

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN BÁSICA Y NORMAL
UNIDAD DE APOYO A LA EDUCACIÓN BÁSICA Y NORMAL
COORDINACIÓN ESTATAL DE INGLÉS
DIRECCIÓN GENERAL DE EDUCACIÓN BÁSICA
DIRECCIÓN DE EDUCACIÓN ELEMENTAL
SUBDIRECCIÓN DE EDUCACIÓN PREESCOLAR

1er JORNADA DE

**FORTALECIMIENTO ACADÉMICO
PARA DOCENTES DE INGLÉS EN
PREESCOLAR**

MANUAL

EDUCACIÓN PREESCOLAR

AGOSTO 2013

1ER. JORNADA ACADÉMICA DE LOS CICLOS 1, 2 Y 3

PNIEB

(Cycle 1)

Fecha: 19, 20 y 21 de agosto de 2013
Sede: Escuela Normal de Valle de Bravo
Hora: De 9:00 a 18:00 hrs.

AGENDA DE TRABAJO

DÍA 1

- ❖ Ceremonia de Bienvenida
- ❖ Ubicación de grupos
- ❖ Presentación de la agenda (Toma de acuerdos)
- ❖ Ruta de Profesionalización
- ❖ Acuerdo 592 y Mapa Curricular
- ❖ Participación de la Mtra. Connie Greenleaf
- ❖ Socio-cultural Approach
- BREAK
- ❖ Organización de los ciclos (Propósitos y características)
- ❖ Conceptos Curriculares
- COMIDA
- ❖ Planeación y organización de los elementos del syllabus
- ❖ Estrategias didácticas

DÍA 2

- ❖ Assessment (Acompañamiento y evaluación en el aprendizaje)
- ❖ Presentación de estrategias de enseñanza en el aula (microteaching)
- BREAK
- ❖ Presentación de estrategias de enseñanza en el aula (microteaching)
- COMIDA
- ❖ Presentación de estrategias de enseñanza en el aula (microteaching)
- ❖ Evaluación General del Taller.

DÍA 3

- ❖ Plenaria
 - Revisión de lineamientos generales
 - Organización de grupos en las escuelas, horarios, entrega de planeaciones, etc.
- ❖ Participación del Coordinador Estatal del PNIEB, Mtro. Higinio Ordóñez Suárez.
- ❖ Participación de la Editorial Macmillan, Clase modelo OPENMIND
- ❖ Asuntos Administrativos
- ❖ Asuntos Generales

CONSTRUYENDO MI RUTA DE PROFESIONALIZACIÓN

¿Qué es la Ruta de Profesionalización?

La ruta de profesionalización es la estrategia que la Coordinación Estatal del PNIEB, en acuerdo con la Dirección General de Educación Básica, ha establecido para lograr la certificación de los docentes de Inglés en dos líneas de trabajo:

- 1) Metodología de la enseñanza del Inglés
- 2) Dominio de la lengua Inglesa

Para llegar a la certificación es necesario construir un plan, eso es lo que llamamos **“Ruta de Profesionalización”**, que se traduce en cursos “a la medida del profesor” para que poco a poco vayan elevando su nivel de idioma y puedan alcanzar el Perfil Ideal del Docente, el cual está establecido en el PNIEB y es del nivel C1 de acuerdo al Marco Común de Europeo de Referencia para las lenguas (MCER). En suma, se busca que el docente de Inglés tome cursos que le preparen para alcanzar el nivel ideal en Inglés y en metodología.

¿Por dónde empiezo?

El primer paso es tu diagnóstico del nivel de idioma. Para ello la Coordinación Estatal del PNIEB aplica el examen DIME-EdoMex (Diagnostic Instrument for the measurement of English). Este examen diagnóstico evalúa Listening, Reading, Writing and Speaking; es un examen contra tiempo y los resultados obtenidos podrán ser valorados de acuerdo al MCER. Ya que hayas tomado el examen tendrás los resultados en el transcurso de 3 semanas a través de tus autoridades educativas.

¿Qué hago con mis resultados del Examen DIME-EdoMex?

Una vez que hayas sido evaluado, de acuerdo al nivel de inglés que obtengas del examen DIME-EdoMex, podrás elegir alguno de los cursos que ofrece la Coordinación Estatal del PNIEB, los cuales están clasificados en las dos líneas de trabajo iniciales, metodología e Inglés, estos cursos son gratuitos y podrás acceder a ellos si formas parte del PNIEB como escuela piloto, si eres formador o facilitador.

¿Qué cursos ofrece la Coordinación Estatal de Inglés?

Por medio de tus autoridades te llegará la convocatoria para los siguientes cursos en tiempo y forma, si después de analizarla tienes alguna pregunta, puedes contactarnos a través de los correos electrónicos.

1) Metodología

- Programa “British Council Formador de Facilitadores PNIEB”

Impartido por Formadores capacitados por el Consejo Británico, consiste en 3 fases de capacitación. Los docentes interesados en ser Formadores deberán tener un nivel de inglés mínimo de B1 además serán entrevistados por el Consejo Británico. Los docentes interesados en ser Facilitadores necesitan estar al pendiente de la convocatoria. **Si eres nuevo en PNIEB es necesario iniciar por este programa.**

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- Curso de Preparación Especializada en la Capacitación de Docentes

Dirigido a Formadores y Facilitadores con un nivel mínimo de B1 y experiencia en la enseñanza del idioma, diseñado no solamente para mejorar tu nivel de Inglés sino también para ofrecer sugerencias prácticas acerca de formas de enseñar el contenido de PNIEB y maximizar las oportunidades de usar el inglés en el aula.

- **Curso TKT (Teaching Knowledge Test)**

Impartido por personal del Consejo Británico el cual te prepara para tomar el examen diseñado para medir el conocimiento acerca de la enseñanza del idioma inglés. Una vez iniciado el curso adquieres el compromiso de realizar los exámenes (3 módulos) del TKT.

- **Curso ICELT (In-service Certificate in English Language Teaching)**

Impartido los sábados con el objetivo de mejorar las habilidades docentes en metodología, planeación, materiales de práctica supervisada y tiene un enfoque lingüístico. Los cursos ICELT se aprueban y supervisan por University of Cambridge ESOL Examinations Teaching Awards. Se requiere como mínimo el nivel B2 del MCER.

2) Inglés

- **Curso de inglés en línea “Learn English Pathways”**

Este curso está diseñado y aprobado por el Consejo Británico, desarrolla habilidades del lenguaje en 8 niveles que van desde Elementary 1 hasta Upper-intermediate 2. Es necesario contar con una computadora, audífonos y micrófono y conexión a internet.

- **Curso de inglés presencial “OpenMind”**

Los Facilitadores interesados recibirán los siguientes materiales: Student book, workbook y CD, y recibirán las clases por parte de docentes de inglés en horarios vespertinos. Se deberán cubrir los criterios establecidos de evaluación para ser promovidos al siguiente nivel.

La Coordinación Estatal del PNIEB promueve la capacitación continua de los docentes de Inglés y ofrece diferentes opciones de preparación académica para lograr la aplicación del PNIEB y así contribuir a elevar la calidad de educación que reciben los alumnos de Educación Básica en Escuelas Públicas.

¡Se parte de este proyecto y juntos construyamos tu Ruta de Profesionalización!

ACUERDO 592

(EXTRACTO)

La Reforma Integral de la Educación Básica es una política pública que impulsa la formación integral de todos los alumnos de preescolar, primaria y secundaria con el objetivo de favorecer el desarrollo de competencias para la vida y el logro del perfil de egreso, a partir de aprendizajes esperados y del establecimiento de Estándares Curriculares, de Desempeño Docente y de Gestión. Lo anterior requiere:

1. Cumplir con equidad y calidad el mandato de una Educación Básica que emane de los principios y las bases filosóficas y organizativas del artículo 3° de la Constitución Política de los Estados Unidos Mexicanos y de la Ley General de Educación.
2. Dar nuevos atributos a la escuela de Educación Básica y, particularmente, a la escuela pública, como un espacio capaz de brindar una oferta educativa integral, atenta a las condiciones y los intereses de sus alumnos, cercana a las madres, los padres de familia y/o tutores, abierta a la iniciativa de sus maestros y directivos, y transparente en sus condiciones de operación y en sus resultados.
3. Favorecer la educación inclusiva, en particular las expresiones locales, la pluralidad lingüística y cultural del país, y a los estudiantes con necesidades educativas especiales, con o sin discapacidad, y con capacidades y aptitudes sobresalientes.
4. Alinear los procesos referidos a la alta especialización de los docentes en servicio; el establecimiento de un sistema de asesoría académica a la escuela, así como al desarrollo de materiales educativos y de nuevos modelos de gestión que garanticen la equidad y la calidad educativa, adecuados y pertinentes a los contextos, niveles y servicios, teniendo como referente el logro educativo de los alumnos.
5. Transformar la práctica docente teniendo como centro al alumno, para transitar del énfasis en la enseñanza, al énfasis en el aprendizaje

Con el logro de estos requerimientos se estará construyendo una escuela mexicana que responda a las demandas del siglo XXI, caracterizada por ser un espacio de oportunidades para los alumnos de preescolar, primaria y secundaria, cualquiera que sea su condición personal, socioeconómica o cultural; de inclusión, respeto y libertad con responsabilidad por parte de los integrantes de la comunidad escolar, donde se reconozca la capacidad de todos para aportar al aprendizaje de los demás, mediante redes colaborativas de conocimiento que generen las condiciones para lograrlo; un espacio agradable, saludable y seguro para desarrollar fortalezas y encauzar oportunidades en la generación de valores ciudadanos; abierto a la cultura, los intereses, la iniciativa y el compromiso de la comunidad; una escuela de la comunidad donde todos crezcan individual y colectivamente: estudiantes, docentes, madres y padres de familia o tutores, comprometiéndose íntegramente en el logro de la calidad y la mejora continua. La Articulación de la Educación Básica es el inicio de una transformación que generará una escuela centrada en el logro educativo al atender las necesidades específicas de aprendizaje de cada uno de sus estudiantes, para que adquieran las competencias que permitan su desarrollo personal; una escuela que al recibir asesoría y acompañamiento pertinentes a las necesidades de la práctica docente cotidiana genere acciones para atender y prevenir el rezago, y constituya redes académicas de aprendizaje donde todos los integrantes de la comunidad escolar participen del desarrollo de competencias que permiten la autonomía en el aprendizaje y la participación en los procesos sociales. La Articulación de la Educación Básica es requisito fundamental para el cumplimiento del perfil de egreso. Este trayecto se organiza en el Plan y los programas de estudio correspondientes a los niveles de preescolar, primaria y secundaria.

El Plan de estudios 2011 de Educación Básica es el documento rector que define las competencias para la vida, el perfil de egreso, los Estándares Curriculares y los aprendizajes esperados que constituyen el trayecto formativo de los estudiantes, y que se propone contribuir a la formación del ciudadano democrático, crítico y creativo que requiere la sociedad mexicana en el siglo XXI, desde las dimensiones nacional y global, que consideran al ser humano y al ser universal. La dimensión nacional permite una formación que favorece la construcción de la identidad personal y nacional de los alumnos, para que valoren su entorno, y vivan y se desarrollen como personas plenas. Por su parte, la dimensión global refiere al desarrollo de competencias que forman al ser universal para hacerlo competitivo como ciudadano del mundo, responsable y activo, capaz de aprovechar los avances tecnológicos y aprender a lo largo de su vida. El Plan de estudios es de observancia nacional y reconoce que la equidad en la Educación Básica constituye uno de los componentes irrenunciables de la calidad educativa, por lo que toma en cuenta la diversidad que existe en la sociedad y se encuentra en contextos diferenciados. En las escuelas, la diversidad se manifiesta en la variedad lingüística, social, cultural, de capacidades, de ritmos y estilos de aprendizaje de la comunidad educativa. También reconoce que cada estudiante cuenta con aprendizajes para compartir y usar, por lo que busca que se asuman como responsables de sus acciones y actitudes para continuar aprendiendo. En este sentido, el aprendizaje de cada alumno y del grupo se enriquece en y con la interacción social y cultural, con retos intelectuales, sociales, afectivos y físicos, y en un ambiente de trabajo respetuoso y colaborativo. Otra característica del Plan de estudios es su orientación hacia el desarrollo de actitudes, prácticas y valores sustentados en los principios de la democracia: el respeto a la legalidad, la igualdad, la libertad con responsabilidad, la participación, el diálogo y la búsqueda de acuerdos; la tolerancia, la inclusión y la pluralidad, así como una ética basada en los principios del Estado laico, que son el marco de la educación humanista y científica que establece el Artículo Tercero Constitucional. Propone que la evaluación sea una fuente de aprendizaje y permita detectar el rezago escolar de manera temprana y, en consecuencia, la escuela desarrolle estrategias de atención y retención que garanticen que los estudiantes sigan aprendiendo y permanezcan en el sistema educativo durante su trayecto formativo. El Plan de estudios requiere partir de una visión que incluya los diversos aspectos que conforman el desarrollo curricular en su sentido más amplio, y que se expresan en los principios pedagógicos.

I. PRINCIPIOS PEDAGOGICOS QUE SUSTENTAN EL PLAN DE ESTUDIOS

Los principios pedagógicos son condiciones esenciales para la implementación del currículo, la transformación de la práctica docente, el logro de los aprendizajes y la mejora de la calidad educativa.

I.1. Centrar la atención en los estudiantes y en sus procesos de aprendizaje

El centro y el referente fundamental del aprendizaje es el estudiante, porque desde etapas tempranas se requiere generar su disposición y capacidad de continuar aprendiendo a lo largo de su vida, desarrollar habilidades superiores del pensamiento para solucionar problemas, pensar críticamente, comprender y explicar situaciones desde diversas áreas del saber, manejar información, innovar y crear en distintos órdenes de la vida. Los alumnos cuentan con conocimientos, creencias y suposiciones sobre lo que se espera que aprendan, acerca del mundo que les rodea, las relaciones entre las personas y las expectativas sobre su comportamiento. En este sentido, es necesario reconocer la diversidad social, cultural, lingüística, de capacidades, estilos y ritmos de aprendizaje que tienen; es decir, desde la particularidad de situaciones y contextos, comprender cómo aprende el que aprende y, desde esta diversidad, generar un ambiente que acerque a estudiantes y docentes al conocimiento significativo y con interés.

I.2. Planificar para potenciar el aprendizaje

La planificación es un elemento sustantivo de la práctica docente para potenciar el aprendizaje de los estudiantes hacia el desarrollo de competencias. Implica organizar actividades de aprendizaje a partir de diferentes formas de trabajo, como situaciones y secuencias didácticas y proyectos, entre otras. Las actividades deben representar desafíos intelectuales para los estudiantes con el fin de que formulen alternativas de solución. Para diseñar una planificación se requiere:

- Reconocer que los estudiantes aprenden a lo largo de la vida y se involucran en su proceso de aprendizaje. Seleccionar estrategias didácticas que propicien la movilización de saberes y de evaluación del aprendizaje congruente con los aprendizajes esperados.
- Reconocer que los referentes para su diseño son los aprendizajes esperados.
- Generar ambientes de aprendizaje colaborativo que favorezcan experiencias significativas.
- Considerar evidencias de desempeño que brinden información al docente para la toma de decisiones y continuar impulsando el aprendizaje de los estudiantes. Desde esta perspectiva, el diseño de actividades de aprendizaje requiere del conocimiento de lo que se espera que aprendan los alumnos y de cómo aprenden, las posibilidades que tienen para acceder a los problemas que se les plantean y qué tan significativos son para el contexto en que se desenvuelven. Diseñar actividades implica responder a cuestiones como las siguientes: ¿Qué situaciones resultarán interesantes y desafiantes para que los estudiantes indaguen, cuestionen, analicen, comprendan y reflexionen? ¿Cuál es el nivel de complejidad que se requiere para la actividad que se planteará y cuáles son los saberes que los alumnos tienen? ¿Qué aspectos quedarán a cargo de los alumnos y cuáles será necesario explicar para que puedan avanzar? ¿De qué manera pondrán en práctica la movilización de saberes para lograr los aprendizajes y qué desempeños los harán evidentes?

I.3. Generar ambientes de aprendizaje

Se denomina ambiente de aprendizaje al espacio donde se desarrolla la comunicación y las interacciones que posibilitan el aprendizaje. Con esta perspectiva se asume que en los ambientes de aprendizaje media la actuación del docente para construirlos y emplearlos como tales. En su construcción destacan los siguientes aspectos:

- a. La claridad respecto del aprendizaje que se espera logre el estudiante.
- b. El reconocimiento de los elementos del contexto: la historia del lugar, las prácticas y costumbres, las tradiciones, el carácter rural, semirural o urbano del lugar, el clima, la flora y la fauna.
- c. La relevancia de los materiales educativos impresos, audiovisuales y digitales.
- d. Las interacciones entre los estudiantes y el maestro. Asimismo, en el hogar, como ambiente de aprendizaje, los estudiantes y los padres de familia tienen un marco de intervención para apoyar las actividades académicas, al organizar el tiempo y el espacio en casa.

SOCIO-CULTURAL APPROACH

Socio-cultural theory, also called social constructivism, is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. Social constructivism was developed by post-revolutionary Soviet psychologist, Lev Vygotsky. Vygotsky was a cognitivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context. He argued that all cognitive functions originate in, and must therefore be explained as products of social interactions and that learning was not simply the assimilation and accommodation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community. According to Vygotsky (1978:57),

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (inter-psychological) and then inside the child (intra- psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Vygotsky's theory of social learning has been expanded upon by contemporary psychologists such as Miller and Dollard, and A. Bandura.

Knowledge

Cognitivists such as Piaget and Perry see knowledge as actively constructed by learners in response to interactions with environmental stimuli. Vygotsky emphasized the role of language and culture in cognitive development. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the worlds. Humans' linguistic abilities enable them to overcome the natural limitations of their perceptual field by imposing culturally defined sense and meaning on the world. Language and culture are the frameworks through which humans experience, communicate, and understand reality. Vygotsky states (1978:39),

"A special feature of human perception...is the perception of real objects ... I do not see the world simply in color and shape but also as a world with sense and meaning. I do not merely see something round and black with two hands; I see a clock ..."

Language and the conceptual schemes that are transmitted by means of language are essentially social phenomena. As a result, human cognitive structures are, Vygotsky believed, essentially socially constructed. Knowledge is not simply constructed, it is co-constructed. (GSI, 2005)

In this perspective, language is an instrument that has historically mediated between people and cultures in a dynamic, interactive and complex spiral. Language has two functions as an instrument of mediation: 1) it is a cultural instrument used to communicate meaning, but also to think together and construct knowledge jointly; 2) it is a psychological instrument that we use to organize our own thoughts and to plan and reflect on them (Hernández, 2006:174).

Learning

The socio-cultural approach focuses on the fact that the student is not an isolated being, we must always consider the student and his/her sociocultural context (reflected in the teacher, their classmates, the cultural instruments, such as text books, computers, teacher discourses, etc.) as coauthors in the educational process. In order to understand the learning process it is crucial to situate it in the context of cultural exchanges and interactions between the student and others (cultural practices), and understand the important role as mediators that the socio-cultural instruments (particularly language) have (Hernández, 2006:157, 160).

Learning is an essentially social and interactive process, which means an authentic appropriation of the cultural resources by the learner's participation in activities with others (Rogoff, 1993 in Hernández, 2006:168). Learning should also be understood as a process that occurs in a situated or contextualized way, as part of wider socio-cultural practices. Therefore, it is very important to learn in a situated context with authentic activities and tasks, since the student is not only learning attitudes, abilities and knowledge in such tasks and situations, but also the opportunities and restrictions their own cultural context offers (Hernández, 2006:168).

Vygotsky accepted Piaget's claim that learners respond not to external stimuli but to their interpretation of those stimuli. However, he argued that cognitivists such as Piaget had overlooked the essentially social nature of language. As a result, he claimed they had failed to understand that learning is a collaborative process. Vygotsky distinguished between two developmental levels (85): The level of actual development is the level of development that the learner has already reached, and is the level at which the learner is capable of solving problems independently. The level of potential development (the "zone of proximal development", ZPD) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. The learner is capable of solving problems and understanding material at this level that they are not capable of solving or understanding at their level of actual development. (GSI, 2005)

The level of potential development is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others. The ZPD represents a dialogue between the student and his/her future, between what he/she is capable of doing today and what he/she will be able to do tomorrow. (Hernández, 2006:168).

Motivation

Behavioral motivation is essentially extrinsic--a reaction to positive and negative reinforcements. Cognitive motivation is essentially intrinsic--based on the learner's internal drive. Social constructivists see motivation as both extrinsic and intrinsic. Because learning is essentially a social phenomenon, learners are partially motivated by rewards provided by the knowledge community. However, because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive to understand and promote the learning process. (GSI, 2005)

Teaching

The teacher is basically a facilitator of the learning process. He/she teaches in an interactive situation by negotiating and sharing the meanings that he/she knows as an educational agent about the cultural artifacts, knowledge and practices. The negotiation or sharing between teachers and students should be seen as a joint construction, and it is developed through a series of linguistic and pedagogic supports and devices, strategically organized, so the students are capable of appropriating the cultural knowledge and artifacts, and developing an internal interpretation, a true reconstruction, of them. Classes are, in consequence, spaces for communications and scenarios within which to socially construct knowledge.

A very important part in the socio-cultural perspective is that the student becomes able to act in a self-regulated way after the teaching-learning process; this means that he/she is capable of using by their own choice the knowledge, attitudes or abilities that have been taught (Hernández, 2006:169-170, 183).

In the process of developing knowledge the presence of examples in terms of development is important, this is referred as 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 (Learning Theories, 2011).

The majority of proposals for teaching following the socio-cultural approach are based on the creation and development of ZPDs with the students. There are fundamentally two ways of understanding this:

- One based on the concept of scaffolding
- The other on the concept of the zone of collective construction.

The first one is based on the idea that the teacher-expert, while trying to promote certain types of knowledge in the apprentice, creates a structured system of support, made up of different tasks and activities, to guide the appropriation of the types of knowledge. This is called scaffolding. The students start with a lot of help from the teacher and finish with the responsibility of carrying out the activity or task by themselves.

The second one is based on the conception that the ZPD are usually collective processes. This means that the teacher proposes zones of construction of knowledge with the students. There is a certain openness and uncertainty in the teaching–learning situation, and simultaneously there is a mutual influence of the teacher-expert and the students-apprentices in the process of definition and structuring of learning. In this approach, the students have a more participative role in the direction of the ZPD than in the scaffolding proposal, which is highly organized. This conception integrates the proposal of “the social participation communities”, “apprenticeship communities” and “inquiry communities”. (Hernández, 2006:183-191) Since interaction is a central part of this approach, collaborative learning methods are basic tools to learn. They require learners to develop teamwork skills and to see individual learning as essentially related to the success of group learning. More generally, collaborative learning should be seen as a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material. (GSI, 2005).

Reference

NEPBE - Professional Development Workshop “Strengthening NEPBE at State Level” Cycles 1, 2 and 3 Mexico, ITESO.

PURPOSES OF EACH CYCLE AND CHARACTERISTICS OF STUDENTS1

*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.

CYCLE 1 / 3rd Pre-school, 1st & 2nd grade Primary / 5 – 8 years of age

Cycle Purposes

- ❖ Acknowledge the existence of other cultures and languages.
- ❖ Acquire motivation and a positive attitude towards the English language.
- ❖ Begin developing basic communication skills, especially the receptive ones.
- ❖ Reflect on how the writing system works.
- ❖ Get acquainted with different types of texts.
- ❖ Start exploring children's literature.
- ❖ Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.

Physical Development

They show development of permanent teeth.

They are developing good use of large muscles and of smaller muscles; so they enjoy testing muscle strength and skills.

They are developing hand-eye coordination, may not be ready for some close work without eye strain.

They are skilled at using scissors and small tools.

They enjoy copying designs, shapes, letters and numbers.

Cognitive, Social and Emotional Development

Short attention spans (20 min) make "hands-on" activities a must for these grade levels.

Activities divided into small pieces or steps with physical activity in between work best.

Very concrete thinkers and do best with activities in which they are both doing and seeing things.

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.

They are easily upset by changes in routine.

They desire repetition of favorite activities and experiences.

They are able to assume responsibility.

They begin to see things from other children's point of view, but still very self-centered. They have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes. 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. They seek a sense of security in groups and organized play and enjoy working in small groups with plenty of adult attention. 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. Being with friends becomes increasingly important. They show interest in rules and

rituals. They want to play more with similar friends—girls with girls, boys with boys. They may have a “best” friend and “enemy.”

CYCLE 2 / 3rd & 4th grade Primary / 8-10 years of age.

Cycle Purposes

- ❖ Express simple opinions and requests in familiar contexts.
- ❖ Recognize basic instructions, information, and advertisements.
- ❖ Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.
- ❖ Use expressions to refer to personal aspects and needs.
- ❖ Respond to spoken and written language in different linguistic and non-linguistic ways.
- ❖ Use different strategies to solve everyday problems, as well as to look for information about concrete topics.
- ❖ Identify similarities and differences between their own cultural expressions and those of the English language.
- ❖ Establish basic social contact by means of their linguistic repertoire.

Physical Development

Their growth is slow and steady; arms are lengthening, hands are growing. Girls are growing faster. Eyes are ready for both near and far vision. Nearsightedness may develop. Permanent teeth are continuing to appear. Their attention span is getting longer. Manipulative skills with small muscles are improving. Eye hand coordination is good. Eyes are almost adult size. Ready for close work with less strain. Girls: are generally as much as 2 years ahead of boys in physical maturity, and may begin to menstruate. Active, full of energy, and anything but quiet. Activities should encourage physical involvement.

Cognitive, Social and Emotional Development

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). They are just beginning to think logically and symbolically and are beginning to understand abstract ideas. Activities divided into small pieces or steps work best. They become more product and goal oriented. Interests may change often, jumping from one thing to another. 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. They are more responsible and need reminders of that responsibility. They enjoy games with more complex rules. They need wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards.

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.

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.

They tend to see things as right or wrong, with no room for difference of opinion

They have a new awareness of individual differences, and have the capacity for self-evaluation.

Clicks of friends are beginning to form, mostly of the same sex and of short duration and changing membership.

They have better control of anger.

They show interest in the opposite sex by teasing, joking, showing off.

They may sometimes be verbally cruel to classmates with harsh "put downs" and snide remarks.

Have considerable interest in sex information and bodily functions. Tell sex and bodily function jokes.

They are fond of team games, comics, television, movies, adventure stories, and collections.

They enjoy activities that involve manual dexterity and fine muscle coordination.

CYCLE 3 / 5th & 6th Primary / 10-12 years of age.

Cycle Purposes

- ❖ Understand and produce everyday or routine information and its general meaning.
- ❖ Begin or participate in some conversations or transactions using verbal and nonverbal strategies.
- ❖ Recognize similarities and differences in the form and social use between their mother tongue and English.
- ❖ Use strategies to present information, understand academic texts, and solve simple problems.
- ❖ Express opinions and provide short descriptions.
- ❖ Produce comprehensible messages, adapting their linguistic forms and pronunciation.
- ❖ Use strategies to recognize form and understand content in a variety of simple literary texts.
- ❖ Interact with oral and written texts for specific purposes, and use them as a basis for further interaction.
- ❖ Socialize by means of common expressions.

Physical Development

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.

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.

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.

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.

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.

They have an enormous, but often-capricious appetite.

Cognitive, Social and Emotional Development

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.
They have an increasing ability to understand metaphors,

GLOSSARY

Achievement: Expected learning outcomes. They should be related to the purpose of each unit and they can be used as assessment criteria.

Assessment : 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. 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. 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 re-consider, make decisions or innovations, and in general, improve the language teaching-learning process (this is generally called **teacher assessment**). 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.

Assessment instrument : 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.

- ❖ Some of the instruments for assessment are:
- ❖ Self-assessment and peer-assessment
- ❖ Portfolios
- ❖ Observation lists
- ❖ Exams
- ❖ Rubrics, etc.

Criteria for assessment : Clear areas to be monitored in the students' learning process. These are specially related to the achievements expected. 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.

Communicative situation : Context in which language is used and developed with a genuine purpose. 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. 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 (doing with the language, knowing about the language and being through the language).

Competence : 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. A competence is not something a person has, but the way that person acts in a specific situation. 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.

Specific competence : 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.

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.

Didactic strategy : Didactic strategies are steps taken by teachers to promote the development of learning strategies that lead to effective learning by students.

Grouping techniques (also known as team formation) : 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. 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.

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 – 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: 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. 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.

Social practice: 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.

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.

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.

Socio-cultural learning: 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.

Social Development Theory asserts three major themes:

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).
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.
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.

Vygotsky focused on the connections between people and the socio-cultural 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.

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.

Learning Theories Knowledgebase (2011, July). at Learning-Theories.com. Retrieved July 3rd, 2011 from <http://www.learning>

Type of content: Doing with the language: One of the three types of content that are integrated in a specific competence in the NEPBE.

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.

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

Type of content: Knowing about the language: One of the three types of content that are integrated in a specific competence in the NEPBE.

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.

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.

The main topics for this type of 'learning' are:

- ☑ 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

Type of content: Being through the language: One of the three types of content that is integrated in a specific competence in the NEPBE.

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.

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.

The being through the language contents are transversal and permanent throughout the entire NEPBE.

LESSON PLANNING / USING RESOURCES

Instructions: Think about the planning process and answer the following questions.

1. What a lesson plan is?
2. What elements do you include in your lesson plan?
3. What difficulties do you find when you do your lesson plan?
4. How do you link in your lesson plan the contents (doing, knowing, and being) with the different activities?
5. What kind of interaction do you include in your lesson plan?
6. What kind of materials and resources do you use?, Do you create your own materials? If so, Why?
7. How do you manage the time in your lesson plan?
8. Do you include assessment in your lesson plan?
9. What kind of instruments do you think could be suitable to assess the learning process?

ASSESSMENT

Instructions: Complete the following sentences finding the answers in the word search.

1. _____ should provide information about the extent of progress each student makes in different stages of the teaching- learning process.
2. The purpose of assessment is to help the _____ and the _____ what they have learned during a specific period and what needs to be reinforce.
3. _____ assessment focus on the process.
4. _____ assessment focus on the product of the learning process.
5. Write five different instruments for assessment.
 - ✓ Self- assessment and _____
 - ✓ _____
 - ✓ _____
 - ✓ _____
 - ✓ _____

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

WEBSITES PAGES RECOMMENDED

Baby Einstein first moves

Animal sounds

Super simple learning

Super Simple Songs-You tube

Baby Einstein neighbourhood animals

Nursery rhyme for kids

www.mansioningles.com

<http://www.ello.org>

<http://funeasyenglish.com>

<http://www.learnenglish.dc/>

<http://bbc.co.uk/worldservice/learningenglish/>

Super Simple Songs-You tube

Baby Einstein neighbourhood animals

Nursery rhyme for kids

