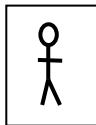
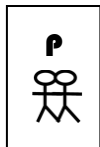
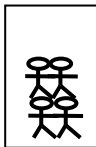



NEPBE- Professional Development Workshop

“Planning a Social Practice of the Language”

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>Individually</p> 	<p>In pairs</p> 	<p>In teams</p> 	<p>With the whole group.</p> 

NEPBE- Professional Development Workshop

“Planning a Social Practice of the Language”

Purposes of the Workshop

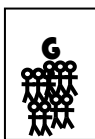
Overall Performance: To plan a stage in the development of a language product, correctly integrating the principal curricular elements of the NEPBE, in order to be able to use this as a basis for future planning of the units of different social practices which make up the NEPBE.

Specific Performance 1: To plan the stages of a language product, using as a basis the suggestions provided by the cycle syllabus and making the process of developing the product explicit, in order to understand how the product functions as the vehicle for the development of each specific competency.

Specific Performance 2: To articulate the different types of content within each stage (initial, development, closing) which are necessary to produce the product and thus develop the specific competency of a determined unit of the NEPBE.

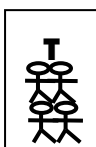
8:00 – 8:15

1. Workshop performances



- You will receive a name tag to write your name on and part of one of the workshop performances. Find the parts that match yours to complete the performance by exchanging information with other participants.

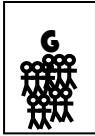
8:15 – 8:35



- Form a team (4 members) with those who had the other parts of your performance.
- In your team, introduce yourselves and share how many years of experience you have as Secondary school teachers and work out the total for the team. Then read

the performances and write down your expectations of the workshop and stick them on the wall. The expectations may be written as a team or individually.

8:35 – 9:00



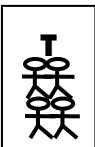
- With the whole group, identify what are the key aspects of the workshop performances and clarify any doubts about them.
- One person from each team shares with the whole group, the total number of years of experience and one of the team's expectations.

Materials:

- Name tags
- Cut up performances
- Sheets of paper (for expectations)
- Markers
- Masking tape
- Purposes of workshop

9:00 – 9:20

2. Robot controller – General notion of planning



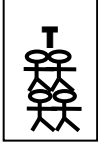
- In the same teams of 4, one member will be the *robot controller*, the others will be *robots*. The controller will decide on a task for the robots and give them instructions to carry it out.
*It is important that the robots only do what the controller tells them; this implies that the controller must decide a specific task and give a set of clear instructions to work with.

9:20 – 9:30



- With the whole group, share reflections on the activity. Consider the following questions:
 - How did the controllers feel?
 - What did they have to do?
 - How did the robots perceive the role of the controller?
 - What is needed to be able to carry out the task successfully (in terms of instructions, types of tasks, etc.)?

9:30 -9:50



- In the same teams of 4, answer the following questions and write the answers here:

1. What is planning?

2. What is planning for?

3. What aspects do you take into account in your planning?

4. What activities form part of planning?

9:50 -10:10



- Individually, read the extract from Blythe (1998).

Chapter 5***Goals of Understanding**

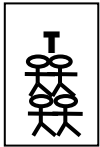
In collaboration with David Outerbridge

Few of us would set off on a journey without knowing exactly where we were headed. The idea of wandering around is associated in our imagination with adventure and with the prospect of throwing off our day-to-day cares, but the truth is our pockets are not bottomless, nor is our vacation time. Seeing that our resources have a limit, we try to use them sensibly. So we choose our vacation spot carefully and head off with that destination in mind. Knowing where we are going allows us to estimate our progress during the trip, decide where to stop along the way and even to change our itinerary.

Similarly, at the beginning of each unit we set off on an intellectual journey with our students to “explore” the territory of some generative topic. Since there are so many interesting sites to see, students could just follow their fancy and wander around wherever they feel like going. And yet our time is limited. We want our students to have enough time to explore everything that catches their eye and at the same time, to visit all the important sites, the ones that are hard to find without a guide.

Fortunately, there are maps of these territories. The experts in different fields, our own experience, and the work done previously in class are helpful for sketching a map of the place and locating the most interesting and promising places to stop. Some parts of the journey will be left for independent exploration, but others will require our guidance; otherwise, we cannot be sure that the students will make it to the destination.

*Excerpt from: Blythe, Tina (1998) *The Teaching for Understanding Guide*. San Francisco: Josey-Bass.



- With your team, analyze similarities and differences between your view of planning (expressed in the previous stage) and what is proposed in the text. Answer (orally) the following questions:
 - What aspects of our view of planning would we now modify?
 - What aspects are confirmed?

10:10 -10:30



- Share with the whole group, the team's reflections.

Materials:

- Manual
- Extract from Blythe (1998)

10:30 -11:10

3. NEPBE - curricular foundations



- The facilitator will give you a number from 1 to 6. Form teams that have all the numbers (1 to 6). According to your number, review and create a symbol or picture to represent the corresponding element from the list below:
 1. Social practices of the language
 2. Specific competencies
 3. Types of content
 4. Social learning environments
 5. Achievements
 6. Products
- Each person presents the information about their element and their picture/symbol to the team. As a team, decide how to visually represent the relationship between these different symbols/elements.
- Nominate a spokesperson to explain the elements, their symbols and the relationship between them to the rest of the group.

11:10 – 11:30 COFFEE BREAK

11:30 -11:50

- The team spokesperson remains with the team’s work and the rest of the team moves around the room looking at and listening to other groups’ interpretations.

11:50 -12:05



- In your team, complete the graphic organizer given by the facilitator (also in APPENDIX 1) to decide which of the following characteristics belong to each of the curricular elements:

- ✓ Social Practices of the Language ✓ Specific Competencies ✓ Types of Content
- ✓ Social Learning Environments ✓ Achievements ✓ Product

Goals: (a) to increase opportunities to share knowledge and experiences with English through socializing the different products, and (b) to appreciate the importance of fostering a harmonious, effective, tolerant, and inclusive atmosphere of communication.

They are the expected learning outcomes.

There are 10 for Secondary.

It is a communicative situation and integrates the three types of content.

Complex and articulated configurations of the doing with, knowing about, and being through the language.

There are 3: Familiar and Community, Academic and Educational and Literary and Ludic.

There are 30 in total across the three grades.

Vehicle through which the learning process is activated.

The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students’ skills for reading,

writing, speaking, and listening.

These are patterns or ways of interaction have a specific communicative purpose and a history linked to a particular cultural situation.

It is transversal.

Communicative actions carried out in concrete interactive situations, it involves the premise of “learning by doing”.

The purpose is to preserve the social functions of the specific competencies carried out with the language.

12:05 -12:20

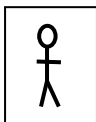


- Share with the whole group, the most significant answers from your team and clarify doubts about the curricular elements.

- Materials:
- Set of numbered cards (1 to 6)
 - Poster paper
 - Sheets of paper for the symbols
 - Markers
 - Masking tape
 - Curricular Foundations
 - Syllabus
 - Manual glossary

12:20 -12:40

4. The planning process



- What elements do you take into account when planning? Write down the steps you usually follow in your planning process in the left-hand column of the following table.

Planning process	

12:40 – 12:50



- Review the elements of the planning process below and decide if you want to include any in your list or modify any that you have already included.

- Identify the achievements
- Determine timing
- Identify students' characteristics and needs
- Define assessment instruments
- Select/Design learning activities
- Distribute the types of content to be worked with, at the beginning, during the development, and at the end.
- Identify the social learning environment
- Identify/Select the product of the language
- Identify the unit and select the social practice of the language
- Identify the contents that will be covered

12:50 – 13:05



- Share your planning process with your partner and discuss the elements included so you are clearer about what you do when planning.


5. Begin Planning - Social practices, social learning environments and specific competencies

13:05 - 13:15



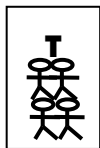
- Form teams of 3-4 using “The Storm” activity. This will be your **base team**. The teams will be divided between the Secondary grades, so there will be teams working on first, second and third grade.

➤ Grouping technique: The storm
 An active and fun way to form /change teams.



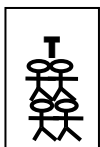
Students are in boats on the ocean. Each team represents a boat.
 There are 3 instructions:
Wave to the right
Wave to the left
Storm!
 When it is either left or right, students move from place to place, to the left or to the right. When the command is storm, they have to break loose and find a different boat.

13:15 – 13:30



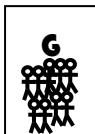
- All the teams will be working with the social practice, “Participate in language games to work with specific linguistic aspects”. Each team will work with this social practice according to their specific grade.
- With your base team, relate this social practice to the social learning environment to which it belongs, and with the specific competency of the corresponding grade.

13:30 – 13:50



- With your base team, make a banner with the social practice and another one with the specific competency “Participate in language...”. Use in both a design which represents that social practice and specific competency, and that makes the connection with the learning environment clear.

13:50 – 14:05



- With the whole group, discuss:
 - Why are the specific competencies and the social learning environments important in the planning process?

Materials:

- ½ size cardboard (2 per team)
- Markers
- Masking tape
- Curricular Foundations
- Syllabus

14:05 – 14:20

6. The product

- Individually, read the extract from Zabala and Arnaud (2008).

Teaching competencies implies using real situations and problems*

Zabala, Antoni & Arnau, Laia

Teaching competencies involves using teaching approaches that respond to situations, conflicts and problems that are close to real life, in a complex process of personal construction with exercises of increasing difficulty and just-in-time help that meets students' different needs.

Can competencies be taught, or only developed?

On the basis of the widely shared conception of the role of teaching that we have been presenting through a series of key ideas, we understand that any teaching project involves an intention to produce results in a future application, which makes it unpredictable. Education aims at an objective that is not immediate; what is taught now and learned in a classroom context is to be used later in real life, when the knowledge, skills or attitudes become necessary. It follows that they will never be used exactly as they were taught in school. This has always been the case, throughout the history of education. Whenever we intervene and solve problems in everyday life, we are acting competently. Acting in such a way implies using competencies that were never taught to us as such, but that we learned broken down into their conceptual, procedural and attitudinal components, and in most cases, detached from

any real needs or situations. Nevertheless, we are often capable of turning that de-contextualized learning into more or less competent performance.

When we set out to teach competencies, what we are trying to do is to facilitate the capacity to transfer certain learning, which is usually presented outside of any sort of real context, to situations that are close to reality. This implies a redefinition of the school's object of study. What is to be taught is not a slice of content organized according to the logic of academic disciplines. Instead, content is selected, presented and organized to respond to "real" situations or needs.

The option of educating in competencies represents the search for teaching strategies that identify as their object of study the ability to deal satisfactorily with "real," and therefore complex, situations. Since these "real situations" will never be the same as those that students will eventually encounter in real life, we can concede that these future competencies cannot be taught, but that *relevant performance frameworks* can, and that these frameworks can be selected and put into practice in different generalizable contexts.

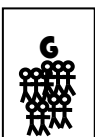
Criteria for teaching competencies

If we accept the conception of education that is being proposed here, along with the prospective nature of competencies, we can then identify teaching criteria that derive from the analysis of a competent performance as well as from our knowledge of the way to learn the different components that are necessarily mobilized in this performance.

From the review that we did in the previous key idea, we can extract a number of ideas that help us to determine the essential features of the teaching of competencies:

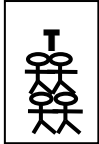
- Their significance.
- The complexity of the situation in which they are to be used.
- Their procedural nature.
- Their being made up of an integrated combination of components that are learned in different ways and with an eye to their functionality.

*Excerpt from: Zabala, Antoni & Arnau, Laia (2008). *Cómo aprender y enseñar competencias*. Mexico City: Colofón, pp. 123-126.



- Based on the text, discuss with the whole group:
 - What is the importance of the product?

14:20 – 14:30



- In your base teams, identify the product suggested for your specific competency and write it on the paper you are given.

Materials:

- Sheet of paper(for product name)
- Markers
- Extract from Zabala and Arnaud

14:30 – 16:00 LUNCH

16:00 - 16:15

➤ Warm up/Wrap up technique: "I have a mango"

A good way to activate/re-activate participation.

Students form a circle without touching the people next to them.

The teacher sings and makes a movement for each line of the song:

I have a mango

I peel the mango

I eat the mango

I swallow the mango

I digest the mango

The teacher sings the first line and then sings: *And the body goes relax, relax, relax.*

Then the first line, the second, and: *And the body goes relax, relax, relax;* then first, second and third, and *the body goes relax... and so on.*

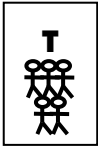
16:15 – 16:30

7. The product and achievements



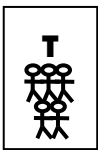
- With the whole group, discuss:
 - How do we know if the product is being developed correctly?

16:30 – 16:40



- In your base team, identify the achievements for your specific competency. These must always be present and will be reviewed at different moments.

16:40 – 17:10



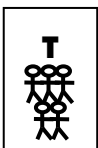
- In your base team, analyze the suggested product stages in the syllabus.
- Select and write on separate pieces of paper the stages that will be used in your team’s planning. From the suggested stages, some may be eliminated, or additional stages can be included.

Materials:

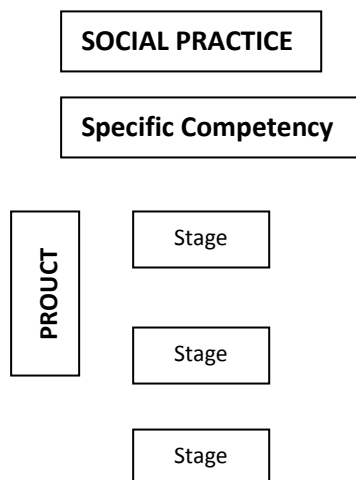
- Paper for product stages (1/2 letter sized sheets)
- Markers
- Syllabus

17:10 – 17:50

8. Integration of types of content



- In your base team, construct a *planning wall*. Stick onto your *wall* your banners with the social practice and specific competency and the papers with the product and the previously chosen product stages. This can be done in different formats. Here is an example:



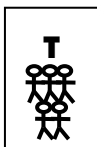
- Review the contents for the unit being planned and relate them to the different project stages. Identify which contents are necessary for the initial, development and closing stages of the development of the product. Stick the contents onto your *planning wall* according to the decisions you make.
* If the contents are repeated in two or more stages, write them on a piece of paper and paste them, relating them to the appropriate stages.

Materials:

- Previous work on paper (social practice, specific competencies, product, stages)
- Markers
- Masking tape
- Cards with the contents
- Sheets of paper

17:50 - 18:10 COFFEE BREAK

18:10 – 18:45



- In your base team, assess your planning so far by answering the following four questions:

1. Is the relationship between the product and the specific competency clear?
2. Do the stages on your plan guarantee the elaboration of the product and the development of the specific competency?

3. Are the three types of content articulated in the different stages?

4. Will the achievements be reached with this plan?

- Based on your answers to the above questions, modify any aspects of the plan as necessary.
- Mark, using numbers, symbols, pasting stickers or writing key words, where the different achievements are being fulfilled.

Materials:

- Sheets of paper
- Red, yellow and/or green stickers

18:45 - 19:00

➤ Wrap up technique: Learning Circle

A good way to have students realize what they have learned.

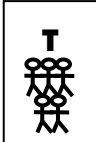
Ask the teams to form circles and wrap their arms round each other's shoulders. Each of the students tells the rest of the team what they have learned thanks to the work they have done as a team and /or what they have learned from their teammates.

When they are done, they have a general team hug by coming closer and then clapping.

SECOND DAY

8:00 – 8:20

9. Party errands.



- Form teams of 5 by order of arrival. Each team will be given a street map. Below there is a list of things that are needed for a party. Decide as a team the best route to complete all the errands of the list **and** be on time for the party.

Materials:

- Party planning list (Manual)
- Street map (APPENDIX 2)

You must leave your house at 9:15.

Do a series of errands and be back at 13:00 to start the preparations for a party.

To go from your house to the bus station, it takes 30 min.

The office of the CFE closes at 10.

The stores close at 12:00.

The bakery to get the cake opens after 11:00.

The route must be done on foot.

The following are the errands to run:

1. Pick up a pair of shoes from the shoe store.
2. Get the party bags at the candy store.
3. Pick up your dress at the tailor's.
4. Get the party banners at the stationery store.
5. Pay the electricity bill at the CFE, so you will not be cut off.
6. Get the cake at the bakery.
7. Buy half a kilo of coffee.
8. Wait for some friends who will arrive on the 12:30 bus.
9. Buy a book as a gift for the birthday boy.
10. Buy 2 bottles of soda at the grocery store.

The street map shows where the places are. You must get everything ready. Write the order in which you will do the errands below. Make sure you are back home by 13:00 hrs.

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

8:20 – 8:30

- Share with the whole group, difficulties encountered and strategies used to achieve the product (the things for the party) and the relationship between this activity and the different aspects learned on the previous day

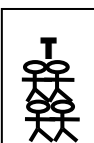
8:30 – 8:45

10. Planning walls



- Share with the whole group, the *planning walls* from Day 1. Analyze how the social practice is developed through the different grades.

8:45 - 9:15



- In the same teams of 5, each team takes a question from the envelope and shares their answer with the whole group.

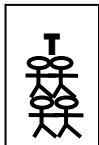


- Why is it important to plan through a product?
- What is the relationship between the specific competency and the product?
- What will happen if we do not consider the stages for the development of the product?
- Why is it important to articulate the contents?
- Why are some of the contents repeated in different social practices?
- Why is it useful to understand the achievements and how they are related to the other elements while planning?

Materials:

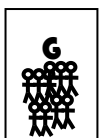
- Previous day's *planning walls*
- Questions in envelope.

9:15 – 9:45



- In your base team, decide how long the development of the product will take. You will be given a colored ribbon which represents the whole time to develop the specific competency.
- Assign times to each product stage and cut the strip into appropriate sizes to reflect these times. Stick them on your *planning wall*.

9:45 – 10:00



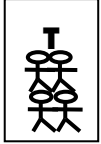
- With the whole group, discuss:
 - Why is it important to consider timing in planning?

Materials:

- Previous day's *planning walls*
- Ribbon
- Masking tape
- Cutters /Scissors
- Markers

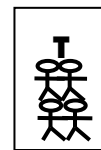
10:00 – 10:10

11. Planning one stage of the product



- In your base team, choose one of the stages of the product development to be designed.

10:10 – 10:30



- Brainstorm different activities (communicative situations) that could be carried out to work on this stage of the product. Write a list of possible activities.

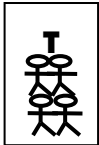
Possible Activities

10:30-11:30

COFFEE BREAK – CHECK OUT

(Continuation of previous activity)

11:30 – 12:20



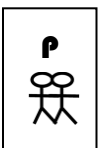
- In your base team, plan the stage using as a basis your planning wall where the social practice, specific competence, social learning environment and the contents are integrated. Consider the following elements and write them on a sheet of paper:
 - Clarify the purpose of this stage.
 - Determine the didactic sequence (sequence of activities) and the time for it.
 - Identify assessment methods.
 -

Materials:

- Double letter size paper
- Markers
- Masking tape

12:20 – 12:35

12. Assess the planned stage



- Form a pair with someone from a different base group. The pairs will be divided in 1, 2 or 3. Depending on your pair's number, focus on one of the following assessment criteria:
 1. The stage contributes to the development of the product and the specific competency.
 2. The activities of the stage develop and integrate the contents stated.
 3. Through this stage, the unit achievements (or steps towards them) are reached.

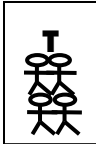
12:35 - 13:00

- Each pair will analyze two different plans. Write your pair's assessment and suggestions on a piece of paper and stick them next to the plan.

Materials:

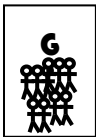
- Colored paper (for comments and suggestions)
- Markers
- Masking tape

13:00 – 13:35



- In your base team, review the feedback on your plan and make the adjustments you consider necessary to improve it.

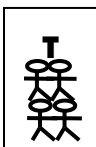
13:35 – 13:45



- Share with the whole group, reflections on the analysis of the plans and the articulation of the different elements of planning. Some guiding questions are:
 - What are the consequences of having other colleagues review your work?
 - What are the benefits of assessing planning?

13:45 – 14:20

13. Planning analysis



- In your base team, analyze a unit plan for a different social practice. Identify how:
 - the social practice and specific competency provide the purposes.
 - the contents are articulated.
 - the product functions as a guide for the development of the specific competency.

Materials:

- Example of planning of a social practice, stage and class.

14:20 – 14:30



- Review the planning process you defined in activity 4, Day 1 (12:20, p. 9).
 - What elements need to be modified?
- In the right-hand column, write how you understand the planning process now.

14:30 – 15:00

14. Evaluation of the workshop – SEP

- Complete the evaluation format given to you.

15:00 – 16:30

LUNCH

16:30 - 16:55

15. Planning and Flexibility – “The blind sack” activity

- Form teams of 5 according to birthday months
- One person from each team is the referee and the others are participants.
- Teams get the materials and read the instructions. The facilitator signals when the teams must start.

Description of activity – Rules of the game

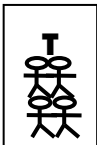
The objective of the game is to accumulate as many points as possible, by taking marbles out of the sack with the plastic spoon. The rules are as follows: :

1. All participants must try once in each round.
2. The value of the marbles differs. One-color marbles are worth 1 point, and the multi-colored ones are worth 5 points.
3. Each person will have a maximum of 20 seconds to try to get as many marbles from the bag as possible.
4. The referee will be the only one registering time and score.
5. Each participant will take the sack by grabbing it from the top with one hand while using the plastic spoon to take out the marbles.
6. Placing the marbles on the plastic spoon with the hand or looking inside the bag to see the color of the marbles is not allowed. If they do this, they will be immediately disqualified.
7. Only the marbles that come out on the plastic spoon will be counted.
8. The team has 5 minutes to think about the strategy before each round.
9. The number of rounds will be decided by the facilitator (at least 2 rounds).

Materials:

- Manual for rules
- Plastic spoon
- Sack
- Marbles – 30 solid color, 3 mixed color

16:55– 17:10



- With your team answer the following questions:
 - How could you have done better in the game?
 - How did you change your strategies to get more points?
 - Why is it important to understand the process in order to plan appropriately?

17:10– 17:20

- Using the previous answers as basis, discuss, with the whole group:
 - Was the idea of flexibility part of their strategies?
 - Why is flexibility important in planning?

17:20 – 17:50

15. The planning path

G
in 4

- The group is divided into four sub-groups. With your group, create a “*planning path*” using whatever is to hand to show what the group has learned about what planning is and what the implications of planning are (remember Blythe’s idea of planning as a journey).

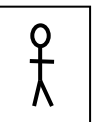
17:50 – 18:00



- Share your path with the whole group emphasizing what you have learned.

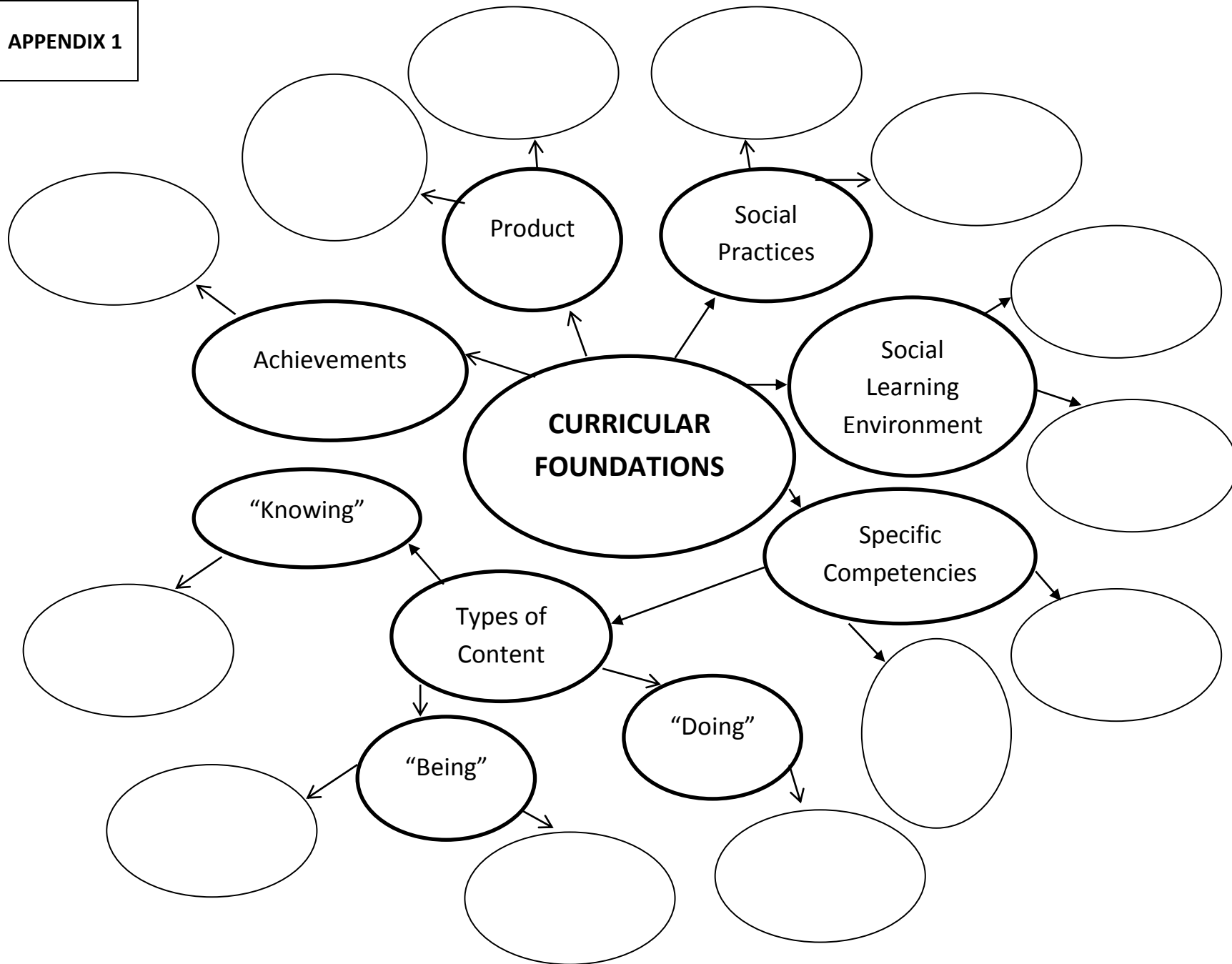
18:00 – 18:30

16. Evaluation of the workshop - ITESO

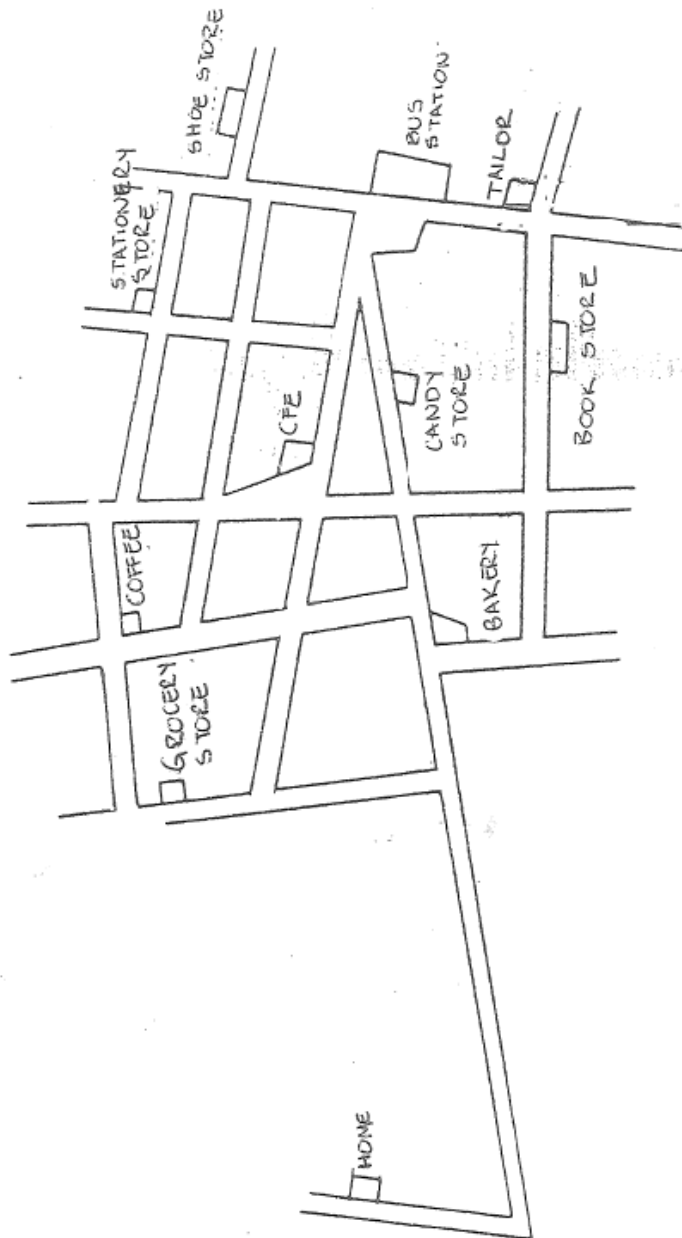


- Complete the evaluation format given to you.

APPENDIX 1



APPENDIX 2



Suggested order for errands:

1. CFE office
2. Stationery store
3. Shoe store
4. Tailor's
5. Book store
6. Bakery
7. Grocery store
8. Coffee
9. Candy store
10. Bus station

Glossary

Achievement	Expected learning outcomes. They should be related to the purpose of each unit and they can be used as assessment criteria.
Assessment	<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 teacher assessment).</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>
Assessment instrument	<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>
Criteria for assessment	<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>

<p>Communicative situation</p>	<p>Context in which language is used and developed with a genuine purpose.</p> <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>
<p>Competency</p>	<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 acts 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>
<p>Specific competency</p>	<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>
<p>Didactic strategy</p>	<p>Didactic strategies are steps taken by teachers to promote the development of learning strategies that lead to effective learning by students.</p>
<p>Grouping techniques (also known as team formation)</p>	<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</p>

	activities and to warm up the class.
NEPBE	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.
Planning of social practice of the language	Process of designing a didactic sequence for the development of a social practice through a specific competency, using a product as a vehicle to develop the achievements. In this process, the product is elaborated through a series of stages that mark the beginning, the development and the closure. At these stages, the curricular contents (<i>doing, knowing and being</i>) are integrated.
Planning – didactic	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. 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.
Product	The vehicle through which the learning process is activated. It represents a communicative situation that should integrate the three types of content and it is important not to consider it as a result, but as a way to develop a specific competence.
Social Learning environment	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. 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.
Familiar and community environment	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.
Academic and educational environment	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.
Literary and ludic environment	<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>
Social practice	<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>
Socio-cultural learning	<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>

	<p>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 (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 http://www.learning-theories.com/</p>
<p>Type of content: <i>Doing with the language</i></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</p>

	<p>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>Type of content: <i>Knowing about the language</i></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"> • Features and types of oral and written texts • Phonic, syntactic, and semantic elements of texts • Knowledge of the writing system and basic mechanics of writing conventions • Mechanics of writing
<p>Type of content: <i>Being through the language</i></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>

