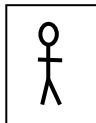
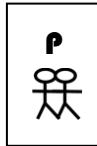
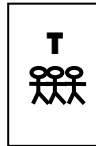
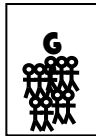


## NEPBE- Professional Development Workshop

### “Didactic Strategies and Class Planning”

#### Rules of the game

1. The workshop is a learning space for everyone here. In this space, people should feel comfortable to express their own opinions, experiences and doubts. For that, respect is required, and this means establishing a relationship in which one can express oneself freely without taking the opportunities for learning and expression away from others.
  
2. The workshop is also a limited space in time and place. In order to achieve the purposes of this learning experience, an acceptance of the guidance of the facilitator is needed. This means concentrating on the activities, subjects and performances that the workshop addresses, not because other aspects are not important, but because it is an opportunity for learning in which all the activities are there for a reason and are part of a didactic sequence that will allow the participants of the workshop to reach the intended achievements.
  
3. An important part of respect and learning is the willingness to actively participate in the different activities, for this, punctuality and attendance are crucial. It is also important to limit interruptions such as: cellular phones, constant exits to the bathroom, the use of messenger and Facebook on laptops, etc.
  
4. Since this workshop is a mandatory activity, the SEP asks for attendance by signing a list at the beginning of each day and after each break. In order to receive a diploma, participants are required to participate in at least 80% of the workshop.
  
5. The facilitators are open to questions, critiques and suggestions about the managing of the workshop; however, we ask participants to try to express them at an appropriate time. Breaks and plenaries are the appropriate spaces for this. If the questions, critiques or suggestions do not relate specifically to the purposes of the workshop, they can be put on papers and pasted on the wall, so the facilitators can take them directly to the SEP people in charge.

SYMBOLS USED			
<p><b>Individually</b></p> 	<p><b>In Pairs</b></p> 	<p><b>In teams</b></p> 	<p><b>With the whole group.</b></p> 

## NEPBE- Professional Development Workshop

### “Didactic Strategies and Class Planning”

#### Purposes of the Workshop

**Overall Performance:** to design a 50-minute class, using the basic principles of NEPBE related to the teaching-learning process, planning and assessment, which includes didactic strategies appropriate to the cycle being worked with and will serve as a model for future teaching.

**Specific Performance 1:** To use key principles of the NEPBE and new theoretical elements to improve teaching practice in aspects such as: planning, assessing and use of didactic strategies, in order to make appropriate decisions about the teaching-learning process.

**Specific Performance 2:** To analyze teaching practice using the key principles of the NEPBE, with the aim of linking theory and practice, and identifying the importance of didactic strategies, in order to reflect on and modify the observed teaching practice to suggest ways to make it more congruent with the NEPBE approach.

8:00 – 8:30

#### 1. The learning tree



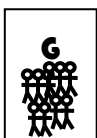
- Choose the one characteristic of an “effective teacher” with which you most identify (these characteristics are placed around the room). Characteristics adapted from Perrenoud, P. (2004) *Diez nuevas competencias para enseñar*. Barcelona: Graó).

Plans effective learning situations
Sees learning as a continuous process
Observes and assesses students continuously
Is sensitive to different learning styles and abilities
Promotes group work and collaborative learning
Makes sure students are active and involved
Shares ideas and works on solving problems with colleagues
Involves parents in the students' learning process
Uses technology (ICT) in their classes
Promotes responsibility, solidarity and fairness in the classroom



- Form a team (maximum 5 members) with others who chose the same characteristic.
- With your team, begin a picture of a tree by drawing the roots and writing your expectations of the workshop in the roots. This tree will “grow” during the workshop.
- Stick your picture on the wall.

8:30 – 8:45

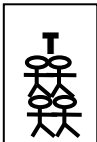


- Review, as a group, the intended performances of the workshop and clarify doubts.

- Materials:
- 10 characteristics of an “effective teacher” posted around the room
  - Poster paper
  - Markers
  - Purpose of workshop

8:45 -9:05

**2. NEPBE, planning and assessment**



- In teams of 3 or 4, complete the activity the facilitator assigns you. Base it on your previous experience with NEPBE:

Activity categories:

1. Curricular foundations -
  - a. Social practices and specific competencies
  - b. Learning environments
2. Planning –
  - a. Sequence
  - b. Importance of working on the product
3. Assessment –
  - a. Global, continuous and formative

Materials:

- Activities for each team

**Exercises CURRICULAR FOUNDATIONS (a)**

1. Read and decide if the following descriptions refer to: **Language, Social Practices of the Language or Specific Competences.**  
(Descriptions are in an envelope).

\_\_\_\_\_ is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations and gain access to information; we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation. It shows a variety of forms that depend on the communicative purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out.

\_\_\_\_\_ are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. For instance, nowadays, the spoken language practices used in dialogs vary quite often. The dialogue is established or kept according to social and communicative conventions of the culture where the exchange takes place.

A series of \_\_\_\_\_ are established to define the contents of this subject. These are conceived as complex and articulated configurations of the *doing with*, *knowing about*, and *being through the language*, whose purpose is to preserve the formal aspects and functions of language within social life. These involve three types of knowledge of different natures which define the programmatic contents.

2. Check your answers in the Curricular Foundations p. 71-77 (latest version).
3. Underline in your Curricular Foundations the key words that help you identify the characteristics of these three concepts.
4. Write, individually, in the following boxes your three favorite social practices and your three specific competencies.

<b>Social Practices of the Language</b>
a)
b)
c)

<b>Specific Competencies</b>
a)
b)
c)

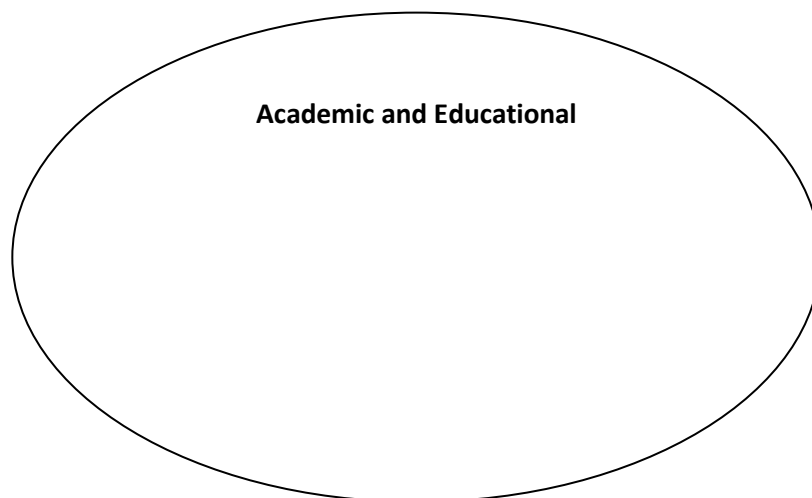
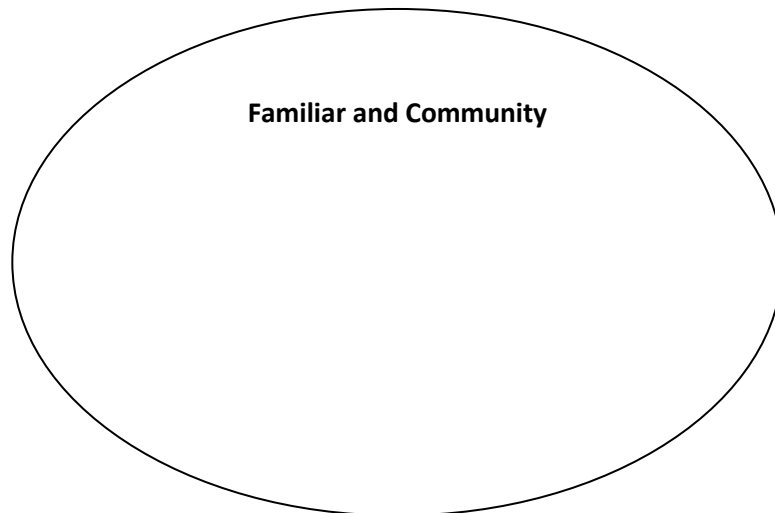
5. In your teams, compare your answers to exercise 4 and orally answer the following questions:
  - a) What makes these your favorites?
  - b) Why is it important to understand these three main concepts of NEPBE (Language, Social Practices of the language and Specific Competencies)?

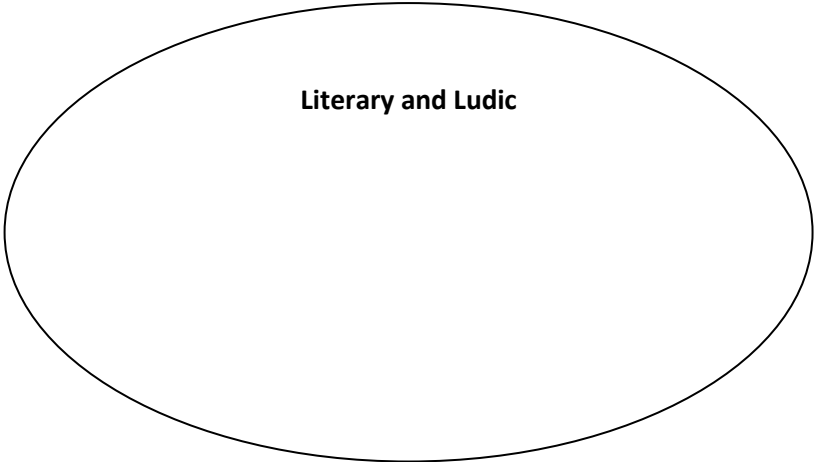
**Exercises CURRICULAR FOUNDATIONS (b)**

1. Read the following description of the social learning environments:

Social environments contribute to create language learning conditions, in this case English, since they entail the development of collective activities that favor exchange among peers, making sure every participant knows what to do and what they need to learn to successfully overcome the challenge of communicating in English with a specific social purpose. (Curricular Foundations, 2011)

2. In NEPBE there are three Social Learning Environments. Assign each environment to a different member of your team. Write the characteristics of the environment you are assigned as you understand it:





**Literary and Ludic**

3. Share the characteristics of your environment with your team and modify/add to the characteristics according to each member's experience.

4. Compare your descriptions of the environment with what the Curricular Foundations (SEP, 2011) present. Decide if how you understand the environments is congruent with the NEPBE:

**Familiar and community environment**

In the familiar and community environment, students should approach English through situations that are close to them, known, and familiar in order to foster a higher self-esteem and confidence in their own capacity to learn. Thus, the basis and necessary conditions are set so that by means of the "doing with the language" students can activate "knowledge" and "values", as well as build and generate meaning in oral and written communication, real or semi-real situations within a known context.

**Academic and educational environment**

The social practices of the language in this environment emphasize the strategies required to learn and study in situations where students use formal and academic language both in oral and written texts. The purpose of this environment is for students to participate in oral and written situations that imply acting in and out of the classroom and continue learning to successfully face the challenges of our present world.

Therefore, in this environment the emphasis is on the learning strategies that will allow students to adjust their comprehension (listening/ reading) and production processes (speaking/ writing) in order to identify meanings and solve problems that arise to fulfill the aimed goals. In this environment, students are expected to learn how to participate in social practices of the language that include knowledge about different areas of knowledge.

**Literary and ludic environment**

This environment focuses on the approximation to literature through participating in reading, writing, and oral exchanges in order to activate students' experiences and knowledge so that they share and contrast their interpretations and opinions. This generates the necessary learning conditions to participate in a social structure to broaden socio-cultural horizons and to value beliefs and expressions different from

their own.

Unlike the two previous social environments, this one in particular “intends to foster a freer and more creative attitude, to encourage the students to appreciate and value other cultures, to go beyond their immediate environment, to discover the creative power of the word and experience the aesthetic enjoyment that diversity and literary fiction can produce”. Besides, the students get an opportunity to play with words (by speaking and writing), using either their own or others’ literary texts of interest to the teacher and themselves.

**Exercises PLANNING (a)**

1. Read each one of the cards related to “General Planning” (the cards are in an envelope)

I select/design the learning activities for each stage.	I identify where my students are at the beginning of this teaching sequence and where I want them to get to by the end of it.
I select the language product that is going to be developed.	I check the achievements.
I select the block that is going to be planned.	I determine the number of weeks needed to achieve the specific competency through the development of the product.
I identify the most relevant characteristics and needs of my group.	I classify the contents that need to be worked on in each stage: opening, development, closing.
I identify the social learning environment and the specific competency.	I identify which contents are pertinent to the language product.
I determine assessment instruments.	

2. Organize the cards into a logical sequence according to the steps that need to be carried out when planning a sequence of integrated classes.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

3. Compare your proposed sequence to the following:

1. I select the block that is going to be planned.
2. I identify the social learning environment and the specific competency.
3. I select the language product that is going to be developed.
4. I check the achievements.
5. I identify which contents are pertinent to the language product.
6. I determine the number of weeks needed to achieve the specific competency through the development of the product.
7. I identify the most relevant characteristics and needs of my group.
8. I identify where my students are at the beginning of this teaching sequence and where I want them to get to by the end of it.
9. I classify the contents that need to be worked on in each stage: opening, development, closing.
10. I select/design the learning activities for each stage.
11. I determine assessment instruments.

#### Exercises **PLANNING (b)**

4. Each person takes a question from the envelope and answers it.

- A. When planning, why is it important to understand the social environment and the specific competency?
- B. Why does the NEPBE work with a language product as the basis for activities?
- C. How do you integrate the three types of content when planning activities?
- D. Why is it necessary to understand the social practice as a part of planning?
- E. Why is it important to divide the product up into stages in your planning?

5. Complete with a metaphor - Planning is like ...

**Exercises ASSESSMENT**

1. NEPBE establishes that assessment should be: Global, Continuous and Formative.  
Write down what you, as a team, understand by each of these characteristics:

Global:
Continuous:
Formative:

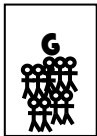
2. With these 3 characteristics in mind, decide if the following statements are true or false.  
Also, identify which characteristic the true statements make reference to.

Statement	T /F	Characteristic referred to
A. Assessment should be done every day.		
B. Assessing writing and spelling is the most important, since it is difficult for students to learn these aspects.		
C. Assessment takes into consideration the gradual increase from a low level to a high level of the tasks performed to develop the product.		
D. Tests are appropriate ways to assess students.		
E. Assessment should always be linked with the notion that learning is a process.		
F. To monitor the progress of the student, it is only important to assess the result of the product.		
G. Observation is a key way to assess the learning of the students.		
H. Assessment should integrate all four skills (listening, reading, speaking, writing)		
I. If a student is doing well, it is not necessary to give him/her feedback.		

3. Check the description of assessment in your syllabus and assess your answers. What do we, as a team, notice in terms of assessment?

4. Individually, write down what assessment instruments you have used that are congruent with NEPBE? Share them with your team.

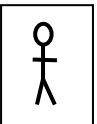
9:05 -9:30



- Share, with the whole group, the most significant answers from your team, emphasizing the key elements of NEPBE.

9:30 – 10:30

### 3. Analysis of teaching practice



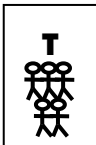
- The facilitator will give a specific aspect to focus on as you watch a recording of a class. As you watch, take notes on the aspect you are given.
  - ❖ 1. Product of the language and activities.
  - ❖ 2. Assessment and monitoring.
  - ❖ 3. Didactic materials and resources.
  - ❖ 4. Didactic strategies and integration of the three types of content (*doing, knowing, being*).
  - ❖ 5. Social learning environment and social purpose of the class.
  - ❖ 6. Student role and social organization of the class.

**Materials:**

- Cards with the aspects to analyze
- Video of recorded practice

**Notes – Analysis of Practice**

10:30 – 11:00



- Form a team of 5 with others who focused on the same aspect. Choose a secretary, moderator, reviser, timekeeper and spokesperson.

- The role of the **secretary** is to take note of the answers. These notes will be needed for the next part of the activity.
- The role of the **moderator** is to ensure orderly and equal participation.
- The role of the **reviser** is to ensure the quality of the final product (the chart after this activity).
- The role of the **spokesperson** is to share the team’s responses with the whole group.
- The role of **the timekeeper** is to make sure the activity is carried out within the time limit.

- Discuss in teams, your aspect using the observation guide below:

OBSERVATION GUIDE	
1. Language products and activities	What is the intended product? What does the teacher propose the students do? What is the purpose of each activity carried out? Is the specific competency developed via this product?
2. Assessment and monitoring	How is learning monitored? What instruments are used to provide evidence of students’ learning? How is the relationship between assessment and learning established?
3. Didactic materials and resources	What materials and resources are used? What is the relationship between the materials and the proposed communicative situation? How are the materials and resources used?

<p>4. Didactic strategies and integration of the three types of content (<i>doing, knowing, being</i>)</p>	<p>Which types of content are present in the class?                  How are they articulated to develop the product and what didactic strategy is used?                  How are they related to the specific competency?</p>
<p>5. Social learning environments, social purpose of the practice</p>	<p>Which social learning environment is being used for the development of this social practice?                  What is the social purpose of the competency being developed?                  Are the activities congruent with the learning environment?</p>
<p>6. Role of the student and classroom organization</p>	<p>What role do the students have in this class?                  How is this role related to the activities proposed?                  What kind of interaction takes place among the students and between the students and the teacher?                  What is the teacher's role?</p>

**11:00 – 11:20 COFFEE BREAK**

**11:20– 11:30**

➤ Brain Gym activity to reactivate participation.

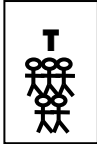
(Continuation of previous activity)

**11:30 – 12:15**



- From the previous discussion, decide as a team what is relevant to be shared with the whole group.
- The spokesperson shares the most relevant points of your discussion.

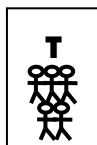
**12:15 – 12:45**



- With the same team, complete the following table on a poster. Analyze the similarities and differences between what was observed and the key elements of the NEPBE (refer to the Curricular Foundations document and /or the Cycle Syllabus).  
\*Reviser checks that this table reflects the team’s analysis and the NEPBE principles.

Similarities	Differences

**12:45 – 13:25**



- Make new teams of 5 by numbering your team members 1 to 5, numbers 1 and 2, stay together with their poster, numbers 3, 4 and 5 join different teams.
- With your new team, consider the differences in the table and suggest alternatives to solve the differences between the observed practice and the key elements of the NEPBE. Stick your suggested alternatives next to the poster.

**13:25 – 13:45**



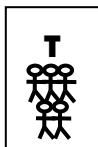
- Share, with the whole group, some of the suggested alternatives.

**Materials:**

- Poster paper
- Markers
- Sheets of paper (for alternatives)
- Masking tape

**13:45 – 14:10**

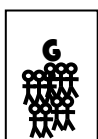
**3. Teaching strategies - “True or False” activity**



- In the same teams of 5, read the statements about didactic strategies and decide whether each statement is true or false.

		T/F
1.	Didactic strategies are steps taken by teachers to promote the development of learning strategies that lead to effective learning by students.	
2.	While planning a didactic strategy the teacher must concentrate mainly on the outcome.	
3.	A didactic strategy meets the needs of all the students.	
4.	Didactic strategies should focus mostly on listening and speaking.	
5.	Learning strategies are specific actions taken by the learner, and encouraged by the teacher through didactic strategies, to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.	
6.	Teachers should only use strategies that students like.	
7.	Didactic strategies are the same as the achievements.	
8.	When the teacher plans a didactic strategy, she/he must follow it step by step.	
9.	Learning is the responsibility of the student.	

**14:10 – 14:30**



- Share your answers with the whole group and consider how didactic strategies are related to learning and teaching.

Materials:

- Set of True/False cards

14:30 – 16:00 LUNCH

16:00 - 16:10

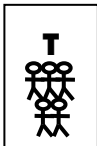
➤ Warm up/Wrap up technique: Feelings back massage

A fun way to relax students.

Have students think of an adjective to describe how they feel. In pairs, they then “write” their adjective on their partner’s back. Their partner has to guess what the word is.

16:10 – 16:40

**4. Didactic strategies**

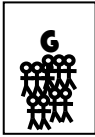


- Get together with the same teams of 5. One person will be in charge of writing the team’s input for the next activity on a poster.
- Individually, in 1 minute think about the didactic strategies that you know/have used. Then write down, as a team, as many as you can in 5 minutes. This process will be repeated 3 times (think individually, write as a team).
- Identify which of these strategies focus on the students’ learning, and mark them on the poster.

Materials:

- Poster Paper
- Markers
- Masking tape

16:40 – 16:50



- With the whole group, discuss why it is important to focus on the students' learning process when designing classes.

16:50- 17:05



- Based on the facilitator's presentation, identify the main characteristics of learning strategies and the three types of strategies proposed by Rebecca Oxford (1990).

Materials:

- Facilitator's presentation

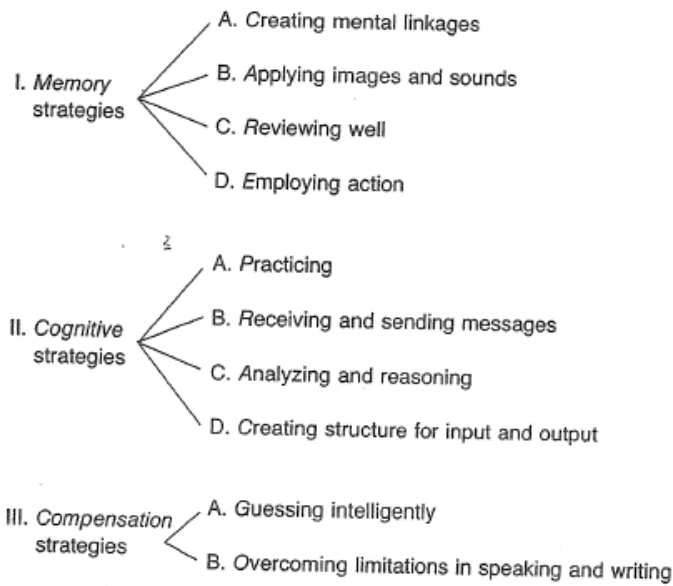
17:05 – 17:45

**G**  
**in 3**

- The group will be divided into three sub-groups: (1) Memory Strategies, (2) Cognitive Strategies, and (3) Compensation Strategies.
- In your sub-group, put together a graphic organizer by matching the strategy you have been given to the descriptors of the type of strategy your sub-group has.

Materials:

- Poster Paper /graphic organizer format.
- Cards with strategies
- Masking tape



Memory Aids: CARE, PRAC, GO

Figure 2.1 Diagram of the Direct Strategies: Overview. (Source: Original.)

17:45 - 18:05 COFFEE BREAK

18:05 - 18:40



- Compare the sub-groups' graphic organizers with the ones proposed by Oxford (1990) (APPENDIX 1) and answer, with the whole group, the following questions:

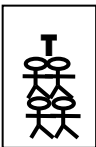
- Which strategies are clear?
- Which strategies are not clear yet?
- Which strategies can be related to the specific strategies from the list created at the beginning of this activity?

Materials:

- Manual – Appendix 1

18:40 – 19:00

### 5. The learning tree



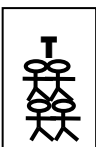
- With your initial team, draw the tree trunk and the branches. Write on the trunk the aspects that you are in the process of learning and if you feel you already learned something, draw leaves on the branches and write your learning there.



## SECOND DAY

8:00 – 8:20

### 6. Students' characteristics



- In teams of 4, each participant mentions three characteristics of the students in their cycle. One of these characteristics must be false. The rest of the team decides which one is false.

8:20 – 9:20

- In the same teams of 4, draw a silhouette or picture to represent the characteristics of students in your cycle.
- Read the table of characteristics for students in your cycle (APPENDIX 2) and compare it with the characteristics identified in the group's picture, add any other characteristic you find relevant.
- Highlight in the picture which characteristics are the most important to bear in mind when planning a class.

9:20 – 9:50



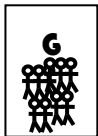
- Share with the whole group, the key characteristic of students in your cycle and make a list of important classroom activities for this cycle.

Materials:

- Poster paper
- Markers
- Masking tape
- Manual – Appendix 2

9:50 - 10:10

### 7. Planning a model class



- Using the Syllabus for the cycle, identify the specific competence that was being developed in the observed class, its components and the suggested product.

10:10 – 10:40



- In teams of 3, plan a 50-minute class that is congruent with the principles of the NEPBE.
  - Read the extract from Díaz-Barriga & Hernández Rojas (1999) (see APPENDIX 3) and identify which stage(s) of learning you are planning for (pre, while, or post) and define the purpose(s) of the class based on what stage of the product development you will be focusing on.

10:40 – 11:00

- Select the most appropriate didactic strategy to achieve the purpose(s) identified (review strategies considered previously, Oxford 1990, activity 4 above). The strategy needs to be congruent with the social learning environment, the product and the specific competency being focused on.

11:00-12:00 COFFEE BREAK – CHECK OUT

12:00 – 12:45

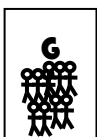
- Based on the didactic strategy, decide on a logical sequence of activities which integrate the three types of content (*knowing, doing, being*).
- Decide on the materials which would be needed and how assessment would be carried out.

Materials:

- Format for class design (APPENDIX 4)
- Manual – Appendix 3

**8. Assess the planned class**

12:45 – 13:10



- With the whole group, make a list of criteria to evaluate the lesson plan to ensure it is congruent with the principles of the NEPBE.

13:10 – 13:45



- In teams of 6 (2 teams of 3 join together), present each team's plan and give and receive feedback based on the previously established list of criteria.

### 9. Guess what I've learned?

13:45 – 14:10



- In pairs, using mime, share a new, modified or re-affirmed aspect of planning which you have gained as a result of carrying out the planning activity. Your partner will guess what the aspect is.

14:10 – 14:30



- Answer and discuss with the whole group, the relationship between didactic strategies, activities and the purpose of each activity included in a lesson plan.
  - What aspects were new, modified or re-affirmed through the planning of the class?
  - How are didactic strategies and classroom activities related?
  - Why is it important to define the purpose of each classroom activity?
  - What may happen if we are not aware of the didactic strategy?

14:30 – 15:00

### 10. Evaluation of the workshop – SEP

- Complete the evaluation format given to you.

15:00 – 16:30 LUNCH

16:30 - 16:40

➤ Warm up/Wrap up technique: Circle of Energy

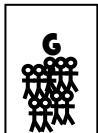
A good way to activate/re-activate participation as it gets participants to move and use both sides of their brain.

Students form a circle without touching the people next to them. There are 4 command words, each one has a gesture: *Go, Mute, Hom dom, Freeze*

The energy goes from person to person around the circle according to the command given. Once the activity has started, any student can change the command when the energy reaches them.

16:40 – 17:30

**11. Modeling of activities from the planned class**



- The teams will have been chosen previously to model an activity (no more than 10 minutes). These teams will be named 1, 2 and 3. The remainder of the group will be divided into three sub-groups (A, B and C).
- Each team 1, 2, and 3 presents to the rest of the group. As they participate, group A analyzes team 1's activity; group B analyzes team 2's activity; and group C analyzes team 3's activity.
- At the end of each activity, the corresponding group gives feedback.

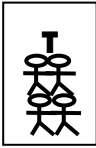
17:30 – 17:50

- Share with the whole group your reflections on the activities you experienced. Consider these aspects:
  - How were the different curricular elements articulated?
  - What didactic strategies were used? Why is it important to be aware of and focus on didactic strategies?

- Were the didactic strategies appropriate to the characteristics of the students? How?

17:50 – 18:30

### 12. The learning tree



- With your initial team, finish your tree by completing the trunk (what you are in the process of learning), and the leaves and fruits (what you feel you have learned).

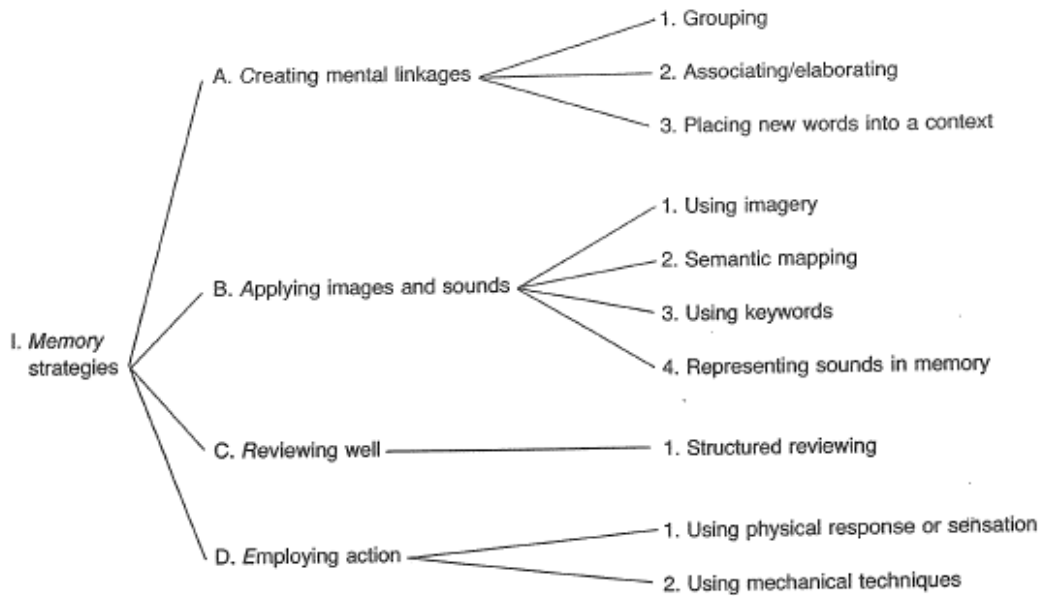
### 13. Evaluation of the workshop - ITESO



- Complete the evaluation format given to you.

**APPENDIX 1**

Taken from: Oxford, Rebecca L. (2009), *Language Learning Strategies*, Boston: Heinle & Heinle Publishers.



Memory Aid: CARE

"Take CARE of your memory, and your memory will take CARE of you!"

*The memory strengthens as you lay burdens upon it, and becomes trustworthy as you trust it.*

Thomas de Quincy

Figure 2.2 Diagram of the Memory Strategies. (Source: Original.)

### Creating Mental Linkages

In this set are three strategies that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and using context.

#### 1. Grouping

*Classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements. Groups can be based on type of word (e.g., all nouns or verbs), topic (e.g., words about weather), practical function (e.g., terms for things that make a car work), linguistic function (e.g., apology, request, demand), similarity (e.g., warm, hot, tepid, tropical), dissimilarity or opposition (e.g., friendly/unfriendly), the way one feels about something (e.g., like, dislike), and so on. The power of this strategy may be enhanced by labeling the groups, using acronyms to remember the groups, or using different colors to represent different groups.*

#### 2. Associating/Elaborating

*Relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner. Associations can be between two things, such as bread and butter, or they can be in the form of a multipart "development," such as school-book-paper-tree-country-earth [10]. They can also be part of a network, such as a semantic map (see below).*

#### 3. Placing New Words into a Context

*Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it. This strategy involves a form of associating/elaborating, in which the new information is linked with a context. This strategy is not the same as guessing intelligently, a set of compensation strategies (described later) which involve using all possible clues, including the context, to guess the meaning.*

### Reviewing Well

This category contains just one strategy, structured reviewing. Looking at new target language information once is not enough; it must be reviewed in order to be remembered.

#### 1. Structured Reviewing [14]

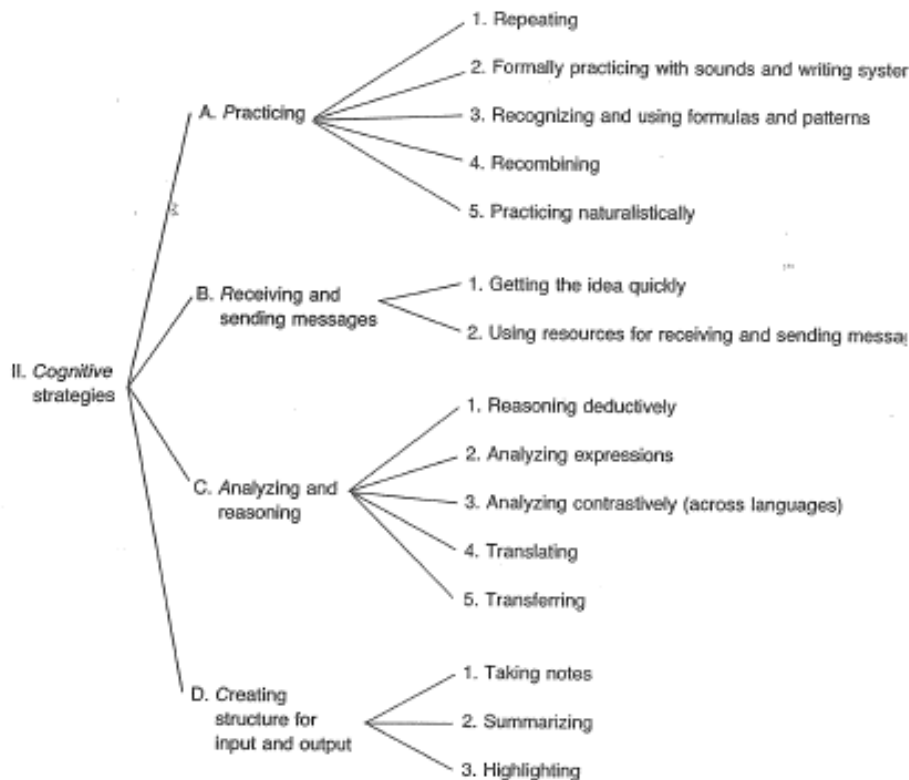
*Reviewing in carefully spaced intervals, at first close together and then more widely spaced apart. This strategy might start, for example, with a review 10 minutes after the initial learning, then 20 minutes later, an hour or two later, a day later, 2 days later, a week later, and so on. This is sometimes called "spiraling," because the learner keeps spiraling back to what has already been learned at the same time that he or she is learning new information. The goal is "overlearning"—that is, being so familiar with the information that it becomes natural and automatic.*

**Employing Action**

The two strategies in this set, using physical response or sensation and using mechanical tricks, both involve some kind of meaningful movement or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

**1. Using Physical Response or Sensation [15]**  
*Physically acting out a new expression (e.g., going to the door), or meaningfully relating a new expression to a physical feeling or sensation (e.g., warmth)*

**2. Using Mechanical Techniques**  
*Using creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new target language information. Examples are writing words on cards and moving cards from one stack to another when a word is learned, and putting different types of material in separate sections of a language learning notebook.*



Memory Aid: PRAC

"Cognitive strategies are PRAC-tical for language learning."

*Wild and whirling words!*  
 William Shakespeare

Figure 2.3 Diagram of the Cognitive Strategies. (Source: Original.)

### Practicing

Of the five practicing strategies, probably the most significant one is practicing naturalistically.

#### 1. Repeating

*Saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.*

#### 2. Formally Practicing with Sounds and Writing Systems

*Practicing sounds (pronunciation, intonation, register, etc.) in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.*

#### 3. Recognizing and Using Formulas and Patterns

*Being aware of and/or using routine formulas (single, unanalyzed units), such as "Hello, how are you?"; and unanalyzed patterns (which have at least one slot to be filled), such as, "It's time to \_\_\_\_\_."*

#### 4. Recombining

*Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.*

#### 5. Practicing Naturalistically

*Practicing the new language in natural, realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.*

### Receiving and Sending Messages

Two strategies for receiving and sending messages are (a) getting the idea quickly and (b) using resources for receiving and sending messages. The former uses two specific techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning.

#### 1. Getting the Idea Quickly

*Using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners understand rapidly what they hear or read in the new language. Preview questions often assist.*

#### 2. Using Resources for Receiving and Sending Messages

*Using print or nonprint resources to understand incoming messages or produce outgoing messages.*

### Analyzing and Reasoning

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression.

#### 1. Reasoning Deductively

*Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.*

#### 2. Analyzing Expressions

*Determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.*

#### 3. Analyzing Contrastively

*Comparing elements (sounds, vocabulary, grammar) of the new language with elements of one's own language to determine similarities and differences.*

#### 4. Translating

*Converting a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language; using one language as the basis for understanding or producing another.*

#### 5. Transferring

*Directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.*

### Creating Structure for Input and Output

The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

#### 1. Taking Notes

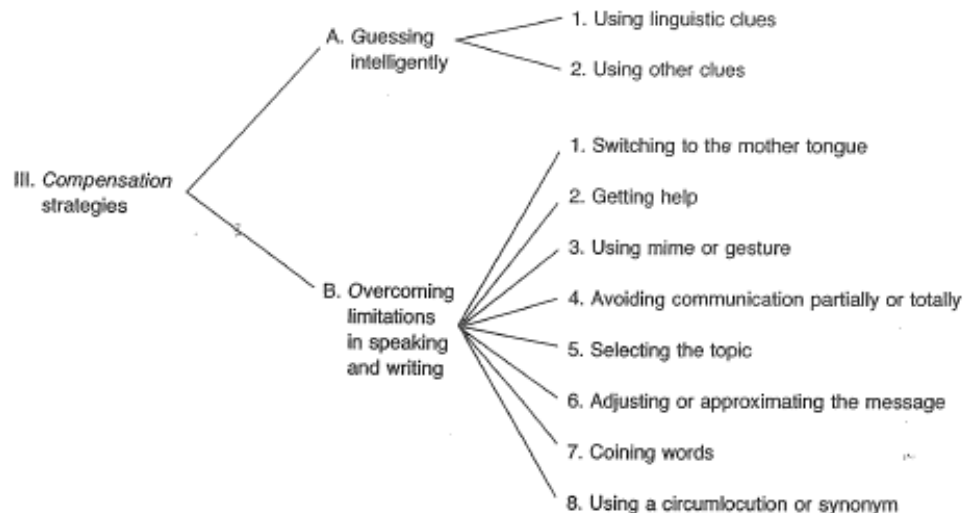
*Writing down the main idea or specific points. This strategy can involve raw notes, or it can comprise a more systematic form of note-taking such as the shopping-list format, the T-formation, the semantic map, or the standard outline form.*

#### 2. Summarizing

*Making a summary or abstract of a longer passage.*

#### 3. Highlighting

*Using a variety of emphasis techniques (such as underlining, starring, or color-coding) to focus on important information in a passage.*



Memory Aid: GO

"Language learners can GO far with compensation strategies."

*Necessity is the mother of invention.*  
16th-century proverb

Figure 2.4 Diagram of the Compensation Strategies. (Source: Original.)

### Guessing Intelligently in Listening and Reading

The two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and nonlinguistic [27].

#### 1. Using Linguistic Clues

*Seeking and using language-based clues* in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Language-based clues may come from aspects of the target language that the learner already knows, from the learners' own language, or from another language. For instance, if the learner does not know the expression *association sans but lucratif* ("nonprofit association," in French), previous knowledge of certain words in English (*association*, *lucrative*) and French (*sans* = without) would give clues to the meaning of the unknown word, *but* (aim, goal), and of the whole expression.

#### 2. Using Other Clues

*Seeking and using clues that are not language-based* in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Nonlanguage clues may come from a wide variety of sources: knowledge of context, situation, text structure, personal relationships, topic, or "general world knowledge." For example, if the learner does not know what is meant by the words *vends* or *à vendre* in the French newspaper, noticing that these words are used in the context of classified ads, and that they are followed by a list of items and prices, provides clues suggesting that these terms probably refer to selling.

### Overcoming Limitations in Speaking<sup>2</sup> and Writing

Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated solely to speaking, but some can be used for writing, as well.

#### 1. Switching to the Mother Tongue

*Using the mother tongue for an expression without translating it, as in *Ich bin eine girl!*. This strategy may also include adding word endings from the new language onto words from the mother tongue.*

#### 2. Getting Help

*Asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language.*

#### 3. Using Mime or Gesture

*Using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.*

#### 4. Avoiding Communication Partially or Totally

*Partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance.*

#### 5. Selecting the Topic

*Choosing the topic of conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.*

#### 6. Adjusting or Approximating the Message

*Altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing, such as saying *pencil* for *pen*.*

#### 7. Coining Words

*Making up new words to communicate the desired idea, such as *paper-holder* for *notebook*.*

#### 8. Using a Circumlocution or Synonym

*Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym); for example, "what you use to wash dishes with" as a description for *dishrag*.*

### Applying Images and Sounds

Four strategies are included here: using imagery, using keywords, semantic mapping, and representing sounds in memory. These all involve remembering by means of visual images or sounds.

#### 1. Using Imagery

*Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing. The image can be a picture of an object, a set of locations for remembering a sequence of words or expressions, or a mental representation of the letters of a word. This strategy can be used to remember abstract words by associating such words with a visual symbol or a picture of a concrete object.*

#### 2. Semantic Mapping [11]

*Making an arrangement of words into a picture, which has a key concept at the center or at the top, and related words and concepts linked with the key concept by means of lines or arrows. This strategy involves meaningful imagery, grouping, and associations; it visually shows how certain groups of words relate to each other.*

#### 3. Using Keywords [12]

*Remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new word—this is the "auditory link." The second step is to generate an image of some relationship between the new word and a familiar one—this is the "visual link." Both links must be meaningful to the learner. For example, to learn the new French word *potage* (soup), the English speaker associates it with a pot and then pictures a pot full of *potage*. To use a keyword to remember something abstract, such as a name, associate it with a picture of something concrete that sounds like the new word. For example, Minnesota can be remembered by the image of a *mini soda* [13].*

#### 4. Representing Sounds in Memory

*Remembering new language information according to its sound. This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material. For instance, you can (a) link a target language word with any other word (in any language) that sounds like the target language word, such as Russian *brat* [brat] (brother) and English *brat* (annoying person), (b) use phonetic spelling and/or accent marks, or (c) use rhymes to remember a word.*

<b>APPENDIX 2</b>
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## PURPOSES OF EACH CYCLE AND CHARACTERISTICS OF STUDENTS<sup>1</sup>

\*Important note: The information presented here reflects general characteristics children at the different ages have; teachers should be aware that individual children might have different needs and qualities.

<b>CYCLE 1 / 3rd Pre-school, 1st &amp; 2nd grade Primary / 5 – 8 years of age</b>	
Cycle Purposes	<ul style="list-style-type: none"> <li>➤ Acknowledge the existence of other cultures and languages.</li> <li>➤ Acquire motivation and a positive attitude towards the English language.</li> <li>➤ Begin developing basic communication skills, especially the receptive ones.</li> <li>➤ Reflect on how the writing system works.</li> <li>➤ Get acquainted with different types of texts.</li> <li>➤ Start exploring children's literature.</li> <li>➤ Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• They show development of permanent teeth.</li> <li>• They are developing good use of large muscles and of smaller muscles; so they enjoy testing muscle strength and skills.</li> <li>• They are developing hand-eye coordination, may not be ready for some close work without eye strain.</li> <li>• They are skilled at using scissors and small tools.</li> <li>• They enjoy copying designs, shapes, letters and numbers.</li> </ul>
Cognitive, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Short attention spans (20 min) make "hands-on" activities a must for these grade levels.</li> <li>• Activities divided into small pieces or steps with physical activity in between work best.</li> <li>• Very concrete thinkers and do best with activities in which they are both doing and seeing things.</li> <li>• Both boys and girls are usually more concerned with the "doing of a project" rather than the completion and/or comparison of a project. Activities that can be completed successfully by the child are a must.</li> <li>• They are easily upset by changes in routine.</li> <li>• They desire repetition of favorite activities and experiences.</li> <li>• They are able to assume responsibility.</li> </ul>

<sup>1</sup> ITESO adaptation, based on : SEP (2011), *Curricular Foundations*, México: SEP; Ashcraft, M & Ashcraft, C. (2009), *Ages and Stages of the School-Age Child*, at: [www.children-choice.org](http://www.children-choice.org) (accessed Oct. 20, 2011); Purdue University (2002), at: <http://www.four-h.purdue.edu/foods/Youth%20Learning%20Characteristics.htm> (accessed Oct. 20, 2011).

	<ul style="list-style-type: none"> <li>• They begin to see things from other children’s point of view, but still very self-centered.</li> <li>• They have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes.</li> <li>• They cannot separate themselves from the project or activities and view any evaluation as a reflection on themselves. Therefore, avoid competition or activities that select a single winner or best person.</li> <li>• They seek a sense of security in groups and organized play and enjoy working in small groups with plenty of adult attention.</li> <li>• Early school-agers are now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy.</li> <li>• Being with friends becomes increasingly important.</li> <li>• They show interest in rules and rituals.</li> <li>• They want to play more with similar friends—girls with girls, boys with boys.</li> <li>• They may have a “best” friend and “enemy.”</li> </ul>
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<b>CYCLE 2 / 3rd &amp; 4th grade Primary / 8-10 years of age.</b>	
Cycle Purposes	<ul style="list-style-type: none"> <li>➤ Express simple opinions and requests in familiar contexts.</li> <li>➤ Recognize basic instructions, information, and advertisements.</li> <li>➤ Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.</li> <li>➤ Use expressions to refer to personal aspects and needs.</li> <li>➤ Respond to spoken and written language in different linguistic and non-linguistic ways.</li> <li>➤ Use different strategies to solve everyday problems, as well as to look for information about concrete topics.</li> <li>➤ Identify similarities and differences between their own cultural expressions and those of the English language.</li> <li>➤ Establish basic social contact by means of their linguistic repertoire.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Their growth is slow and steady; arms are lengthening, hands are growing. Girls are growing faster.</li> <li>• Eyes are ready for both near and far vision. Nearsightedness may develop.</li> <li>• Permanent teeth are continuing to appear.</li> <li>• Their attention span is getting longer. Manipulative skills with small muscles are improving.</li> <li>• Eye hand coordination is good. Eyes are almost adult size. Ready for close work with less strain.</li> <li>• Girls: are generally as much as 2 years ahead of boys in physical</li> </ul>

	<p>maturity, and may begin to menstruate.</p> <ul style="list-style-type: none"> <li>• Active, full of energy, and anything but quiet. Activities should encourage physical involvement.</li> </ul>
Cognitive, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening).</li> <li>• They are just beginning to think logically and symbolically and are beginning to understand abstract ideas.</li> <li>• Activities divided into small pieces or steps work best.</li> <li>• They become more product and goal oriented.</li> <li>• Interests may change often, jumping from one thing to another.</li> <li>• Beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the teacher or parent rather than from the value of the activity itself.</li> <li>• They are more responsible and need reminders of that responsibility.</li> <li>• They enjoy games with more complex rules.</li> <li>• They need wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards.</li> <li>• They look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes.</li> <li>• Individual evaluation is preferred over group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do to be better next time. They are easily embarrassed about doing either better or worse than their friends.</li> <li>• They tend to see things as right or wrong, with no room for difference of opinion</li> <li>• They have a new awareness of individual differences, and have the capacity for self-evaluation.</li> <li>• Clicks of friends are beginning to form, mostly of the same sex and of short duration and changing membership.</li> <li>• They have better control of anger.</li> <li>• They show interest in the opposite sex by teasing, joking, showing off.</li> <li>• They may sometimes be verbally cruel to classmates with harsh “put downs” and snide remarks.</li> <li>• Have considerable interest in sex information and bodily functions. Tell sex and bodily function jokes.</li> <li>• They are fond of team games, comics, television, movies, adventure stories, and collections.</li> <li>• They enjoy activities that involve manual dexterity and fine muscle coordination</li> </ul>

<b>CYCLE 3 / 5th &amp; 6th Primary / 10-12 years of age.</b>	
Cycle Purposes	<ul style="list-style-type: none"> <li>➤ Understand and produce everyday or routine information and its general meaning.</li> <li>➤ Begin or participate in some conversations or transactions using verbal and nonverbal strategies.</li> <li>➤ Recognize similarities and differences in the form and social use between their mother tongue and English.</li> <li>➤ Use strategies to present information, understand academic texts, and solve simple problems.</li> <li>➤ Express opinions and provide short descriptions.</li> <li>➤ Produce comprehensible messages, adapting their linguistic forms and pronunciation.</li> <li>➤ Use strategies to recognize form and understand content in a variety of simple literary texts.</li> <li>➤ Interact with oral and written texts for specific purposes, and use them as a basis for further interaction.</li> <li>➤ Socialize by means of common expressions.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Growth spurts may begin at this age. Sexual development is more rapid, with girls being more advanced than boys and may be developing secondary sex characteristics such as breast development and menstrual periods.</li> <li>• Many 10-12 year olds experience a plateau in growth followed by a large growth spurt, or sporadic growth spurts, accompanied by the onset of puberty and hormonal changes, leaving many young adolescents feeling awkward and uncoordinated, presenting a major challenge to a young person's self-perception.</li> <li>• Boys mature as much as two years later than the girls. Girls are usually taller and heavier than boys. For girls, growth spurts usually begin at age 10 ½ and peak about 12. For boys, the spurts usually begin at 11 ½ and peak about 14.</li> <li>• They undergo rapid muscular growth, and uneven growth of different parts of the body. These rapid changes may make some teens uncomfortable with their changing body images.</li> <li>• Their activity level seems to increase noticeably and they have trouble sitting still or being quiet. They are as likely to experience periods of high energy and activity, as they are to loll about in a state of dreamy lethargy.</li> <li>• They have an enormous, but often-capricious appetite.</li> </ul>
Cognitive, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Young adolescents are beginning to move from the concrete thinking into the abstract realm which Piaget called "formal operations". They gradually gain the ability to reflect and imagine the possibilities of "what might be" in a situation rather than holding to preconceived notions of "what is" based solely on the specifics of their own previous experience.</li> <li>• They have an increasing ability to understand metaphors,</li> </ul>

	<p>abstract mathematical concepts, and ideas like justice and love.</p> <ul style="list-style-type: none"><li>• Since changes in thinking ability occur slowly, it is common for youth to think abstractly and reflectively in one area, but think concretely in another situation.</li><li>• They need the opportunities to develop the skills and competencies which will enable them to move most productively into the "real" adult world.</li><li>• Moving from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas.</li><li>• Young adolescents begin to question formerly accepted rules and beliefs. Although frustrating for teachers, this shows an ability to use their new cognitive abilities, and therefore an opportunity for adults to facilitate the true internalization of positive values, and to find personal meaning and relevancy in the rules and beliefs of society.</li><li>• Adults should continue to avoid comparing young people with each other, being careful not to embarrass them.</li><li>• Desiring a sense of independence from parents, opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities.</li><li>• In their enthusiasm, they often forget about their manners, and are loud, rude and physical. Because of their constant activity and carelessness, they are often being disciplined and may develop a belligerent attitude. They often forget that others may get hurt as they push and shove each other in fun.</li><li>• Boys tend to move in large, loosely organized groups with a few closer friends within the group which may change from time to time. Girls tend to move in smaller groups and are more likely to have "intense" friendships with serious periods of being "mad" at each other and getting back together.</li></ul>
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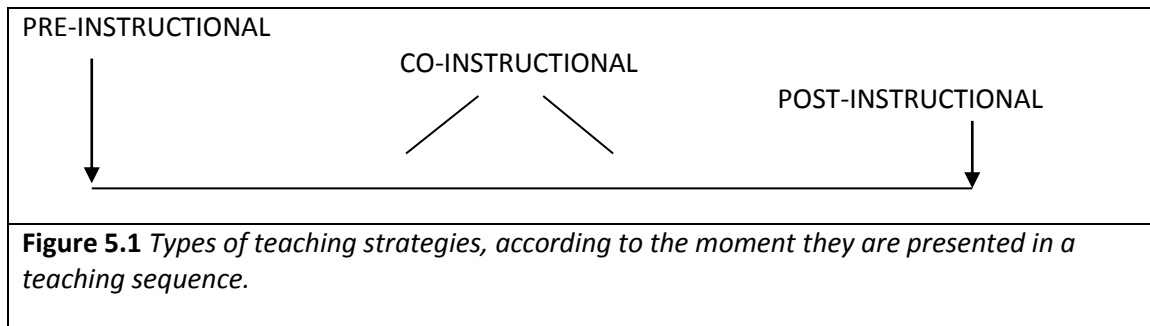
**APPENDIX 3**

### CLASSIFICATIONS AND FUNCTIONS OF TEACHING STRATEGIES

In this section we will present some of the teaching strategies that teachers can use to facilitate meaningful learning in their students. Different studies have shown the strategies highlighted here to be highly effective when introduced as supports either in academic textbooks or in the dynamics of the teaching-learning process in schools (see Balluerka, 1995; Díaz Barriga and Lule, 1977; Eggen and Kauchak, 1999; Hernández y García, 1991; Mayer, 1984, 1989 and 1990; West, Farmer and Wolff, 1991).

In table 5.2 readers will find a brief definition and general conceptualization of some of the most representative teaching strategies.

<b>TABLE 5.2 Teaching Strategies</b>	
Objectives	Statements that set conditions, type of activity and way to evaluate students' learning. As teaching strategies shared with students, they generate appropriate expectations.
Summaries	Synthesis and abstraction of the relevant information from oral or written discourse. They emphasize key concepts, principles and the central argument.
Prior organizers	Introductory and contextual information. They build a cognitive bridge between new and previous information.
Illustrations	Visual representations of objects or situations concerning a specific theory or topic (photographs, drawings, dramatizations, etc.)
Graphic organizers	Visual representations of concepts, explanations or information patterns (outlines, C-Q-A tables).
Analogies	Propositions that indicate that one thing or event (concrete and familiar) is similar to another (unknown and abstract or complex).
Embedded questions	Questions inserted in the teaching situation or in a text. They maintain attention and promote the practice, retention and gathering of relevant information.
Highlighting	Marks inserted in a text or teaching situation to emphasize or organize relevant information within the learning content.
Concept maps and webs	Graphic representations of knowledge frameworks (indicating concepts, propositions and explanations).
Textual organizers	Rhetorical organization of a discourse to facilitate understanding and recall.



Different teaching strategies can be implemented *at the beginning* (pre-instructional), *during* (co-instructional) or *at the end* (post-instructional) of a teaching-learning session, episode or sequence or within an instructional text (see figure 5.1). Thus, a first classification of teaching strategies can be proposed based on their *moment of use and presentation*.

*Pre-instructional strategies* usually prepare and alert students to what and how they are going to learn; basically they try to activate or generate pertinent prior knowledge or experiences. They also help learners to situate themselves in the right conceptual context and to generate appropriate expectations. Some of the most typical pre-instructional strategies are objectives and prior organizers.

*Co-instructional strategies* support curricular content during the teaching-learning process itself. They address functions that help learners to improve their attention while detecting main ideas; creating a better codification and conceptualization of the learning content; and organizing, structuring and interrelating important ideas. These functions enable students to learn with understanding (Shuell, 1988). Strategies used here include illustrations, concept webs and maps, analogies and C-Q-A tables, among others.

Finally, *post-instructional strategies* are presented at the end of a teaching episode and enable learners to construct a synthetic, comprehensive and even critical vision of the material. In some cases they even allow learners to assess their own learning. Some of the most well-known post-instructional strategies are final summaries, graphic organizers (simple outlines and two-column charts), concept webs and maps.

Excerpted from:

Díaz-Barriga, F. & Hernández Rojas, O. (1999). *Estrategias docentes para un aprendizaje significativo*. McGraw-Hill: Mexico.

**APPENDIX 4**

**DEVELOPMENT OF THE CLASS**

**NEPBE**

<b>Social Practice</b>		
<b>Specific Competency</b>		
<b>Social Learning Environment</b>		
<b>Stage of Product</b>		
<b>Purpose of Class</b>		
<b>Didactic Strategy/ies of Class</b>		
<b>Class Sequence of Activities</b>		TIME
<b>Materials</b>		
<b>Assessment</b>		

## Glossary

<b>Achievement</b>	Expected learning outcomes. They should be related to the purpose of each unit and they can be used as assessment criteria.
<b>Assessment</b>	<p>Monitoring and evaluation of students' learning. Assessment should provide information about the extent of progress each student makes in the different stages of the teaching-learning process</p> <p>Group of actions aimed at getting information about the students' performance in order to intervene at different moments (before, during and after) in the teaching-learning process.</p> <p>The purpose of assessment is to help the teacher and the students identify what they have learned during a specific period and what needs to be reinforced. In addition, to help teachers revise and analyze their practice, so that they can reconsider, make decisions or innovations, and in general, improve the language teaching-learning process (this is generally called <b>teacher assessment</b>).</p> <p>It is generally divided in 2: formative assessment – focus on the process, and summative assessment – focus on the product of the learning process. The NEPBE focuses more on formative assessment, expecting the assessment to be global, continuous and formative.</p>
<b>Assessment instrument</b>	<p>Mechanisms to gather information about the students' learning development. The different instruments provide different types of information, for this reason, a variety of instruments is recommended.</p> <p>Some of the instruments for assessment are:        Self-assessment and peer-assessment        Portfolios        Observation lists        Exams        Rubrics, etc.</p>
<b>Criteria for assessment</b>	<p>Clear areas to be monitored in the students' learning process. These are specially related to the achievements expected.</p> <p>The criteria, besides showing what the students are expected to do at the end of the process, can also show a series of stages that the students should cover to go from apprentices to experts in a specific practice or competence.</p>
<b>Communicative situation</b>	Context in which language is used and developed with a genuine purpose.

	<p>In the NEPBE, a communicative situation articulates in a sequenced manner, the specific activities with the language in each of the specific social practices which represent a challenge to students.</p> <p>Examples of communicative situations are: making a product, reaching a goal, or solving a problem. Through the appropriate communicative situation, students become motivated towards the language and the teaching-learning practice integrates the three types of content (<i>doing with the language, knowing about the language and being through the language</i>).</p>
<b>Competence</b>	<p>It is the intentional capability or skill to carry out tasks or deal with diverse situations efficiently in a given (and meaningful) context. To do this, attitudes, abilities and knowledge must be mobilized at the same time and in an integrated fashion.</p> <p>A competence is not something a person has, but the way that person <b>acts</b> in a specific situation.</p> <p>The learning process for the NEPBE is based on the development of communicative competence, which is achieved through the use and development of social practices of the language.</p>
<b>Specific competence</b>	<p>A general competence, such as the communicative competence, is a wide capability that can be broken down into more precise skills, which also integrate attitudes, abilities and knowledge to be put into practice in a specific context.</p> <p>For the case of the NEPBE, the specific competences relate to social practices of the language in a particular learning environment, and they are appropriate for the stage of psychosocial development of the student in the different school grades.</p>
<b>Didactic strategy</b>	<p>Didactic strategies are steps taken by teachers to promote the development of learning strategies that lead to effective learning by students.</p>
<b>Grouping techniques (also known as team formation)</b>	<p>Different ways to form teams. It is important to keep in mind not just the number on each team, and the number of teams per group, but also the specific characteristics that each person brings to the team and how they relate to the learning process.</p> <p>Teams can be formed randomly or by criteria, and for each, there are different techniques to group students. In some cases, these techniques present an opportunity to do fun activities and to warm up the class.</p>

<b>NEPBE</b>	National English Program for Basic Education (PNIEB in Spanish: Programa Nacional de Inglés para la Educación Básica); it was established in 2009 in order to achieve the articulation of English teaching in Preschool, Primary and Secondary in Mexico.
<b>Planning – didactic</b>	<p>Process of designing a didactic sequence through the appropriate activities in order to achieve a specific purpose or objective. It is necessary to specify the objective, the activities to be carried out, the materials needed, the way the students will be organized and the way the learning process will be assessed.</p> <p>For the NEPBE, the type of social practice, learning environment and the specific competence should be taken as guidelines and a frame for the planning of each didactic sequence or session, since they represent the purpose of the unit. It is also important that the activities are always linked in a communicative situation that provides a meaningful context for the students.</p>
<b>Product</b>	The vehicle through which the learning process is activated. It represents a communicative situation that <b>should integrate the three types of content</b> and it is important not to consider it as a result, but as a way to develop a specific competence.
<b>Social Learning environment</b>	<p>Meaningful context within which we use, and therefore learn, language. For the NEPBE, the social practices of the language are situated in three different learning environments: Familiar and community, Literary and ludic and Academic and formation.</p> <p>The purpose of the social learning environments is to preserve the social functions of the specific activities carried out with the language, so that they become meaningful to students and the latter can participate actively in reading and writing activities as well as in oral exchanges. Also, they help to establish spheres of usage in the classroom, and to generate intentionally social environments in order to recreate specific communicative situations.</p>
<b>Familiar and community environment</b>	One of the three types of learning environments. For the development of the specific competences for this environment, the students should approach the target language through situations close to them, well known and familiar, which favor high self-esteem and confidence in their own capacity to learn.
<b>Academic and educational environment</b>	One of the three types of learning environments. The specific competences for this environment emphasize the strategies required to learn and study in situations where students use formal and academic language both in oral and written texts.

<p><b>Literary and ludic environment</b></p>	<p>One of the three types of learning environments. This environment focuses on getting students closer to literature through participating in reading, writing, and oral exchanges in order to activate their experiences and knowledge so that they share and contrast ideas and opinions.</p> <p>The specific competences for this environment intend to foster a freer and more creative attitude and experience the aesthetic enjoyment that literary fiction can produce. Therefore, it is in this learning environment where the students get an opportunity to play with words (by speaking and writing), using either their own or others' literary texts.</p>
<p><b>Social practice</b></p>	<p>The core referent in the definition of NEPBE's contents; the purpose of English language teaching in basic education is for students to get the necessary knowledge to engage in social practices with spoken and written language to interact with native and non-native English speakers by means of specific competences.</p> <p>The social practices of the language are patterns or ways of interaction, which, apart from production and interpretation of spoken and written texts, include several activities linked to them. Every practice has a specific communicative purpose and has a history linked to a particular cultural situation.</p> <p>Social practices can be understood as what we do with language, for example: to talk and write to participate in everyday dialogues, to give and receive information about one's self and others, to formulate questions about a specific topic; read and sing songs, read and record information to solve a problem, read and write notes and letters; interpret and express everyday life instructions, or read and understand different types of literary texts from English-speaking countries.</p>
<p><b>Socio-cultural learning</b></p>	<p>Socio-cultural learning is an approach to learning based on Vygotsky's Social Development Theory, which is one of the foundations of constructivism and it also relates to the specific way to develop competences in the NEPBE and in the SEP's view of learning and teaching.</p> <p>Social Development Theory asserts three major themes:</p> <ol style="list-style-type: none"> <li>1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people</li> </ol>

	<p>(interpsychological) and then inside the child (intrapsychological).” (Vygotsky, 1978).</p> <p>2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.</p> <p>3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student’s ability to perform a task under adult guidance and/or with peer collaboration and the student’s ability to solve the problem independently. According to Vygotsky, learning occurs in this zone.</p> <p>Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially, children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.</p> <p>Vygotsky’s theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate the construction of meaning in students. Therefore, learning becomes a reciprocal experience for both the students and teacher.</p> <p>Learning Theories Knowledgebase (2011, July). at Learning-Theories.com. Retrieved July 3rd, 2011 from <a href="http://www.learning-theories.com/">http://www.learning-theories.com/</a></p>
<p><b>Type of content: <i>Doing with the language</i></b></p>	<p>One of the three types of content that are integrated in a specific competence in the NEPBE.</p> <p>This corresponds to the communicative actions carried out in concrete interactive situations. They are necessary to accomplish the communicative aim associated with participating in specific activities with the language along with the production and interpretation of oral and written texts,. It aims for the student to “know how to do” to successfully participate in activities with the language in the different social spheres where he/she interacts.</p> <p>The educational treatment for this type of contents entails, on the part of the teacher, a planning that guarantees that the students “will learn by doing”.</p>

<p><b>Type of content: <i>Knowing about the language</i></b></p>	<p>One of the three types of content that are integrated in a specific competence in the NEPBE.</p> <p>This corresponds to the formal aspects of language. The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students' skills in reading, writing, speaking and listening.</p> <p>Teaching this type of content will depend on what the students need "to know" to successfully overcome the challenges they will face when developing the specific competences.</p> <p>The main topics for this type of 'learning' are:</p> <ul style="list-style-type: none"> <li>• Features and types of oral and written texts</li> <li>• Phonic, syntactic, and semantic elements of texts</li> <li>• Knowledge of the writing system and basic mechanics of writing conventions</li> <li>• Mechanics of writing</li> </ul>
<p><b>Type of content: <i>Being through the language</i></b></p>	<p>One of the three types of content that is integrated in a specific competence in the NEPBE.</p> <p>This corresponds to aspects related to the role of intercultural education in general and to language diversity in particular. It also refers to the multiple functions language users carry out and the attitudes and values underlying oral and written interaction.</p> <p>The purpose of this type of content, on the one hand, is to increase the opportunities for students to share their knowledge and experiences with the English language through socializing the different products obtained during the learning process. On the other hand, it is to appreciate the importance of fostering a harmonious, effective, tolerant, and inclusive atmosphere of communication.</p> <p>The <i>being</i> through the language contents are transversal and permanent throughout the entire NEPBE.</p>



