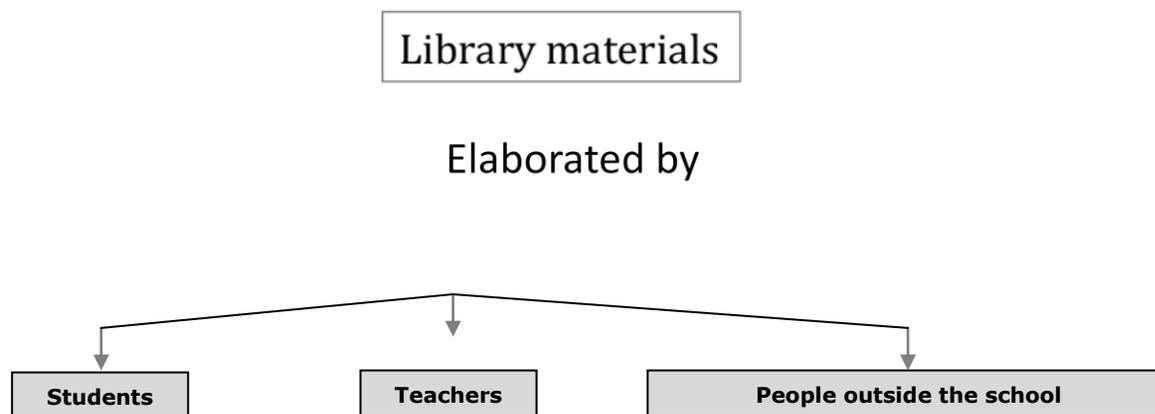
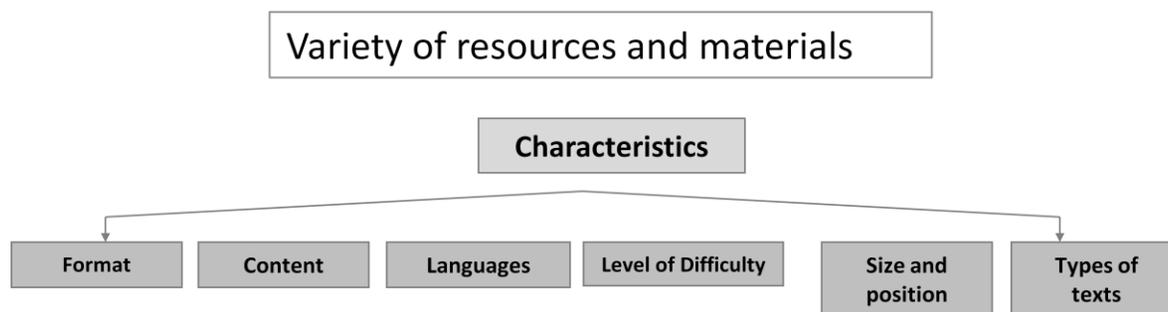
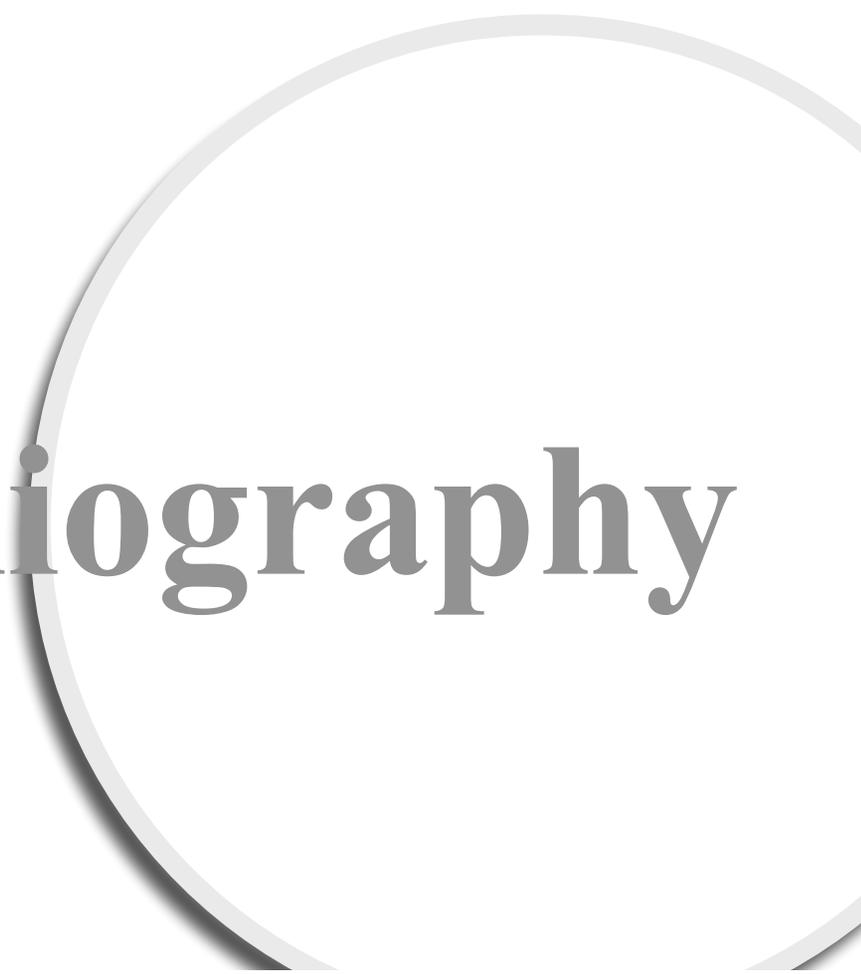


Diagram 3





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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 texts 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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Working guide. Cycle 2
Academic Support for English Language Teachers. Piloting Stage

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