On the Road to
EXCELLENCE

An EFL-Teacher´s Handbook

A Quick Guide
for the
National English
Program in
Basic Education
(NEPBE)

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PART 1: Introduction

Why Be Bilingual?

Being bilingual used to be for some highly-motivated immigrants to various countries.... or for people who needed a second or third language for a job.....or for people in countries, such as Switzerland, who have no specific language in their country, so they need to learn French, Italian, and German.

The Effects of Globalization on Education

Now, in the 21st Century, with international world travel common for work and pleasure, with globalization making out-sourcing work to other countries, and with English becoming more and more, the lengua franca of the world of science, computers, businesses, medicine, music, films, and best-selling novels, bilingualism is essential for economic, professional, and social success.

The following diagram shows the effects of globalization on education. It is fully explained in this book, showing the base for the NEPBE: National English Program in Basic Education.

Success with bilingualism and CLIL	Are you in the 21st century?

GLOBALIZATION

BILINGUALISM

COMMON EUROPEAN FRAMEWORK

CLIL   PISA

HOW TEACHERS NEED TO BE CHANGED

USE OF MULTIPLE INTELLIGENCES

BLOOM´S TAXONOMY

CRITICAL THINKING

ORAL FLUENCY
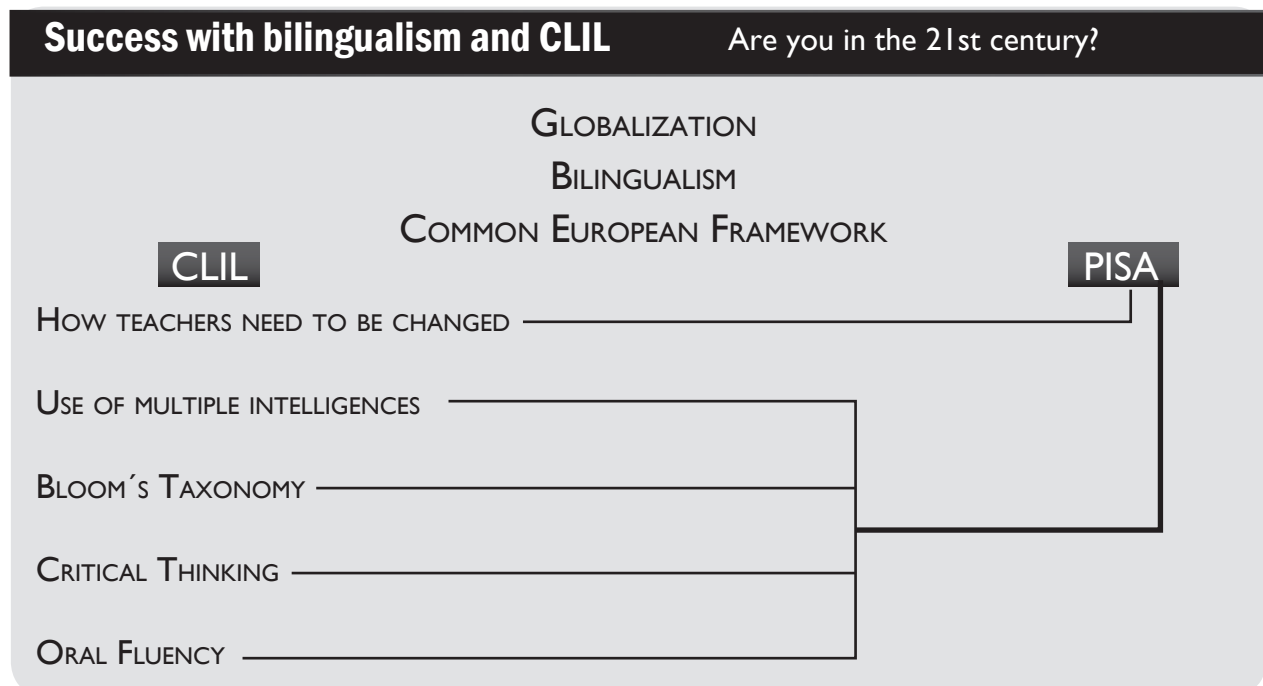
As you can see from the chart above, GLOBALIZATION has led to the necessity of BILINGUALISM.

Without clear designations of language levels, teachers, world-wide, were left to use exams, tests, or vague estimates to decide student and text levels. "Beginning", or "Intermediate", or "Advanced" were terms used to organize texts or class levels.

Job vacancies asked for "80% English", or "75% French", or "100% Spanish". What did those arbitrary percentages mean?
Did they mean that someone understood 80% of an English dictionary? Or that they understood 80% of a movie?
Obviously, the percentages made no more sense than "Advanced English".

Why Have a National Plan?
Three goals are in mind with the National Plan:

1. To establish a program of studies in English

2. To define and offer programs and texts which are congruent to the philosophy and objectives of second language acquisition

3. To contract and develop many more English teachers

Teaching English in our schools in Mexico is not new. Private schools for two generations have included English in the curricula.
In our Mexican public schools, twenty-one states have been offering English in the public schools, some of them for more than 15 years.

The state of Coahuila, for example, began its English program as a project in 100 primary schools, in the school year 1995-96 with approximately 59 English teachers. Currently, the English program is an official program, not a project. Coahuila has expanded its program to include pre-school and secondary levels.

Since its inception in Coahuila, the English program has been under the direction of a state English Coordinator, with a dedicated staff of highly experienced educators, supporting English teachers with materials, staff development, and world-class information about CEFR , CLIL, and leading philosophies and theories on language acquisition, in order that teachers are well-prepared in the classroom.
In 2010, Coahuila achieved first place in the entire Republic of Mexico, in a federal SEP English evaluation, given in all 21 states that offer a State English Program in the public schools. The evaluation was organized for students from 3rd of preschool through 6th grade of primary.

As more and more states have initiated English programs, each state with its own distinct focus, the need for a unified program, at the national level was imperative; thus was born the NEPBE: The National English Program in Basic Education.

How does the NEPBE affect you?

The focus of the NEPBE, since its approval by the Congress of Mexico in 2008 is based much more on the CEFR standards and on CLIL philosophy than on methods or philosophies previously emphasized in traditional language studies.

<div>

GONE

- is the emphasis on grammar.
- are translations from L1 to L2 and the reverse.
- is emphasis on memorization.
- is the focus on errors and mistakes.
- are the endless lists, copying, and writing patterns.

</div>
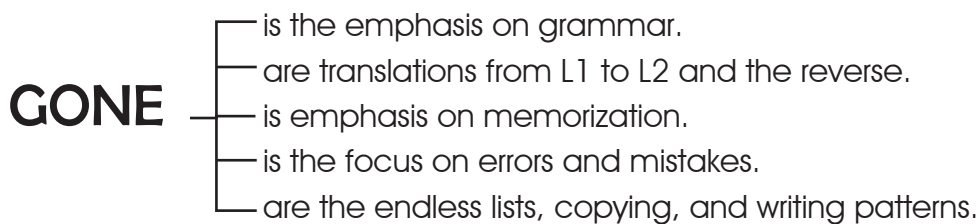
The emphasis in the NEPBE is the social interaction among the students, practicing orally the social and the cultural aspects of the language to be taught...in this instance, English.

Strong emphasis in the NEPBE is given to Vygotsky's social / cultural impact on language acquisition. Later in this book, we will look at Vygotsky's research so you'll be able to see the connection between his theories and the expectations of the NEPBE.

There are three areas of concentration in the NEPBE, which are closely related to UNESCO's Four Pillars of Education, which we will see in Section Three:

> 1. Understanding what doing with the language how to use it, when to use it,
>
> 2. Understanding about the language, knowing how it is structured, how to express well,
>
> 3. Understanding about being with the language, knowing and using the cultural-social aspects.

These three understandings will guide teachers to focus more on the social-cultural aspects of language teaching, resulting in oral fluency as the base of evidence of language acquisition. These three areas are closely related to the Four Pillars of Education as developed by UNESCO, and the base of using competencies in our school, which we will see in Section Three.

PART 2 Background of the NEPBE

CEFR: Common European Framework Reference of Language Learning
In the late 1980's, more than twenty European countries began to research and document what skills and abilities needed to be exhibited to demonstrate language knowledge, in reading, writing, speaking, and listening, under various situations: social, professional, family and academic, etc.

After much work, in 1991, in Switzerland, the consortium of language educators and linguistic specialists, presented their findings and recommendations in a 265 page document, named, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment".

What they succeeded to do was to specifically list observable actions, which would exhibit language ability under a variety of circumstances, and at various levels.
They divided language abilities, for any language, into six classifications:

A-1, A-2, B-1, B-2, C-1, C-2,

with A-1 being the basic level, and C-2 the most proficient level.

See the following three charts to obtain a clearer picture of the CEFR. You can see that the six levels are clearly divided.

Notice that first grade of primary is not usually considered to be at the A-1 level because most young children do not have the smoothness or fluency that A-1 would exhibit.

Chart 1: Levels Based on the CEFR

	LEVELS		CEF
CEFR = Common European Framework Reference	2	A1	Basic English User
	3, 4	A2	Basic +
	5, 6	B1	Independent
	7, 8, 9	B2	Independent+
	10,11	C1	Advanced
	12	C2	Proficient

Chart 2: A summary of the six levels of the CEFR

Language levels began with CEF, and now are spreading worldwide. There are 6 levels of ability in any language: A1 - C2

A1	A2	B1	B2	C1	C2
Basic survivial level vocabulary	Basic daily work use of language	Intermediate reading, writing fluently. Some errors	High level+ four skills, more fluent speaking	Advanced level, very few errors, high vocabulary	Proficient user of the language
NOVICE	BASIC	AVERAGE	HIGH AVERAGE	VERY HIGH	NATIVE-LIKE SPEAKER

Chart 3: Global View
Common Levels of Reference for Language Acquisition
Common European Framework: Standards for Language
If you want to see a narrative summary of the six levels, here is a very brief summary of the 265 pages so you can get a general idea of the CEFR .
All of the qualifiers listed in the levels above, plus:

COMMON EUROPEAN FRAMEWORK: STANDARDS FOR LANGUAGES A GENERAL DESCRIPTION OF LANGUAGE STANDARDS	
C2 Proficient User	All of the qualifiers listed in the levels below, PLUS: Can understand practically everything, reading, writing , listening, and speaking, almost as a native speaker. Can express spontaneously, with great fluency, and can present with a great degree of precision, with an ample vocabulary, in a very coherent manner.
C1 Competent User	Is able to use the language in a fluent and flexible form. Can produce clear writing and speaking. Is able to use the language in social, academic, and professional situations. The language use is well-structured, fluid, and spontaneous. Uses the mechanics of a language with precision and fluency.
B2 Independent User	Can understand the principal ideas of texts, and can work with concrete and abstract ideas within their age range or their area of specialization. They can write clearly and detailed and can defend themselves in the language, giving pros and cons of their opinion.
B1 Independent User	Can understand in some work or school situations. Can use the language to survive when traveling where language is utilized. Can describe experiences, and can give a brief opinion or express future plans.
A2 Basic	Can understand phrases and expressions if used frequently, especially if they are relevant and useful in school, home, work, shopping, restaurants. Can describe things in their environment in simple terms, using present or past references. Can ask about things that are of basic necessities: food, sleep, bathroom, etc.
A1 Basic User	Can understand and use expressions of daily habits, such as "Hello. How are you?". Can ask basic questions about home, preferences, personal belongings to persons they know. Can understand others if they speak slowly and clearly and have an attitude of helping the new language learner. Can give their name and address to friends, and use simple phrases to meet personal needs.

CLIL: Content and Language Integrated Learning

Once the Common European Framework Reference was established and accepted, and publishers were required to eliminate the traditional designations of "Advanced", "Intermediate", and "Beginning" levels, language learning and teaching began to change.

Publishers had to indicate on the front cover of their language teaching books, a small circle of yellow stars (representing the European Union); within the circle, the language level of the text had to be indicted, such as "A-1" or "B-2", etc.

Once this was in effect, schools and teacher-preparation programs had a dilemma. They asked,
"How do we teach languages to students so they will reach the levels of the CEFR?"

This was a serious problem, since the CEFR emphasized oral fluency, bi-cultural knowledge, projects, small group activities, life-long learning, among other things, schools were not prepared. Most language courses were very traditional, with memorization, translations, workbooks to complete, grammar emphasis, phonics, fill-in-the-blanks, copying, language patterns to complete, all of which presented fake, artificial communication styles....

"I am... you are... he is... she is... we are... you are... they are..."
does not lead anyone to language fluency.

Nor does:
" I go."... "He goes."... "I went."... "They went."... etc.

No one talks that way, so it was obvious that the traditional way of language teaching would not obtain the desired results of oral fluency, the kind of ability needed in the 21st Century.

Linguistic experts and language educators began to meet in Finland at the University of Jyvaskyla, in Helsinki, Finland. The diverse group of educators, from 20 + countries, headed by David Marsh, investigated many language teaching programs in order to plan what they would recommend to the European Union in keeping with CEFR goals.
A partial list of programs that they researched are listed below.
The linguists looked at what worked and what was not so successful. Their goal was to implement a teaching philosophy for the acquisition of a second language.

CLIL'S ancestors

- Content-based Language Teaching (CBLT)
- Integration of Content and Language
- Content and Language Integrated Classrooms (CLIC)
- English-focused Content Teaching
- Content-focused English Teaching
- Content-centered English Teaching
- English-centered Content Teaching
- Content-driven English Teaching
- English-driven Content Teaching
- Content-oriented Language Learning
- Content-infused Language Teaching
- Theme-based Language Teaching
- Topic-based Language Teaching
- Teaching Content Through English
- Teaching English Through Content
- Teaching Through English (TTE) / Teaching Through Foreign Languages (TTFL)
- Teaching Content in a Foreign Language (TCFL)
- Dual-focused Language Instruction
- Bilingual Integration of Languages and Disciplines (BILD)
- Learning with Languages / Learning through an additional language
- Foreign Language Immersion Program (FLIP)
- Plurilingual Instruction
- English Across the Curriculum / Foreign Languages Across the Curriculum (FLAC)
- Language-enhanced Content Instruction
- Integrated Curriculum
- Bridge Program
- Cross-Curricular Teaching
- Interdisciplinary Teaching

After looking at the positives and negatives of each of the above programs, the educators from 20 countries meeting in Finland to streamline, simplify, and enhance language teaching, decided that they wanted to establish a philosophy based on the best practices of how languages are learned.

They named this philosophy, "Content and Language IntegratedLearning" (CLIL).

Dr. David Marsh, originally from Australia, currently living in Finland, was Chairman of the committee that forged CLIL. His work with the integration of subjects in order to better learn a language became part of the basic CLIL philosophy.

Much of the research on the "Natural Approach to Language Learning", by Dr. Stephen Krashen, from the USA, was also incorporated into the framework of CLIL philosophy. Information of Krashen's work follows this section on CLIL.

How does CLIL affect your teaching? How does CLIL support NEPBE?

- Components of CLIL include the following:

- CLIL is a philosophy on how we learn languages. It is not a program.

- CLIL is the umbrella term describing BOTH learning a content subject (such as biology, world geography, music, physical education, etc.) through a foreign language, and learning a foreign language by studying content-based subjects.

- Knowledge of the language becomes the means of learning content.

- Language is integrated into the broad curriculum.

- This broad, complete, curriculum is taught, using 100% English.

- Long-term learning is planned for nearly native-like English.

- Fluency is the prime goal, with students using English to communicate.

- Errors are a natural part of language learning.

- Fluency is emphasized, not grammatical structures.

- More focus is on on the process of learning, and less on the final product.

- Reading is the essential skill.

- Use content to expand vocabulary and fluency in speaking and reading.
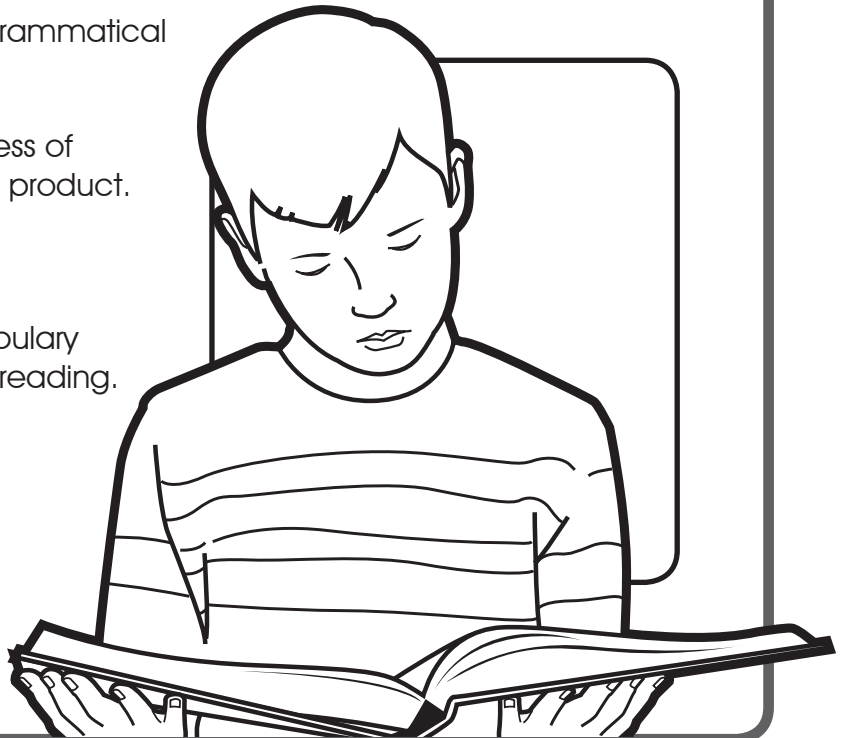
CLIL: a philosophy of language learning

Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. In ELT, forms of CLIL have previously been known as 'Content-based instruction', 'English across the curriculum' and 'Bilingual education'.

How can we implement CLIL in the classroom?
- Vary materials.
- Use visuals.
- Team and pair activities
- Lots of oral production
- Use critical thinking.
- Music, arts, crafts, physical activities
- Recognition precedes production.
- Errors are O.K.

Why is CLIL important?

With the expansion of the European Union, diversity of language and the need for communication are seen as central issues.

Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders. With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.

Languages will play a key role in curricula across Europe and North, South, and Central America. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education.

The European Commission and various American countries have been looking into the state of bilingualism and language education since the 1990s, and have a clear vision of a multilingual Europe in which people can function in two or three languages.

How does CLIL work?

The basis of CLIL is that content subjects are taught and learned in a language which is not the mother tongue of the learners. Knowledge of the language becomes the means of learning content.

Language is integrated into the broad curriculum

Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic, they are motivated to acquire language to communicate.

CLIL is based on language acquisition rather than enforced learningis seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning.

CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual program.

Fluency is more important than accuracy and errors are a natural part of l a n g u a g e learning. Learners develop fluency in English by using English to communicate for a variety of purposes. Reading is the essential skill.

The advantages of CLIL
CLIL helps to:

- Introduce the wider cultural context
- Prepare for internationalization
- Access International Certification and enhance the school profile
- Improve overall and specific language competence
- Prepare for future studies and / or working life
- Develop multilingual interests and attitudes
- Diversify methods and forms of classroom teaching and learning
- Increase learner motivation

CLIL in the classroom

CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts. CLIL draws on the lexical approach, encouraging learners to notice language while reading.

Example:

Here is a paragraph from a text on fashion:

The miniskirt is a skirt whose hemline is high above the knees (generally 200-300 mm above knee-level). Its existence is generally credited to the fashion designer Mary Quant, who was inspired by the Mini Cooper automobile, although André Courrèges is also often cited as its inventor, and there is disagreement as to who invented it first.

The language to be looked at in a passage like this falls into three categories - subject specific, academic, and other language, including fixed expressions and collocations:

Subject specific	Academic	Other language
miniskirt	above the knee(s)	credited
hemline	credited to	designer
knee-level	inspired by	cited
fashion designer	cited as	invented
	disagreement as to	

The treatment of this lexis has the following features:
Noticing of the language by the learners.
Focus on lexis rather than grammar.
Focus on language related to the subject. Level and grading are unimportant.
Pre-, while-and post-reading tasks are as appropriate in the subject context as in the language context.

The future of CLIL
There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher.

The immediate obstacles seem to be:
Opposition to language teaching by subject teachers may come from language teachers themselves. Subject teachers may be unwilling to take on the responsibility.

Most current CLIL programs are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual programs are mainly seen to be marketable products in the private sector.

CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding skills from the subject teacher.

The lack of CLIL teacher-training programs suggests that the majority of teachers working on bilingual programs may be ill-equipped to do the job adequately.

Until more and better CLIL training for teachers and materials issues are resolved, the

immediate future remains with parallel rather than integrated content and language learning. The need for language teaching reform, such as NEPBE, will make CLIL a common philosophy by many education systems in the near future.

Where is CLIL happening?

CLIL has precedents in immersion programs (North America) and education through a minority or a national language (Spain, Wales, France), and many variations on education through a "foreign" language. Euro-funded projects show that CLIL or similar systems are being applied in some countries, but are not part of teacher-training programs.

There has been an increase in the number of schools offering 'alternative' bilingual curricula, and some research into training and methodology. Several major European organizations specializing in CLIL projects have emerged, including UNICOM, EuroCLIC and TIE-CLIL (See web references for details)

In the UK the incentive comes from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Center for Languages) which is the UK government's center of expertise on languages. CILT monitors a number of projects covering the 7-16 age range and involving innovations in language teaching, such as the integration of French into the primary school.

Other research is based at the University of Nottingham, while teacher training and development courses in CLIL are available through NILE (the Norwich Institute for Language Education).

Further reading and links:

- CLIL Compendium   www.clilcompendium.com
- European Commission -Languages   www.europa.eu.int
- EuroCLIC   www.euroclic.net
- Translanguage in Europe   www.tieclil.org
- Centre for Information on
  Language, Teaching, and Research   www.cilt.org.uk
- Forum for Across the Curriculum Teaching   www.factworld.info

Even though we may associate CLIL with oral fluency, which, yes, is an important component of CLIL, we cannot forget that writing, too, has to be practiced using authentic topics, not simply copying sentences or listing past tense verbs.

Using content areas and, encouraging students to work in pairs, helps with the creative process. Here are some ideas for writing experiences.

Using CLIL in writing

Writing topics across content areas

- Charts
- Letters
- Postcards
- Conversations
- Want ads
- Brochures
- Newsletters
- Yearbooks
- Book blurbs (Mini-review)
- Thank you notes
- Greeting cards
- Summaries
- Recipes
- Lists
- Calendars

- Cartoons
- Short stories
- Biographies
- Autobiography
- Poems
- How to do something…
- Describing someone
- Sketch of a famous person
- Favorite movie
- Create a math problem
- A class newspaper
- A time line
- A map of an imaginary place
  (for shopping, gifts, parties, trips, things to do)
- A science fiction story

Using CLIL philosophy, teaching subjects in a second language, can cause some doubts as to its effectiveness.

Some teachers think:

That subject material will be weak if it is not in the L1.
That students will not learn as much.
That students will become confused.

What does research support?

Studies from Finland are now showing that students are actually performing better in subject areas when they are taught in a second language.

Why?

Teachers have to select the MOST important information to teach.

They use more visuals and examples.
Students are able to remember more data when it is organized and specific.

Therefore, studies are now beginning to prove that CLIL is effective, not only in language acquisition, but also in the acquisition of academic knowledge in various subjects.

The natural approach to language aquisition
One of the foundation ideas of CLIL
Dr. Stephen Krashen, as previously mentioned, was pivotal in the development of the framework of CLIL philosophy. Following are some of his ideas, based on more than 30 years of linguistic research concerning the importance of language "acquisition" as opposed to "language learning".

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

"In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful."

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

Dr. Stephen Krashen

Introduction to the Major Research of Dr. Stephen Krashen

Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non- English and bilingual language acquisition. During the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada.

This is a brief description of Krashen's widely known and well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching since the 1980s.

Description of Krashen's Theory of Second Language Acquisition

Krashen's theory of second language acquisition consists of five main hypotheses:

1. Acquisition-Learning hypothesis,

2. Monitor hypothesis,

3. Natural Order hypothesis,

4. Input hypothesis,

5. Affective Filter hypothesis.

1. Acquisition-Learning hypothesis

Is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

2. Monitor hypothesis

Explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar.

According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing, and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users).

An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

3. Natural Order hypothesis

Is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable.

For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

4. Input hypothesis

Is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'.

According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the

learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

5. Affective Filter hypothesis

Embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition.

These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

The Role of Grammar in Krashen's View

According to Krashen, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. It should be clear, however, that examining irregularity, formulating rules and teaching complex facts about the target language is not language teaching, but rather is "language appreciation" or linguistics.

The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction.

Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skillful enough to present explanations in the target language so that the students understand. In other words, the teacher-talk meets the requirements for comprehensible input and perhaps, with the students' participation, the classroom becomes an environment suitable for acquisition.

Also, the filter is low in regard to the language of explanation, as the students' conscious efforts are usually on the subject matter, on what is being talked about, and not the medium.

This is a subtle point. In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of grammar, that is responsible for the students' progress, but in reality their progress is coming from the medium and not the message. Any subject matter that held their interest would do just as well.

Part 3 Fundamental Eclectic Aspects of the NEPBE

The NEPBE is based on a variety of theories, each of which is described below. The basic theory of language acquisition is that it's a complex interaction between people, emphasizing social and cultural interactions, higher order thinking, group work, listening, and production. This eclectic approach is intended to reach the learner in a variety of ways, recognizing that we all learn using a variety of ways.

The following topics in Part 3 will provide you with enough information so you can feel confident with the areas that the NEPBE is emphasizing as its base, but no so much that you are completely lost and overwhelmed with too much material.

Social / Cultural: Vygotsky

This is one of the main philosophical aspects that the NEPBE sees as important.

Vygotsky's Social Development Theory

Vygotsky's Social Development Theory is the work of Russian psychologist, Lev Vygotsky (1896-1934), who lived during the Russian Revolution. Vygotsky's work was largely unknown to the West until it was published in 1962, almost 30 years after his death.

Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes:

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 stated: "Every function in the child's cultural development appears twice: First, on the social level, and later, on the individual level; First, between people (inter-psychological) and then inside the child (intra-psychological)." (Vygotsky, published in 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 solving the problem independently. According to Vygotsky, learning occurred in this zone.

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.

Definition: The social cognition learning model asserts that culture is the prime determinant of individual development. Humans are the only species to have created culture, and every human child develops in the context of a culture. Therefore, a child's learning development is affected in ways ,large and small, by the culture–including the culture of family environment–in which he or she is enmeshed.

Discussion: Culture makes two sorts of contributions to a child's intellectual development. First, through culture children acquire much of the content of their thinking, that is, their knowledge. Second, the surrounding culture provides a child with the processes or means of their thinking, what Vygotskians call the tools of intellectual adaptation. In short, according to the social cognition learning model, culture teaches children both what to think and how to think.

Cognitive development results from a process whereby a child learns through problem-solving experiences shared with someone else, usually parent or teacher but sometimes a sibling or peers. Initially, the person interacting with child assumes most of the responsibility for guiding the problem solving, but gradually this responsibility transfers to the child.

Language is a primary form of interaction through which adults transmit to the child the rich body of knowledge that exists in the culture.

As learning progresses, the child's own language comes to serve as his/her primary tool of intellectual adaptation. Eventually, children can use internal language to direct their own behavior.

Internalization refers to the process of learning–and thereby internalizing–a rich body of knowledge and tools of thought that first exists outside the child. This happens primarily through language.

A difference exists between what children can do on their own and what they can do with help. Vygotskians call this difference the zone of proximal development.

Since much of what a child learns comes form the culture around him/her and much

of the child's problem solving is mediated through an adult's help, it is wrong to focus on a child in isolation. Such focus does not reveal the processes by which children acquire new skills.

Interactions with surrounding culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development.

How Vygotsky Impacts Learning:

Curriculum
Since children learn much through interaction, curricula should be designed to emphasize interaction between learners and learning tasks, projects, pair work, team work, and cooperative learning experiences.

Instruction
With appropriate adult help, children can often perform tasks that they are incapable of completing on their own. With this in mind, scaffolding–where the adult continually adjusts the level of his or her help in response to the child's level of performance–is an effective form of teaching. Scaffolding not only produces immediate results, but also instills the skills necessary for independent problem solving in the future.

Assessment
Assessment methods must take into account the zone of proximal development. What children can do on their own is their level of actual development and what they can do with help is their level of potential development.

Two children might have the same level of actual development, but given the appropriate help from an adult, one might be able to solve many more problems than the other. Assessment methods must target both the level of actual development and the level of potential development.

Now you have some basic information about Vygotsky, at least enough so you can participate in a conversation about his language learning theories.

Higher order, critical thinking: Bloom
The highest form of teaching occurs when students are:

1.Working cooperatively

2.Solving open-ended problems

3.Using higher-order critical thinking (Bloom's Taxonomy)

Bloom's Taxonomy is a taxonomy (hierarchy) of six levels of cognitive thought, developed by Dr. Benjamin Bloom in 1954. It demonstrates HOW humans best learn to develop critical thinking skills.
Despite several attempts by some educators to re-arrange Bloom's order, no one has come up with a better way to explain the levels of cognitive learning, so it is still in use after more than 50 years.
As mentioned, there are variations of Bloom's taxonomy, mainly to have a different format among the six levels of Bloom's original hierarchy, switching synthesis with evaluation, to demonstrate that creativity (within synthesis) is a more complex skill than evaluation.
This debate may continue, but it is unimportant for our purpose, which is to guide teachers to go beyond the first two levels of the Taxonomy, because they are based on low level thinking, and to aim to reach higher order thinking skills, the four higher levels of Bloom's Taxonomy, leading students to critical thinking.

These are the six leves of Bloom´s Taxonomy, From lowest to highest:

1. Knowledge
Based on memory (Counting 1 to 5)
2. Comprehension
Understanding basic concepts being able to identify the number of objects shown.)
3. Application
Applying what you know (Solving a mathematical word problem)
4. Analysis
Taking things apart (Given a number, such as 16, finding various ways to express it.)
5. Synthesis
Putting things together (Using 10 given words as a basis to develop a poem.)
6. Evaluation
Judging, deciding, choosing (Given the name of a historical figure, being able to discuss or write about his/her role in history.)

Higher-order thinking is a concept of educational reform based on learning - taxonomies, such as Bloom's Taxonomy. (See chart.) By varying the verbs in your lesson plans and instructions to students, you can raise your students' levels of responses, leading to critical thinking.

BLOOM'S TAXONOMY: LEVELS OF THINKING

Why?
Why Not?

Create new

What?

Apply

Why?
How?

What?
Who?

EVALUATION

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

KNOWLEDGE

Evaluate, judge, discuss, debate, recommend, justify, choose, interpret.

Compose, invent, combine, devise, organize, rearrange, write, create, modify, role-play

Compare, contrast, breakdown, categorize, distinguish, subdivides, illustrate.

Construct, teach, interview, record, report, sketch, experiment, simulate.

Translate, describe, summarize, conclude, demonstrate, estimate.

Ask, match, recall, identify, recognize, locate, observe.

From Benjamin S. Bloom, ed. "Taxonomy of Educational Objectives"

The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. In Bloom's Taxonomy, for example, skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order, requiring different learning and teaching methods, than the learning of facts and concepts.

Higher order thinking involves the learning of complex judgmental skills such as critical thinking and problem solving. Higher order thinking is a bit more difficult to learn or teach, but it's also more valuable, because such skills are more likely to be usable in novel situations, such as in situations other than those in which the skill was learned.

Countries, such as Finland, Canada, and South Korea, which score highly in PISA exams, use a great deal of high level, critical thinking in all grades, classes, and subjects.

PISA = Program for International Student Assessment is a voluntary, international exam for 15 year-olds, in science, mathematics and literature, taken in the language of the student's country. Critical thinking skills are required to do well on the exams.

The lowest scoring countries are, without exception, the countries with the most traditional forms of teaching, based mainly on Bloom's lowest two levels, which depend greatly on memorization and a regurgitation of facts.

While the two lower levels of the taxonomy provide a base of important knowledge, skills, and facts, unless the teacher guides students to higher levels of the taxonomy, higher-oredr, critical thinking will not be developed.

Bloom said, " Real learning begins at the application level."
He called the two lower levels, (Knowledge and Comprehension), "Learning for school".
He called the four higher order skills, "Learning for life."

Critical thinking / higher-order thinking can be adapted easily to lessons IF the teacher realizes that the key to any lesson is the VERB. Simply by changing the VERB in the lesson, you can raise the level of thought required. (See verb chart below.)

Bloom's Taxonomy Verbs
Simply by changing the verbs in your lesson plans, you can raise the level of critical thinking expected from your students.

It requires very different skills for a student to LIST five vegetables than to ILLUSTRATE five vegetables. One relies on memory; the other relies on the ability to apply what one knows and understands.

Simply by changing the verb in an activity, you can change the level of thinking required by the student.

More examples of verbs and activities to use to reach higher levels of cognitive thought and critical thinking follow:

(Levels 1, 2 are basic levels. Aim to reach 3, 4, 5, and 6, over time.)

1. Knowledge	2. Comprehension	3. Application	4. Analysis	5. Synthesis	6. Evaluation
list name identify show define recognize recall state	summarize explain put into your own words interpret describe compare paraphrase differentiate demonstrate visualize restate find more information about	solve illustrate calculate use interpret relate manipulate apply classify modify put into practice	analyze organize deduce choose contrast compare distinguish	design hypothesize support schematize write report discuss plan devise compare create construct	evaluate choose estimate judge defend criticize justify

Simply by changing the verb in an activity, you can change the level of thinking required by the student. Below you will find more examples of verbs and activities to use to reach higher levels of cognitive thought and critical thinking.

1. Knowledge. To recall or recognize information

Activities at this level:
- multiple-choice test
- recount facts or statistics
- recall a process
- rules
- definitions
- quote a law or procedure
- arrange
- define
- describe
- label
- list
- memorize
- recognize
- relate
- reproduce
- select
- state

2. Comprehension. To understand meaning

Activities at this level:
- re-state data in one's own words
- interpret
- extrapolate
- translate
- explain
- interpret meaning from a given scenario or statement
- suggest treatment
- react or solve given problem
- give examples or metaphors
- reiterate
- re-word

3. Application. This is where real learning begins, (according to Bloom) To use or apply knowledge.

Activities at this level:
- put theory into practice
- use knowledge in response to real circumstances
- put a theory into practical effect
- demonstrate
- solve a problem
- manage an activity
- role play
- use
- apply
- discover
- manage
- execute
- produce
- implement
- construct
- change
- perform
- respond
- prepare

4. Analysis (take apart) =To interpret elements or organizational principles

Activities at this level:
- construct
- identify constituent parts and functions of a process or concept
- de-construct a methodology or process
- make a qualitative assessment of elements
- explain or diagram relationships, values and effects
- measure requirements or needs
- analyze
- break down the parts of something
- catalogue
- compare / contrast
- quantify
- measure
- test

- examine
- experiment
- relate
- graph or diagram
- plot
- divide

5. **Synthesis** create / build

Activities at this level:
- develop new unique structures, systems, models, approaches, ideas; creative
- thinking
- develop plans or procedures
- design solutions
- integrate methods, resources, ideas, parts
- create teams or new approaches
- write protocols or contingencies
- develop
- plan
- build
- create
- design
- organize
- revise
- formulate
- propose
- establish
- assemble
- integrate
- re-arrange
- modify

6. **Evaluation** choose, decide which is better or best, give opinions of things

Activities at this level:
- assess effectiveness of whole concepts, in relation to values, outputs, efficacy,
- viability;
- use thinking
- exhibit strategies
- compare and review

- judge related to external criteria
- review
- justify
- assess
- present a case for something
- defend
- report to
- investigate
- direct
- appraise
- argue
- project
- manage

Example of the use of the six levels of Bloom's Taxonomy:

Using the story "Goldilocks" , you can see how a child can be guided by a skillful teacher to reach all the levels of Bloom's Taxonomy. Remember, it should be used with all students of any age or grade level, in order to develop higher level, critical thinking.

Knowledge: The recall of specific information
List the characters in the story.
What were the bears eating?
Where was Goldilocks when the bears found her?

Comprehension: An understanding of what was read
Retell the events in the story in your own words.
Why was Goldilocks afraid of the bears?
Why was Goldilocks sleeping in Baby Bear's bed?

Application: The using of what is understood in a new situation
Tell what might have happened if you had been Goldilocks.
Retell the story from the point of view of Baby Bear.
Use the information in the story to build a model of the bears' house.

Analysis: The breaking down of information into parts
Compare Goldilocks' experience with that of Little Red Riding Hood's
Identify the parts of the story that could happen to you.
What are all the elements in the story that indicate it is a fairy tale.

Synthesis: The combining of parts into something new
Suppose that Goldilocks had found the home of the Three Raccoons. What might have happened?
Create a new ending for this story.
What if Goldilocks had brought a friend to the home of the Three Bears.
How might the story have changed?

Evaluation: Making a judgment about the value of something
Judge whether or not Goldilocks made a good decision by running away from the bears. Explain.
Pretend that Goldilocks was on trial for "breaking and entering." Decide whether you would find her guilty. Justify your decision.
Evaluate Goldilocks' behavior as a guest in the bears' house.

Summary: Bloom's Taxonomy of Six Cognitive Levels

Level 1: Knowledge
A starting point that includes both the acquisition of information and the ability to recall information when needed.

   A. Classifying
   B. Distinguishing opinion from fact
   C. Giving definitions and examples
   D. Outlining and summarizing

Level 2: Comprehension
The basic level of understanding. It involves the ability to know what is being communicated in order to make use of the information.

   A. Making comparisons
   B. Identifying structure
   C. Ordering steps in a process
   D. Reading charts and graphs
   E. Recognizing meaning
   F. Identifying main ideas
   G. Identifying relationships

Level 3: Application
The ability to use a learned skill in a new situation.

   A. Estimating
   B. Anticipating probabilities
   C. Making inferences
   D. Applying math

Level 4: Analysis
The ability to break down information into its integral parts and to identify the relationship of each part of the total organization.

        A. Judging completeness
        B. Recognizing relevance & irrelevance
        C. Identifying story elements
        D. Judging sentence sequence
        E. Recognizing fallacies

Level 5: Synthesis
The ability to combine existing elements in order to create something original.

        A. Communicating ideas
        B. Planning projects
        C. Forming hypotheses
        D. Drawing conclusions

Level 6: Evaluation
The ability to make a judgment about the value of something by using a standard.

        A. Making generalizations
        B. Developing criteria
        C. Judging accuracy
        D. Making decisions
        E. Identifying values
        F. Identifying the mood of a story

Multiple Intelligences: Dr. Howard Gardner

Teachers have been hearing much about Multiple Intelligences, not because it is new, but because they are discovering that the theory offers a clear explanation of the many ways in which we learn. Some educational experts are using the term "Learner Preferences" instead of "Multiple Intelligences" so that the eight intelligences can be implemented in the classroom, supporting the view that various students learn in multiple ways.

In 1983, Dr. Howard Gardner, published Frames of Mind: The Theory of Multiple Intelligences. It was a book originally written for psychologists. Classroom teachers, however, were the ones who embraced the theory, recognizing that it gave a logical explanation of why some students did well in school and others, with similar I.Q. (intelligence quotient), did not. Gardner's theory challenged the traditional psychological view of intelligence as a single
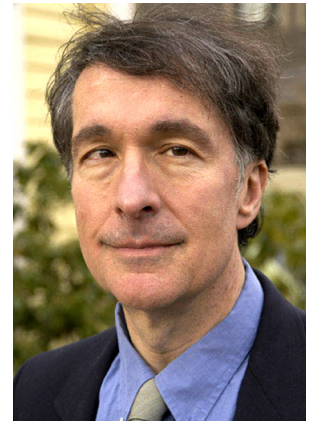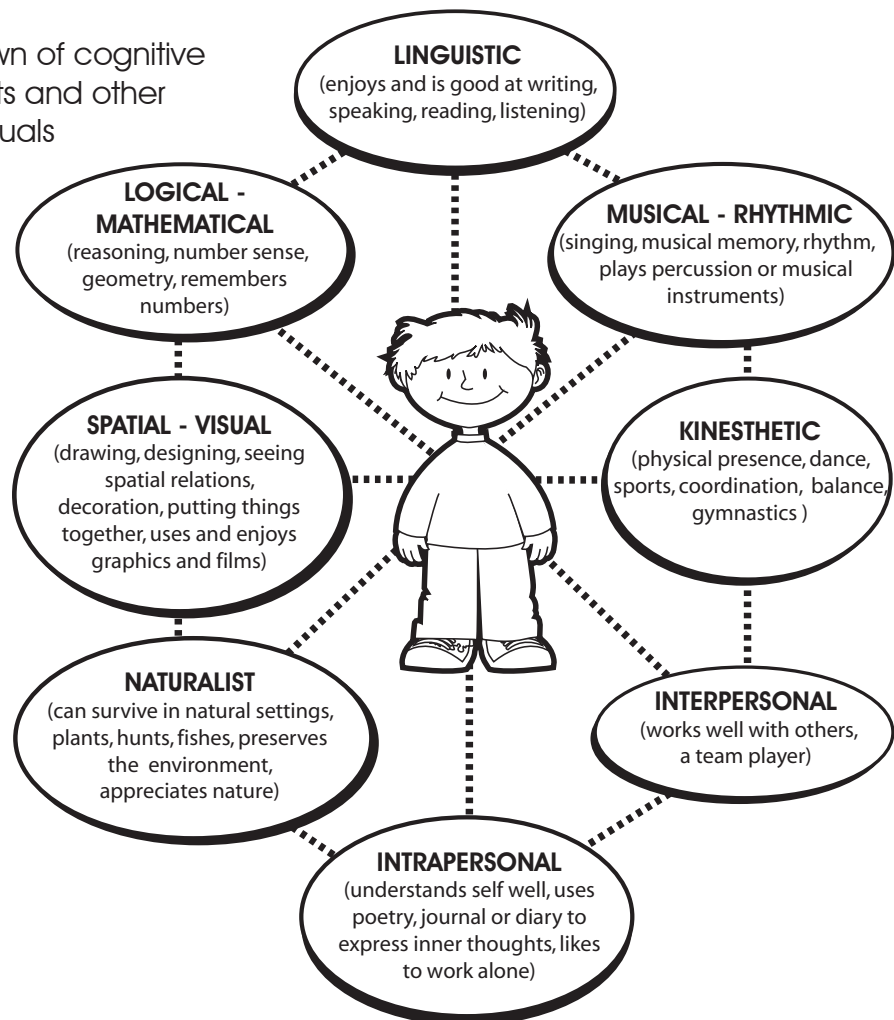
capacity that is evidenced by verbal ability, and logical and mathematical thought. Instead, Gardner proposed that all individuals possess eight independent intelligences. These, in combination, enable people to solve problems or fashion products with varying levels of skill. Gardner's simplified definition of intelligence is "the ability to solve problems".

Gardner identified these intelligences using biological and psychological studies , including:

- Synthesizing findings from disparate sources, such as research at Project Zeroin Harvard College, Cambridge, Massachusetts, USA

- Studying the development of various cognitive skills in normal children

- Studies of the breakdown of cognitive abilities in stroke patients and other brain-damaged individuals

- Work with prodigies, idiot savants, autistic children, and other special populations

- A review of the literature on psychological testing and the relationship between test scores and

GARDNER'S MULTIPLE INTELLIGENCES:

LINGUISTIC
(enjoys and is good at writing, speaking, reading, listening)

LOGICAL - MATHEMATICAL
(reasoning, number sense, geometry, remembers numbers)

MUSICAL - RHYTHMIC
(singing, musical memory, rhythm, plays percussion or musical instruments)

SPATIAL - VISUAL
(drawing, designing, seeing spatial relations, decoration, putting things together, uses and enjoys graphics and films)

KINESTHETIC
(physical presence, dance, sports, coordination, balance, gymnastics)

NATURALIST
(can survive in natural settings, plants, hunts, fishes, preserves the environment, appreciates nature)

INTERPERSONAL
(works well with others, a team player)

INTRAPERSONAL
(understands self well, uses poetry, journal or diary to express inner thoughts, likes to work alone)

Findings over the years, suggest that using activities to support the various Multiple Intelligences helps schools in various ways.

- It offers a vocabulary for teachers to use in discussing children's strengths and in developing curriculum.

- It validates the practices of teachers whose work is already synchronized with MI theory.

- It encourages teachers to use a wide variety of activities, in music, art, critical thinking, kinesthetic, logic puzzles, brain teasers, cooperative learning activities.

- it promotes or justifies education in diverse forms.

- It encourages teachers to work in teams, complementing their own strengths with those of their colleagues.

- It encourages schools to devise rich educational experiences for children from diverse backgrounds.

- It allows children to see that they may have abilities and skills that are diverse, and that their strengths can be developed.

Parents will be able to recognize strengths in their children that may not have been noticed before if they had been concentrating on only traditional "intelligences".
Gardner sees that one intelligence can strengthen another, so, for example, a student weak in reading may enhance skills by using music lyrics or a sports rules book in order to grow in reading skills.
Using MI activities keeps the students more involved and interested in academic work.
Let's now look at the eight intelligences in more detail.

Multiple Intelligences
Which ones are your strengths, teachers?
How can you best meet students' needs and learning styles?
By using a variety of intelligences, so that each month, you have presented activities for students to utilize, at least once, every intelligence listed. In this way, you can meet all learners' needs and interests, over time.

Types of intelligences that Gardner has described:

Linguistic

Musical

Logical-mathematical

Interpersonal

Spatial-visual

Intrapersonal

Bodily-kinesthetic

Naturalistic

How should we use MI?
We tend to teach using the ways that we best learn, so be aware of fact, and use different activities to reach all your students.
We can identify the intelligences of our learners and teach them how to develop different strategies.

✓ Vary activities to include different intelligences each week.

✓ Identify which ones you use in your planner so you can be more conscious of them.

Examples of Characretistics and Activities of Multiple Intelligences

1. Linguistic Intelligence
Understands the teacher's explanations easily
Gives great presentations
Reads well, and enjoys reading English and/or other language
Writes well, and enjoys writing English and/or other language
Learns word definitions easily
Develops an expansive vocabulary with little effort
Exhibits excellent spelling skills almost naturally

Activities to strengthen this intelligence:
Keep a journal or a diary
Write a poem
Make a word web
Read a book, a novel, a poem, or an essay, and explain its theme
Tell a story, a fable, or a tall tale

2. Logical Mathematical Intelligence
Understands and uses grammar rules easily
Information gap exercises are easy to complete
Good at doing word puzzles
Sees patterns in words and numbers
Good number sense, and can reason logical answers in mathematics
Loves logic puzzles
Remembers addresses and telephone numbers easily

Activities to strengthen this intelligence:
Brainstorm ideas
Decipher codes
Discover or invent patterns
Make a graph
Solve logic puzzles
Make predictions
Use spreadsheet software

3. VIsual – Spatial Intelligence
Likes to draw, design, and do arts and crafts
Enjoys picture puzzles
Enjoys word puzzles
Can put things together very easily without written instructions
Can repair things seeing clearly how they fit together
Sees things as shapes
Is good at geometry
Has a "good eye" for decoration, architecture
Uses charts, diagrams, and maps
Uses pictures/drawings
Learns a great deal from videos and movies
Can figure out words from their shapes

Activities to strengthen this intelligence:
Imagine or pretend, and then draw it
Build or draw in 3-D
Make puppets
Practice drawing with perspective, shading, coloring
Play with geometric shapes
Enjoys greatly making or reading maps

4. Bodily- Kinesthetic Intelligence
Pronunciation activities are easy for the student
Enjoys participating in theater and drama activities
Loves to do hands-on projects
Uses and can easily "read" body language, nonverbal communication
Great at sports and physical activities
Can dance and do rhythm activities with skill
Clapping to keep beat with words

Activities to strengthen this intelligence:
Perform a play or a skit
Act out a role
Perform a dance
Play sports
Do science with experiments
Put together a puzzle

5. Musical - Rythmic Intelligence
Pronunciation, intonation, rhythm, and stress of words
Loves to sing songs
Likes jazz chants
Enjoys listening to music
Can work better with classical music playing softly
Remembers words to songs and poems if they are keyed to music or a beat

Activities to strengthen this intelligence:
Use musical software
Create a song, poem, or chant
Learn an instrument to play
Sing in a chorus
Listen to music of different times and cultures
Evaluate music that you like and don't like, and why

When students are working on projects or a test, play classical music softly.

6. Interpersonal Intelligence
Enjoys group and pair work
Talking with other students is productive
Editing classmates' writing and speaking
Interviewing people
Fluency activities
Great with others as a leader or follower

Activities to strengthen this intelligence
Debate an issue
Write a collaborative paper or report
Mediate conflicts
Plan an event
Tutor a classmate
Practice solving problems as a team
Help others less fortunate than you, such as organizing
and collecting food or clothing for the poor

7. Intrapersonal Intelligence
Enjoys and prefers independent study
Good at self-assessment, understands and works on self-improvement
Loves journal writing and self-expression in private, through writing
Enjoys working on a computer alone
Writes poems or autobiography
Keeps a diary to express ideas and feelings
Thinks and feels deeply, has characteristics of emotional intelligence
Understands himself/herself well
Is independent, and exhibits maturity for his/her age

Activities to strengthen this intelligence:
Keep a "To Do " list
Prioritize items
Observe your own mood changes
Read silently
Keep a private diary of your thoughts and ideas
Write your autobiography
Make your family tree

Write an ethical code, rules of conduct
Think about thinking
Weigh alternatives

8. Naturalistic Intelligence

Loves to be outdoors more than anything
Has a garden patch where he/she plants flowers, or edible herbs/plants
Enjoys to a high degree planting, hiking, fishing, hunting
Can survive in the wild with no need for supermarkets, television, electricity
Is challenged by the idea of "survival" in the wild
Is extremely interested in the natural sciences
Wants to know about everything to do with nature: astronomy, biology, oceanography
Appreciates the work of farmers, hunters, fishermen and wants to emulate them

Activities to strengthen this intelligence

Go to a zoo, farm, aquarium, or forest
Observe planets, stars, comets, space, visit a planetarium
Visit environmental parks, the ocean , rivers, or lakes
Watch nature videos and discuss the themes presented
Learn taxonomy system of living things
Plant flowers or a tree

What is Emotional Intelligence?
In a 1994 report on the state of Emotional Literacy in the USA, author Daniel Goleman stated:

> *"The price we pay is failed marriages, troubled families, mental anguish, and tragedies, such as killings."*

Emotional Intelligence has five abilities:
These five abilities must be taught, gradually, over time, using examples, stories, modeling, films, and discussions.

EI
1. Self Awareness
2. Mood Management
3. Self-Motivation
4. Empathy
5. Managing Relationships

Emotional health is fundamental to effective learning.
Key areas to develop in children in order to promote the growth of the   five   emotional intelligences:

SELF-CONTROL
CONFIDENCE
ABILITY TO COOPERATE
CAPACITY TO COMMUNICATE
CURIOSITY
RELATEDNESS

We need to teach children about Emotional Intelligence the same way we teach other subjects. Teach these abilities by example, modeling, discussion, stories, films, experiences, so children are aware that they can grow in emotional intelligence.

In his 1994 book, entitled "E.Q.", Dr. Daniel Goleman wrote:

*"If we do not have emotional intelligence, we cannot utilize our multiple intelligences well."*

In other words, all the multiple intelligences in the world won't matter if we haven't developed emotional intelligence.
It is possible to improve our E.Q. (emotional quotient) by strengthening social / cultural abilities, creating awareness by using role play, films, stories, examples, modeling, and discussion. Emotional development, is crucial to academic success!
Emotional Intelligence is in the affective domain of the brain.

The Four Pillars of Education
The United Nations Educational, Scientific and Cultural Organization (UNESCO) identified the four pillars of education for the world´s children (NEPBE goals in English are partly included in these four pillars.)

| LEARNING TO KNOW | LEARNING TO DO | LEARNING TO LIVE TOGHETER | LEARNING TO BE |
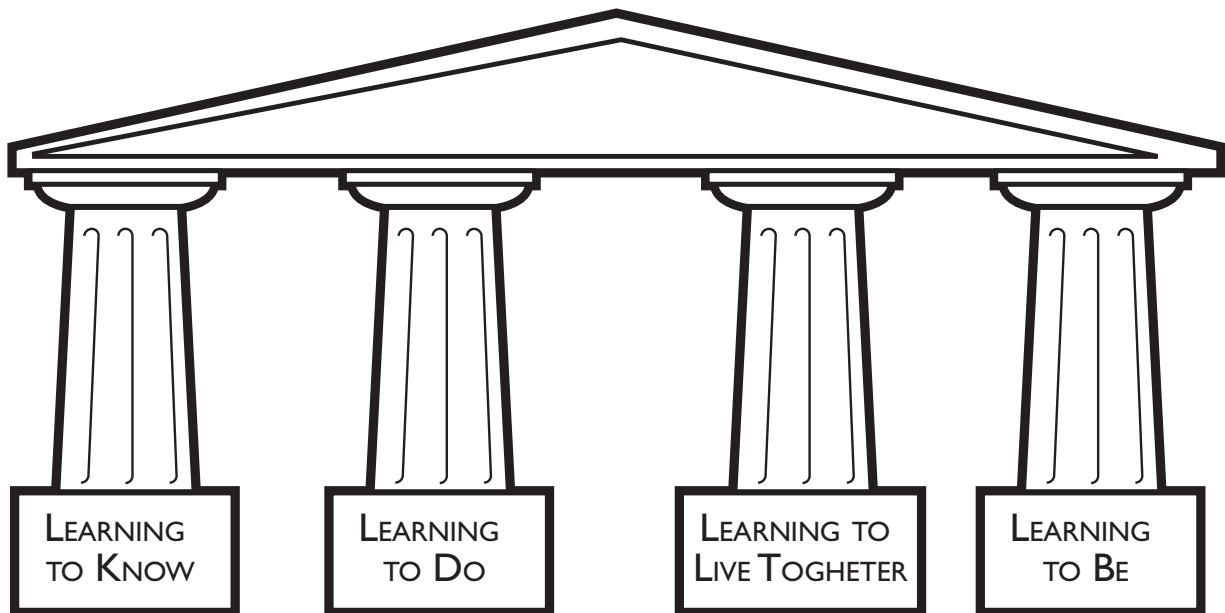
Explaining the Four Pillars of Education

1. Learning to Know

This type of learning is concerned less with the acquisition of structured knowledge than with the mastery of learning tools. People have to learn to understand the world around them, at least as much as is necessary for them to lead their lives with some dignity, develop their occupational skills, and communicate with other people.

It is underpinned by the pleasure that can be derived from understanding, knowledge, and discovery. That aspect of learning is typically enjoyed by researchers, but good teaching can help everyone to enjoy it. Even if study for its own sake is a dying pursuit with so much emphasis now being put on the acquisition of marketable skills, the raising of the school-leaving age and an increase in leisure time should provide more and more adults with opportunities for private study. The broader our knowledge, the better we can understand the many different aspects of our environment. Such study encourages greater intellectual curiosity, sharpens the critical faculties and enables people to develop their own independent judgments on the world around them.

From that point of view, all children - no matter where in the world they live - must have a chance to receive an appropriate science education and become friends of science throughout their lives.

2. Learning to Do

This is closely associated with the issue of occupational training: how do we adapt education so that it can equip people to do the types of work needed in the future?

Here we should draw a distinction between industrial economies, where most people are wage-earners, and other economies where self-employment or casual work are still the norm.

In societies where most people are in paid employment, which have developed throughout the Twentieth Century, based on the industrial model, automation is making this model increasingly "intangible".

Now, in the 21st Century, the future hinges on the ability to turn advances in knowledge into innovations that will generate new businesses and new jobs. "Learning to do" can no longer mean what it did when people were trained to perform a very specific physical task in a manufacturing process. Skill training has to evolve and become more than just a means of imparting the knowledge needed to do a more or less routine job.

3. Learning to Live Together

Violence all too often dominates life in the contemporary world, forming a depressing contrast with the hope, which some people have been able to place in human progress. Human history has constantly been scarred by conflicts, but the risk is heightened by two new elements.

First, there is the extraordinary potential for self- destruction created by humans during the twentieth century. Then, we have the ability of the new media to provide the entire world with information and unverifiable reports on ongoing conflicts.

Public opinion becomes a helpless observer or even a hostage of those who initiate or keep up the conflicts. Until now, education has been unable to do much to mitigate this situation. Can we do better? Can we educate ourselves to avoid conflict or peacefully resolve it?

While the idea of teaching non-violence in schools is certainly praiseworthy, it seems quite inadequate if we look at what is really involved. The challenge is a difficult one since people have a natural tendency to overestimate their own abilities or those of the group to which they belong, and to entertain prejudices against other people.

Moreover, the general climate of competition that prevails in both domestic and international economies tends to turn competitiveness and personal success into modern values. In fact, this competitiveness is nowadays translated into a relentless economic war and a tension between rich and poor that breaks apart nations and the world and exacerbates historic rivalries. Regrettably, with its incorrect interpretation of what is meant by competition, education sometimes helps to sustain this state of affairs.

4. Learning to Be

At its very first meeting, UNESCO powerfully re-asserted a fundamental principle: education should contribute to every person's complete development - mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality.

All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgment, so that they can make up their own minds on the best courses of action in the different circumstances in their lives.

In this respect, UNESCO embraces one of the basic assumptions stated in the report Learning to Be: the aim of development is the complete fulfillment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments - as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer.

This human development, which begins at birth and continues all through a person's life, is a process which is based both on self-knowledge and on relationships with other people. It also presupposes successful personal experience. As a means of personality training, education should be a highly individualized process and at the same time an interactive social experience.

Competencies
A competency is a skill, at a level considered basic, that all students should be able to reach.

International Competencies
This list will help you see that competencies are varied, complete the human necessities for being productive, and can be applied to virtually all ages of people.

International Competencies
1. Personal identity and autonomy
2. Interpersonal relations
3. Language and communication: oral and written
4. Mathematical and logical
5. Learning about our world: natural and social sciences
6. Our world : culture and society
7. Appreciation and expression: music, art, dance, crafts
8. Drama and theatrical expression: acting
9. Physical and motor coordination, strength, and balance
10. Health and safety

These are the basic, general, global competencies. The third one, "Language and communication: oral and written" is the competency of most of interest and supported by the NEPBE.

A competency is a skill, an ability that someone has acquired and can demonstrate. When we use the term "COMPETENCY" in education, we usually are referring to a skill that could be academic, social, physical, mental, musical, artistic, moral…or a combination of all of those. Furthermore, "being competent" implies that someone has responsibility and high level thinking skills.

Using Competencies
These are part of the philosophy of learning in the NEPBE.

- Progress is measured, not evaluated.

- The use of alternative assessment tools is required:
  rubrics, portfolios, presentations, creative writing, oral fluency.

- The time factor to reach a competency is flexible.

- We all learn at different speeds.

There are general, global, and international competencies, that can be more specifically adapted to each country's needs and expectations. General competencies include the following:

Competencies are within the area where these three attributes overlap:

1. Knowledge and comprehension

2. Attitudes and values

3. Abilities and skills
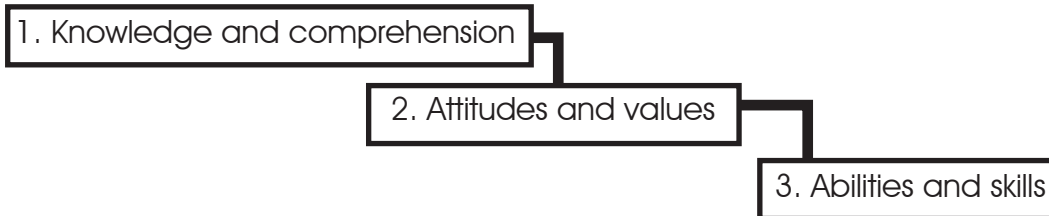
To work well with the idea of teaching to reach a "competency", teachers need to develop two major skills:

✓ to be able to analyze things (within the higher levels of Bloom's Taxonomy), and

✓ to be able to express and demonstrate what they have analyzed, to be able to show others

Competencies being demonstrated by children indicate that the learning process is being successful. They are basic to educational principles and objectives.

Mind mapping and use of graphic organizers: (Tony Buzan)

These are support tools which enhance teaching, learning, and language development.

An educational leader with his own methods and theories about learning is Tony Buzan. While his ideas are not new, educators have used graphic organizers for generations. He has compiled them in a book about mind mapping which is being used world wide to help promote better teaching and learning. Tony Buzan has emphasized mind mapping, or use of graphic organizers as a method of better teaching.

The mind-mapping technique could also be called a "graphic organizer", even though Buzan prefers his system to be called "Mind Maps".

Technically, any graphic, diagram, or chart that shows data, could be called a "graphic organizer".

Humans learn well from graphics, often better than with words, especially if the topic has several areas to be mastered.

When teachers use timelines, Venn diagrams, charts, graphs, etc. , the students' learning
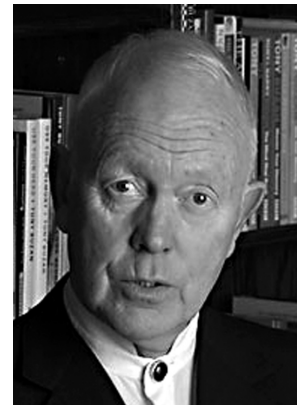
and absorption of ideas and topics is much clearer and more complete. Buzan's work shows a wide variety of ideas on how to use the "mind maps", supported by research.

Description

Mind mapping is the process of visually depicting a central concept with symbols, colors, key words, and branches. Mind mapping is a fast and fun way to take visual notes, facilitate creativity, and improve students' learning skills as they relate the visual/spatial intelligence. Mind maps may also be used to plan lessons or units and present information to students.

Every mind map must include:

- A central topic
- Spokes or lines
  coming from the central topic
- Colors
- Pictures
- Few words
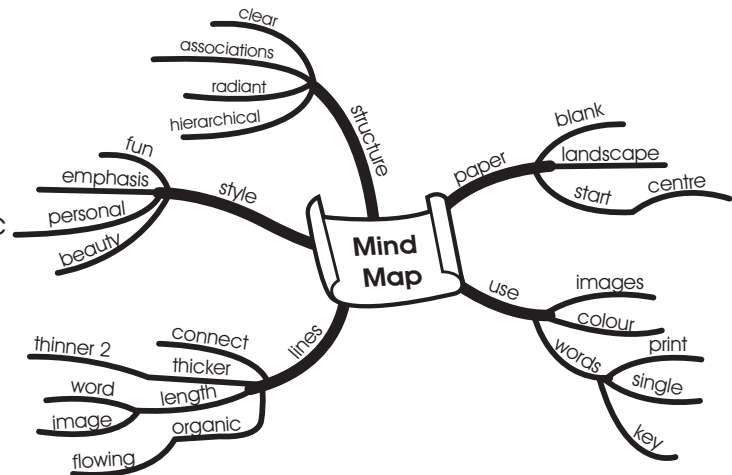
Why Make A Mind Map?

Brain-Compatible Learning: Mind mapping reflects our natural thinking processes, and is a balanced, whole-brained approach to learning. As mind maps are created and viewed, both left and right brain processing styles are utilized.

Creativity: Students must use their imaginations to capture the essence of each topic they are mapping.

Comprehension
Students are able to see the "big picture" and create their own connections which embed learning in more complete, meaningful context.

Memory
Mind maps provide visual and linguistic cues that are short and easy to remember. Students remember more of what they see and draw than what they read and hear.

Multiple Intelligences
Mind mapping engages four intelligences simultaneously: verbal/linguistic, logical/mathematical, visual/spatial, and intrapersonal.

Mind Mapping

1) Create the Central Image
In the center of the page, write the name of the topic and illustrate the central concept with a recognizable image. Make the central image large enough so you can see the subject of the mind map at a glance, but small enough to leave space to add main ideas and details radiating out of the central image.

2) Brainstorm Main Idea
Brainstorm the main ideas relating to the central topic. Around the central topic draw images or symbols to represent the main ideas.Connect the main ideas to the central image with branches, arrows, or spokes. Use keywords on or around the main idea, or use the connecting line to identify the main idea. Alternatively, draw lines radiating out of the main image, with a key word on each line describing the main idea.

3) Add Details
Using colors, images, symbols, and words, draw related details branching out of each of the main ideas.

Steps to Mind Mapping
Introducing Mind Maps. Lead the class in creating a class mind map before asking students to create their own.

Planning and Presenting
Use mind mapping to plan lessons or units.

Mind Mapping Notes and Journals
Encourage students to use mind maps as visual notes. Students may keep them in journal form. Students may then flip through their journals at a later date to refresh their memories.

Cooperative Learning
Students can work in pairs or teams to create mind maps. Students may each take responsibility for researching and completing a main idea, or students may simultaneously add their ideas to a team mind map.

Brainstorming and Pre-writing
Mind mapping is a great way to generate creative ideas, solutions to problems, clarify thinking on a topic, and to organize ideas for subsequent writing or presentation.

Authentic Assessment
Analyze students' mind maps to assess what they have learned, and what they still need to learn.

More About Mind Mapping

1. This is a fairly recent teaching technique based on brain research that proves that our thinking process is composed of several sensations at the same time. Sounds, music, word combinations, images, colors, and even smells, all work simultaneously to bring impressions to the brain. Perhaps because genetically we were programmed for images and symbols to be seen in our brains, (millions of years before the printed word had been invented), we still learn better and remember longer when we see images rather than only the printed word.
Mind mapping closely resembles how we naturally think, so it is a whole-brain experience, using both the right and left brains, combining affective (feeling) and cognitive(knowing) learning.

2. Mind mapping allows our students to see the entire concept graphically. Sometimes, in fact, mind maps are called graphic organizers. Whereas 25 years ago, graphic organizers consisted of simple Venn diagrams, where two circles overlapped showing in the overlapped area the things in common that two items had. Today graphic organizers come in all shapes and sizes. The basic idea is that the students get to see the whole idea of a topic in a diagram.
The old-fashioned sentence diagrams, a common grammar task of 50 years ago, seldom used today, is an example of a mind map that showed the students graphically the parts of speech and how words in a sentence were used.

3. Mind mapping helps new learning to be planted in the brain so that students will remember more of what they see and draw. When they see and draw diagrams and graphs, they remember more than if they only read about or heard about the information.
Fatal to real learning, which lasts in long term memory, (as opposed to temporary learning for the "test"), is having students do workbook pages, filling in blanks, or copying robot-like answers from questions at the end of the chapter. Be more creative, teachers, in giving assignments and class work! Engage the brain! Emphasize comprehension!

4. When teachers use mind mapping activities, four multiple intelligences are engaged simultaneously, resulting in better learning and comprehension for the students. When comprehension is activated, students remember the material in their long term memories.

5. The four intelligences involved in mind mapping are:

Verbal/Linguistic because key words and phrases are used in mind maps.

Logical/Mathematical because organizations and relations among them are imbedded in mind mapping.

Visual/Spatial because mind maps are presented using visuals, including pictures, images, symbols, and relations among items.

Intrapersonal because learning is more personally relevant when mind maps are made.

Steps to make a Dinosaur Mind Map

1.Create the center of the mind map, with a drawing and a few words. Keep it simple but colorful, attracting attention to the middle as the main idea. An example could be DINOSAURS, with a small drawing or cutout of a dinosaur.

2.Around the central image/words draw spokes, lines, arrows, branches, or hooks which connect these words to the main idea. Have key words that relate to the main idea. With dinosaurs as a main topic, you could draw different spokes saying things like: meat eaters, plant eaters, land dwellers, swamp, dwellers, flying dinosaurs.

3.Then add details, branching out from each spoke, that help explain further. You can also add pictures. For example, under "meat eaters" you could write "Tyranasuarus Rex", and continue with specific names and drawings.

4.The idea is to keep the mind maps unique to each child. They can work in teams cooperatively or individually. Creativity and clarity of ideas help cement the learning in the brain.

5.A timeline is another example of a mind map. Have students keep personal timelines in their notes, that continue as the year progresses. Coordinate with a classroom timeline. Dates /events/persons/etc. can be written on 8.5x11 sheets of various colored paper, and taped/stapled high, where the wall meets the ceiling, for example, so that students are aware of the major concepts/dates you want them to learn long-term.

Picky facts (such as naming a specific emperor of China in 503 B.C.) are worthless timewasters. Much more important is that the students know that China had emperors and dynasties, and that China had major influences in the world since before our

calendar even started, since 5000 years ago. They should know that China insulated itself against the outside world, forbidding foreigners to enter until the mid 1800's . Those are facts worthy of knowing, and they will be remembered using time lines and other mind maps.

Sample Graphic Organizers

Venn Diagrams
Webbing
KWL Charts
Main Idea/Supporting Details Frameworks
Cause and Effect Frameworks
Fact and Opinion Frameworks
Clustering
Listing
Flowcharts
Charts
Sketch to Stretch

Example of a webbing excercise related to vocabulary

What is it? (definition)

What is like?

The word

What are some examples
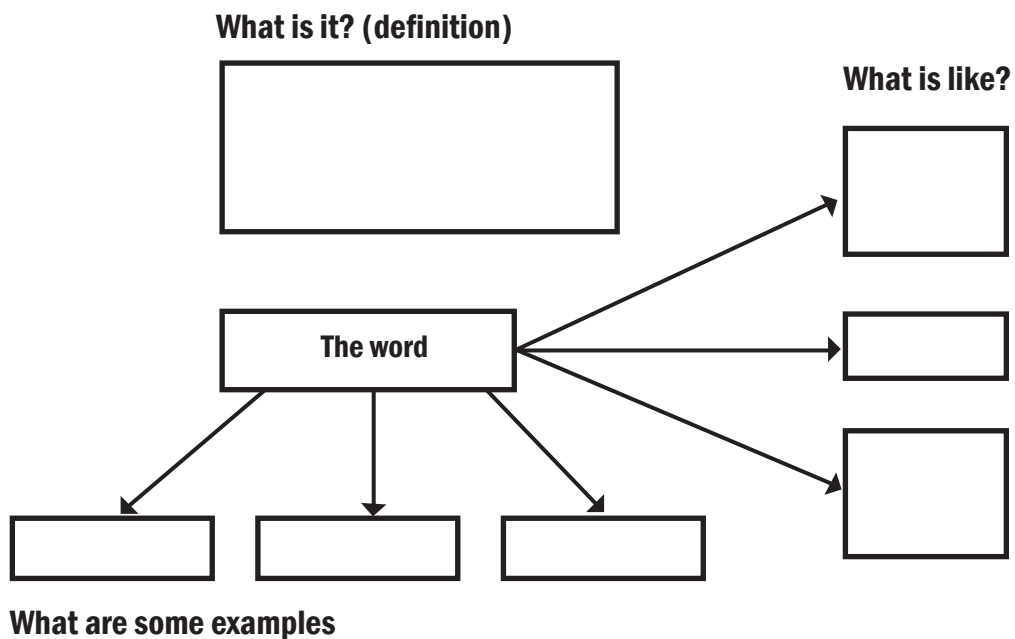
What is it? (definition)

An established set of scoring criteria used to rate a student´s performance on a performance-based task.

RUBRIC

A Scoring Guide

A Checklist

A complex Answer Key

Holistic

Primary Trait

Analytical

Clustering

Lyndon B. Johnson

John F. Kennedy

Buzz Aldrin

Astronauts

Politicians

Neil Armstrong

Richard Nixon

Famous people from the 60's

Martin Luther King

Activists

Malcolm X
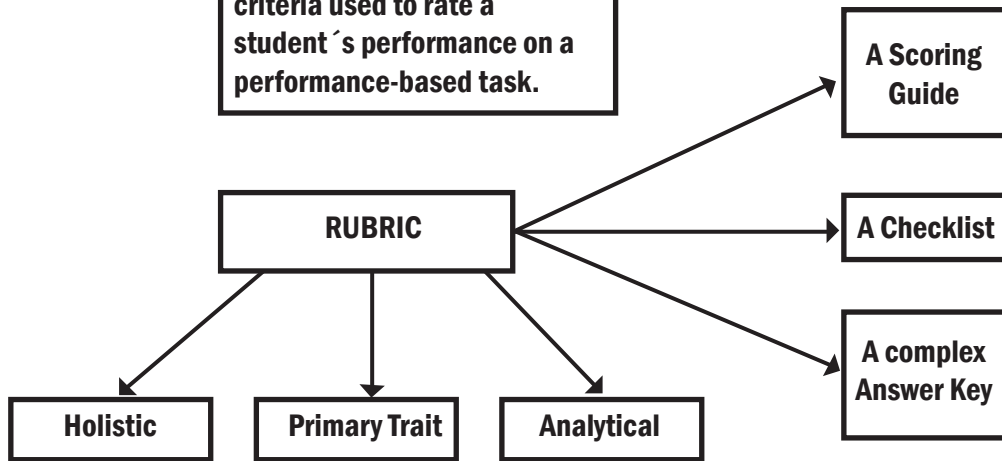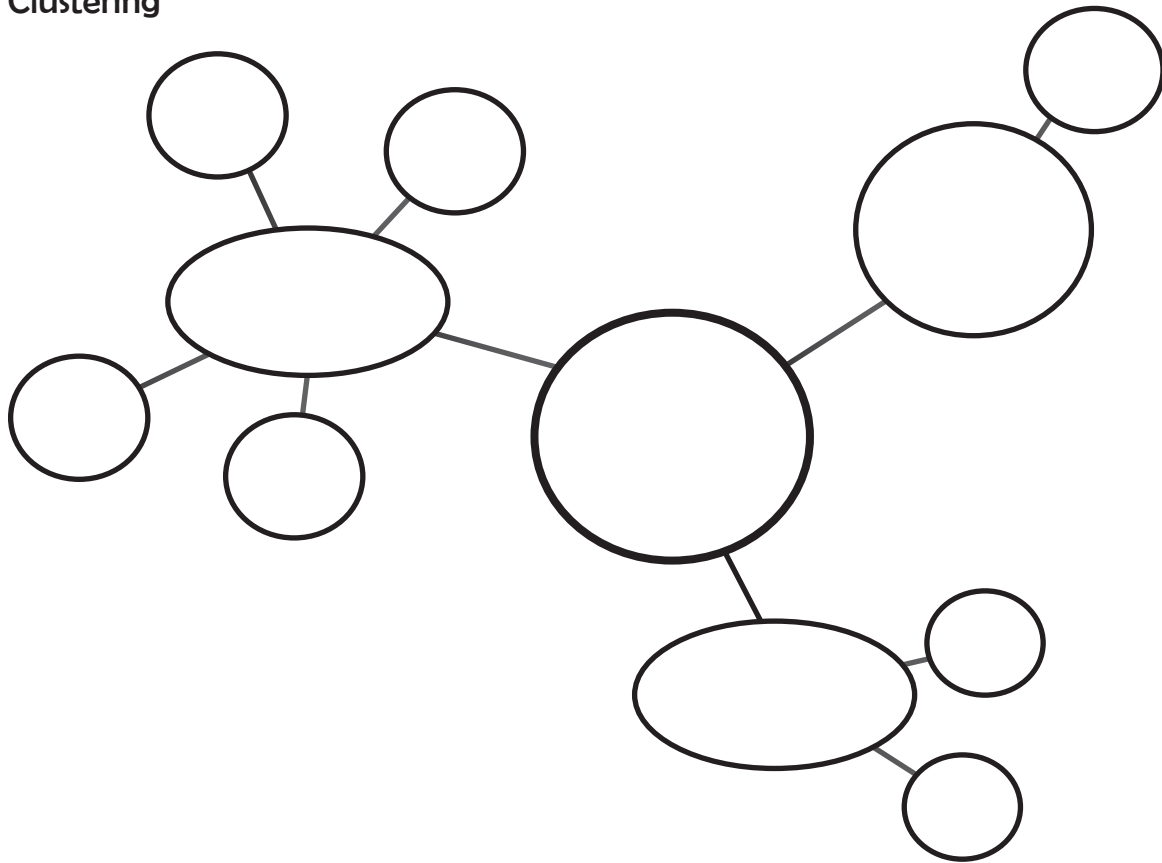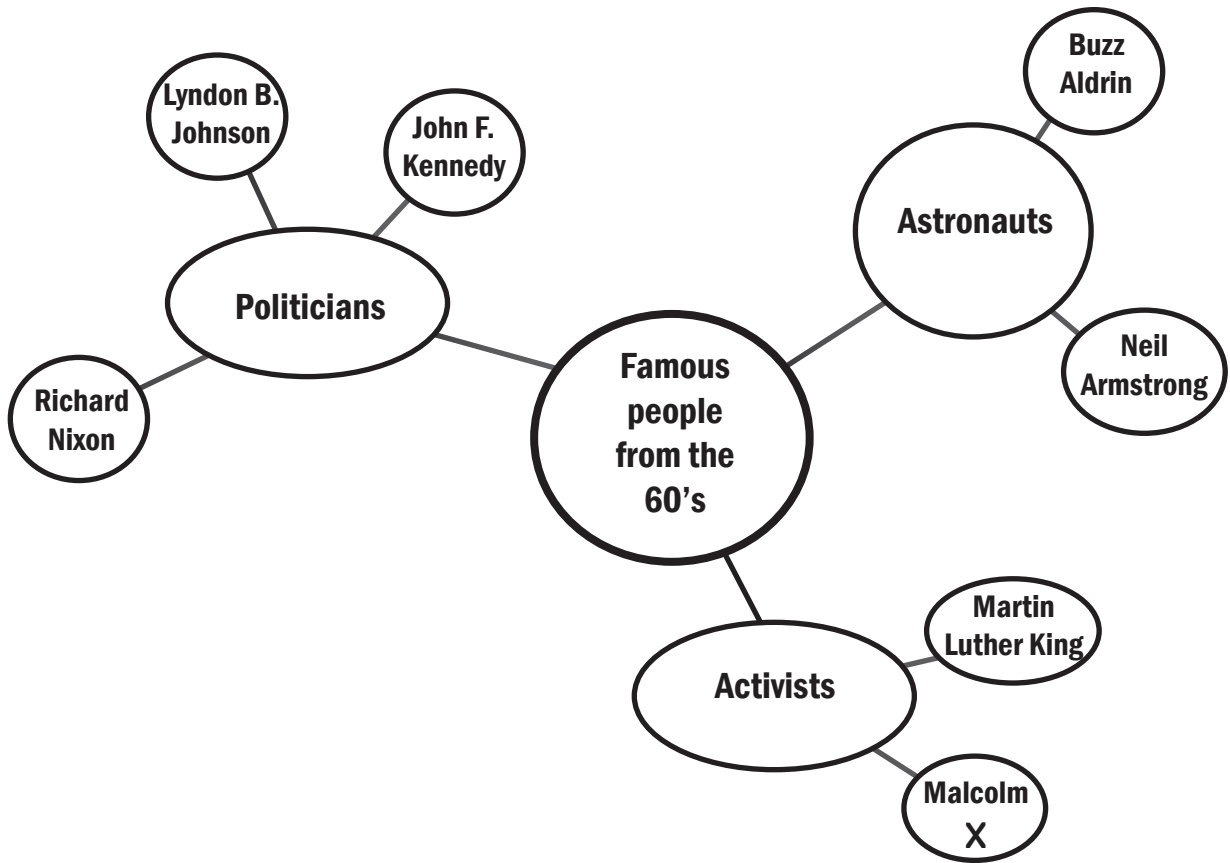
Sequence Chain for a STORY
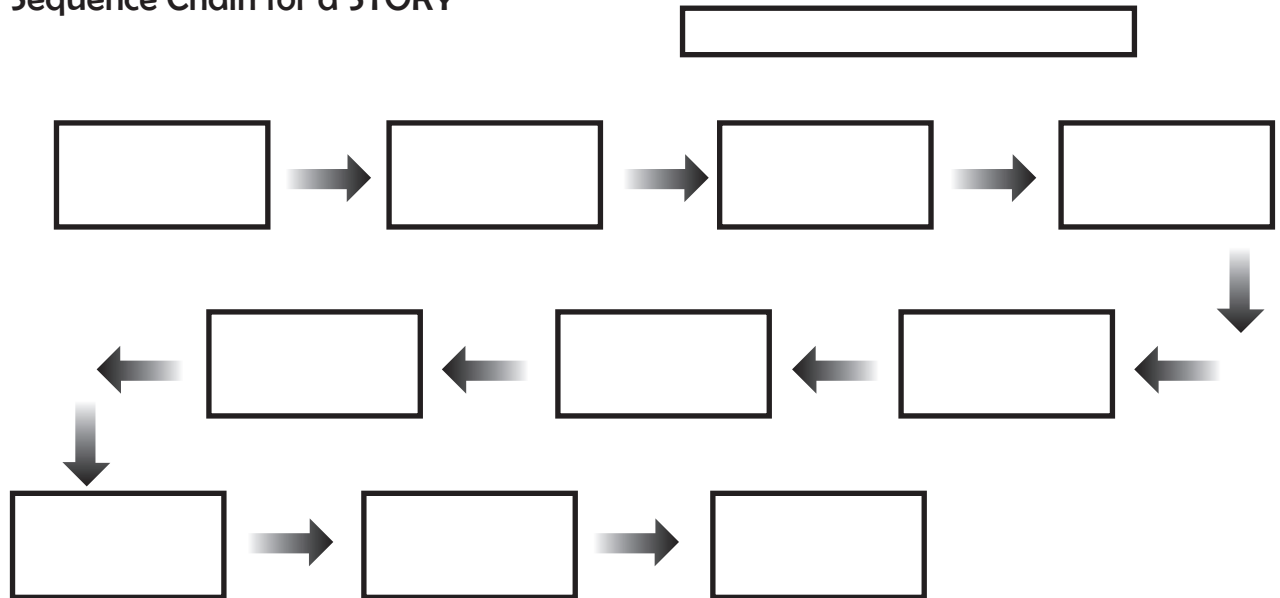
Dinosaurs   **KWL**

What We Know	What We Want to Find Out	What We Learned
Dinosaurs are large. Dinosaurs are dead. They lived a long time ago. There is a movie about dinosaurs.	How long ago did they live? Why did they die? How do we know what they looked like? Who are the people who study dinosaurs?	An archeologist has an exciting life. Dinosaurs eat plants, and some eat meat. Some dinosaurs were gigantic, but had small brains. Fossils uncover dinosaur traits.

Herring Bone Map

Who
1.
2.

What
1.
2.

Where
1.
2.

MAIN IDEA:

1.
2.
When

1.
2.
Why

1.
2.
How
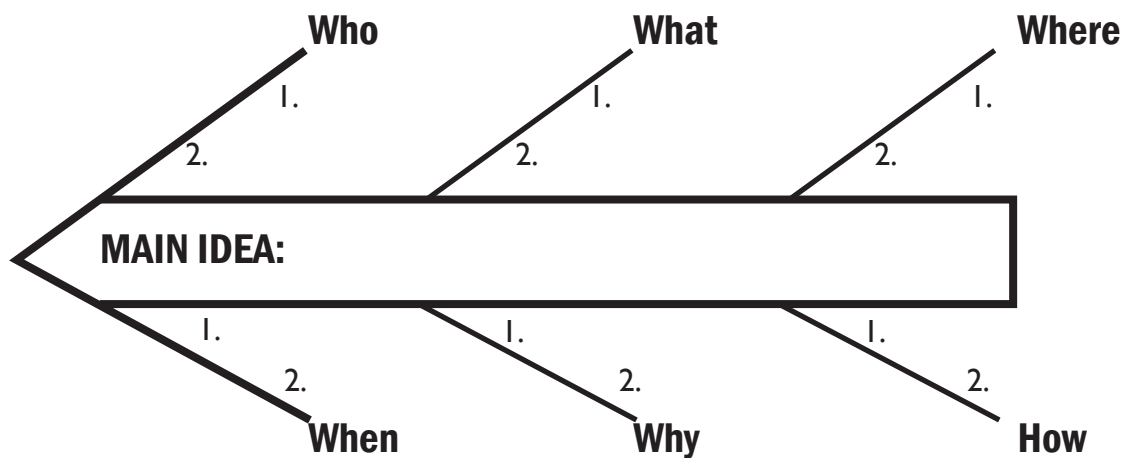
Flow Chart
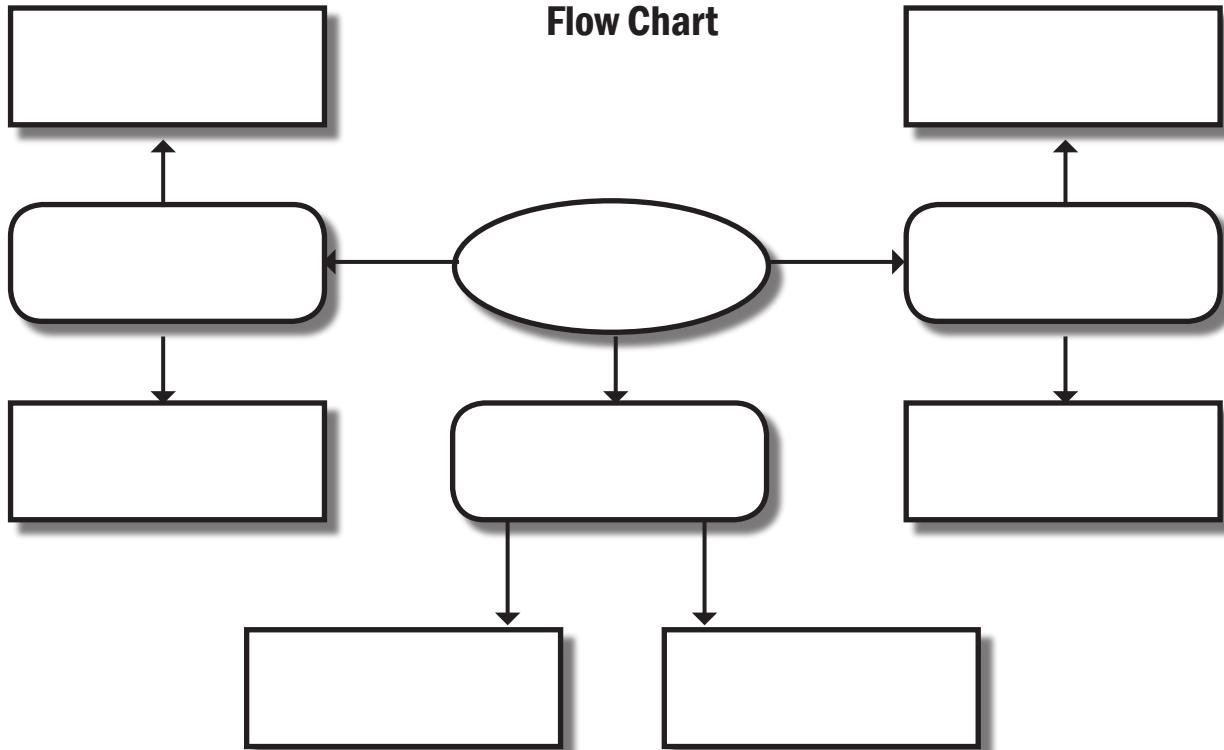
Radial Circle
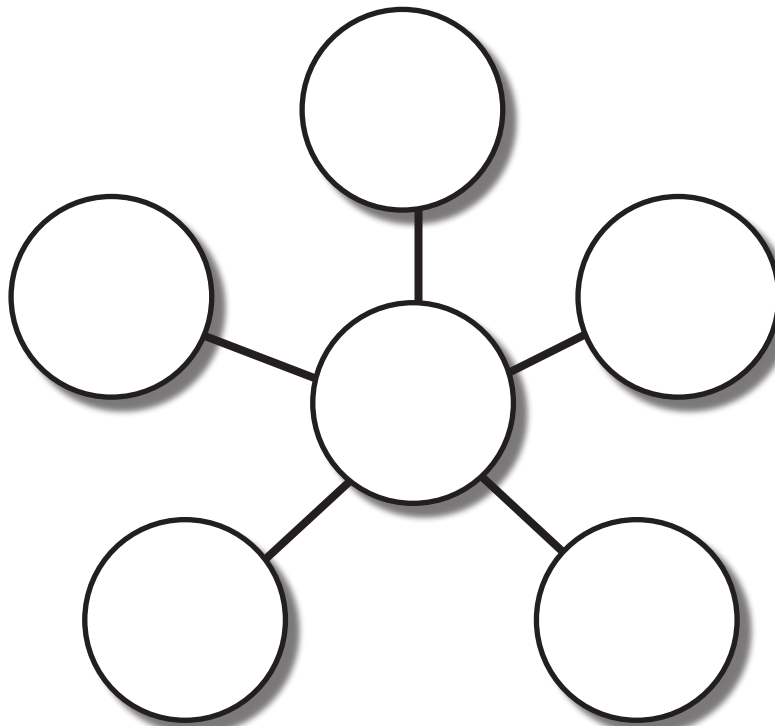
Think about what you know about cats. People and cats are the same in some ways, but not in other ways. Write words that describe pople in the People circle. Write words that describe cats in the Cats Circle. Write words that describe both people and cats in the space where the circles overlap.

Venn Diagram:

PEOPLE   **CATS**

Different   Different

The same
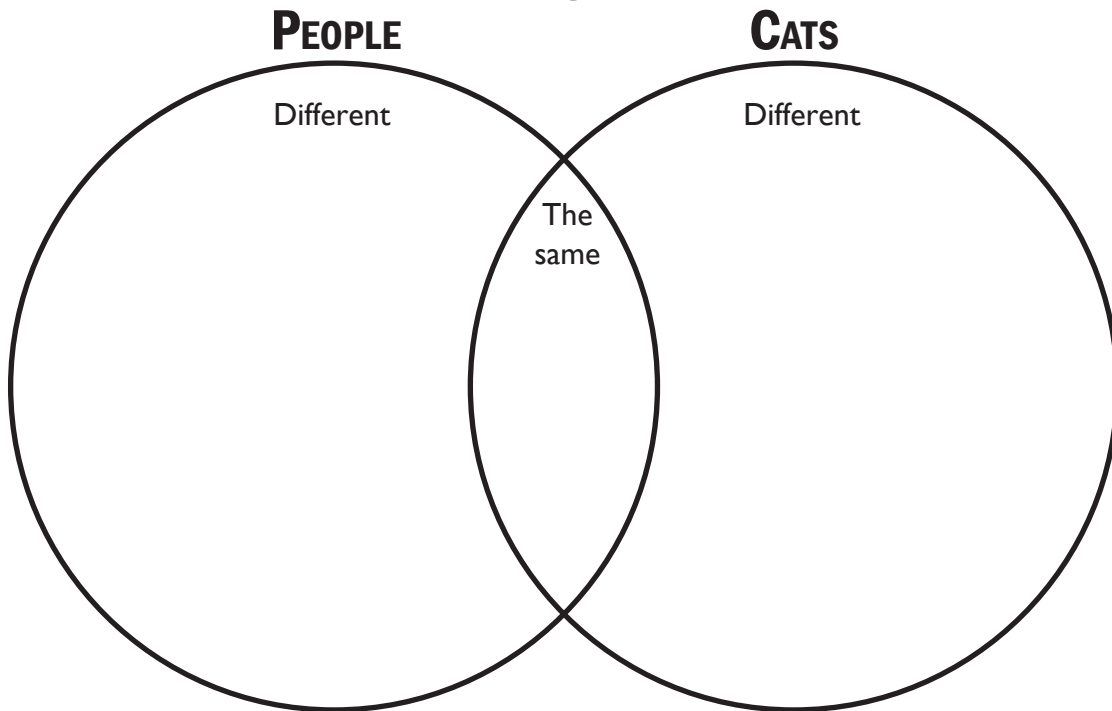
Look back at the circles. Do you think poeple and cats are more like each other or more not like each other? _____

Why? _____

_____

PART 4 Techniques that support NEPBE

The Learning Process and Scaffolding
The learning process is different for each individual, because we have various learning patterns, learning preferences, distinct perceptions, and learning styles, as we have discussed previously in this book.

No matter what our learning preferences are, there are specific areas of teaching that ALL learners can benefit from, and which are techniques that all teachers need to utilize daily.

Scaffolding is a term used to discuss the support of students so they can show success in areas that they might not able to do by themselves. Since the NEPBE supports students' success, realizing that all students do not learn at the same rate, scaffolding is encouraged.

A scaffold is a metal frame, used on the exterior of a building, to support construction workers, window-washers, or painters who are working on the building. They need the scaffold to support them as they work, so they won't fall.

Scaffolding is what a parent might do to support a baby that is learning to walk. They hold on, support the child, until the child can walk all alone.

Scaffolding in the classroom is when the teacher supports the students on the road to success, by guided practice with written work, or whispered clues when a student doesn't know an oral answer, or permitting students to work in pairs or small teams, helping each other.

Other ways that teachers can provide scaffolding include the following;

Teachers need to promote:
understanding , which comes from clear explanations and guided practice

Teachers need to use:
a variety of activities, songs, oral activities, discussions, maps, charts, graphs, reading aloud to students, silent reading, creative writing, games, kinethetics, whole group, individual work, pair work, cooperative learning in small teams (3 - 5 students), strategies and techniques, questioning techniques, critical thinking

Pace (time on-task), 90% of class time shoudl be ALT = Academic Learning Time, with no time wasted. ALT means that students and the teacher are actively involved, working, interacting, speaking in English, writing, in teams, or pairs, or individually 90% of the class time. There is no "dead time".

Teachers need to:

organize material and have it ready

In order to use time wisely, it is imperative that teachers have plans and materials ready and in place. This is the sign of a professional educator.

Procedures and routines. (Routines are automatically performed.)

A professional educator sets procedures the first week of school, and continually reminds the students of each procedure until they become routine,with the students doing them automatically.

The number one problem in the classroom is NOT discipline. It is the absence of procedures and routines.

Following is a list of the types of things teachers can choose to establish as bases for procedures, leading to become routines with steady practice by students.

Routines set the class up for better learning, resulting in success.

Procedures to Rehearse With Students Until they Become Routine

Students need to learn:

How to use a textbook
- Entering the classroom
- Passing in papers
- Getting to work immediately
- Exchanging papers
- When students are tardy
- Returning student work
- End-of-period class dismissal
- Getting materials without disturbing others
- Listening to and responding to questions
- Handing out playground materials
- Participating in class discussions
- Moving about the room
- Asking for a pencil or paper
- Going to the library or computer center
- Keeping your desk orderly
- Headings on papers
- Checking out classroom materials
- When a student finishes work early

Coming to attention
Asking a question
When students are absent
When a school-wide announcement is given
Working cooperatively
Walking in the hall during class time
Changing groups
Responding to a fire drill or other emergency
Keeping a notebook
Responding to an earthquake
Going to the office
Responding to a severe weather report
When student needs help or conferencing
When visitors are in the classroom
Knowing the schedule for the day or class if the teacher is out of the classroom
Keeping a progress report if a student is suddenly ill
Finding directions for each assignment
Saying "Please" and "Thank you"

This means that students need to know where to find the Table of Contents, or the Index, or the Glossary, or the Content Headings in the text book, etc.

How to take notes
Students need to be taught how to select the important information,

How to outline
and how to summarize, so they can make wise use of time, and utilize reading and listening skills.

How to work in teams
Teachers need to teach team work, not simply assign it. They need to assign roles for each student on a team. There needs to be a role for every child on a team for a team to function well and productively.

Learning Styles and Teaching Styles

Remember that you and your students learn in a variety of ways. We need to vary our teaching styles to meet their needs.

Learning Styles: General Characteristics:

Auditory	Visual	Tactile
• Talks to self	• Likes pictures and books	• Likes manipulatives
• Reads aloud	• Works puzzles.	• Reads silently
• Memorizes easily	• Likes maps, charts, graphs	• Likes to play with clay, mud, sand
• Likes Spelling Bees	• Finds page in a book quickly	• Likes to build things
• Follows patterns well	• Has good sense of shape	• Taps, hums, moves frequently
• Talks a lot	• Likes to draw and color	• Feels, touches everything
• Likes music	• Notices details	• Enjoys fixing things
• Proofreads well		• Good at sports
• Recalls numbers and facts		
• Likes to sing		

Teaching styles that coordinate with students´learning styles:

Auditory	Visual	Tactile
• Use tape recorders	• Use chalkboard	• Use many manipulatives
• Use CD's	• Overhead projector	• Picture puzzles
• Have Spelling Bees	• Label things	• Play-acting, role play
• Use phonics	• Play matching games	• Teach sign language,
• Encourage rhyming	• Match cards: words with definitions	• Form letters with clay
• Sing songs	• Fill-in words to songs on a worksheet, while listening	• Dance, move to music
• Real aloud to students	• Draw pictures of a story	• Act out a story
• Use audio with films	• Show films	• Produce a film

Use visuals:

Computer	Posters	Guest speakers
i-Pad	Chalkboard	Photos
Note-taking	Movies	Magazines
		Books

Promote oral fluency by having students speaking to each other, to the teachers in front of the class, or in pairs or teams.

Thinking skills to be developed
You have to:

Show thinking	Compare-Contrast	Generalize
Main idea	Summarize	Draw conclusions
Sequence	Predict	Connect to prior experience
Cause and effect	Infer or figure out from clues	Oral and written participation

Part 5: Planning

Blocks of time
Most public schools in Mexico, preschool, primary and secondary levels, have English only three times a week for 45-50 minutes each class.

Therefore, teachers will need to use the English time as wisely as possible, having procedures and routines in place to allow optimum Academic Learning Time in the English class.

With such a small amount of time, emphasis must be placed on the oral language development and the social - cultural development of the students in order to reach goals of the NEPBE.

Cycles and CENNI
The organization of cycles and time blocks with the NEPBE is shown below:

	Preschool	Elementary						Secondary		
	3rd	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
CEFR				A1		A2		B1		
Cenni	0 0 1	2	3	4	5	6	7	8		
	└─── Cycle 1 ───┘			└ Cycle 2 ┘		└ Cycle 3 ┘		└── Cycle 4 ──┘		

CENNI identifies levels of English evidenced from beginners to advanced students. Long-term planning is essential so that teachers will know where they are going during the

A1	A2	B1	B2	C1	C2
Basic survivial level vocabulary	Basic daily work use of language	Intermediate reading, writing fluently. Some errors	High level+ four skills, more fluent speaking	Advanced level, very few errors, high vocabulary	Proficient user of the language
NOVICE	BASIC	AVERAGE	HIGH AVERAGE	VERY HIGH	NATIVE-LIKE SPEAKER

entire school year. Chapter titles, units, sections, or major themes are outlined, month-by-month, with the number of text pages to be taught each month are calculated. This helps in the long-term, so that the end of the school year does not arrive with much material undone.

Short term planning is based on the long term plans, with more specific notes on: what is to be taught, how, materials to use, ways to exhibit the learning, assessments, explained in blocks of time, such as for every two weeks, for example. Short term plans should include the topics of the lesson, the methods, the materials, and the evidence that the learning took place.

Classroom Management
Characteristics of Classroom Management and Planning

Things to look for and to assess
The physical setting

The room and contents are arranged for productive and formative work that allows for optimal learning.

The classroom set up allows for educator accessibility and availability to the students.

The educational displays set up on the wall space, are educational, orderly, interesting, attractive and simple, and not over cluttered. They have relevance to what is taught.

The classroom is attractive, orderly, and clean.

The materials are accessible, kept in order and supply.

The classroom is inviting, comfortable, and productive.

The Atmosphere
The atmosphere in the class is positive; a spirit of charity, unity and teamwork reigns.

The time is used to full capacity for student learning: time is not wasted; there are few disruptions or distractions.

Students are engaged in their learning, actively involved in their work and visibly on task.

A positive, calm, pleasant, work-oriented environment is fostered.

The Observable Characteristics of a Well- Managed Classroom
A well-managed classroom is a task-oriented and predictable environment. The students know what is expected of them and how they are to do it to achieve success.

Students

The students are respectful of the teacher and of one another.

The class expectations are well defined and posted centrally for all to read.

The students know what is expected of them and are able to meet and exceed these expectations.

The students understand the procedures as well as put them into practice.

Students are on task and working. The students know the objectives of the assignments they are completing.

The students know that all classroom work and tests are based on specific objectives essential for their academic formation.

The students understand that all aspects of what and how they do something in the class affects their own formation and that of their peers.

The students can work both independently and cooperatively.

The students are academically successful.

The students respond positively and appropriately to one another and to the teacher.

The Teacher

The students respond to the teacher.

The teacher has a plan for everything: procedures, discipline, rewards, lessons, assignments, tests, activities, and even surprises.

The teacher communicates expectations to the students.

The teacher begins classes on time and follows the pre-approved schedule in the classroom.

The teacher has a consistent signal to gain the attention of the students.

The teacher maintains a formative discipline plan. It is positive, motivational, purposeful, and constructive.

The teacher has developed a positive and personal rapport with each student.

The teacher maintains some form of personal contact with each student on a daily basis.

The teacher has established clear expectations with the students in terms of presenting, practicing, and positively reinforcing the procedures and norms.

The teacher is vigilant and uses every moment as an opportunity to form the students.

The academic instruction is primarily teacher-led and directed.

The teacher is kind and firm, always available and ready to serve yet maintains the authority of his or her role.

The teacher circulates the room, goes to each student to check on, assist, and verify their progress by answering questions, giving positive motivation to each one and periodically as a whole. "You are all working so wonderfully on this assignment, great work!"

The teacher is on top of correction if it is needed and addresses the situation at hand.

The teacher exemplifies respect and the dignity of the person in dealing with his or her students.

The Environment

Considerations for the Floor Space

The teacher makes a plan for the setup of the classroom that incorporates the space wisely.

No traditional rows with the students far from the teacher.

The physical arrangement involves the set up of the furnishings, the student desks, teacher's desk, bookshelves, additional worktables, furniture, and workstations.

To design the floor plan, one must consider the flow and ease of movement in the class, visual access, and proximity of students to the black/white board and the teacher.

The preparation and the arrangement of the physical space in the classroom should enhance the security, efficiency, and accessibility of the students and the teacher.

Consider the following:

Arrange furnishings and displays suitable to the implementation of the curriculum for the age group.

Ensure proper furnishings are in place and in good condition.

Arrange for the number of student desks required.

If possible, arrange desks in semi-circles or U's to allow the teacher and students to circulate freely and efficiently. Traditional rows take up too much space.

During instruction, all eyes should be on the teacher.

Ensure exits are clear of obstructions and the room is open and inviting.

Have organized procedures as to how the students keep track of their books. and materials.

Wall Space

The classroom is pleasantly decorated with students' artwork.

Decorations bulletin boards, and materials are educational, and purposeful, supporting the curriculum objectives.

Keep visual distraction to a minimum. The displays should be educational, ordered, and simple to avoid student distraction.

One bulletin board should be reserved for displaying student work.

Depending on the grade level of the students, one bulletin board should be designated as a calendar board, which remains constant throughout the year.

Designate a section of a bulletin board or board for posting the day's schedule, objectives, class assignments, homework, notices, and upcoming events.

Write homework on the board before the students come into the classroom. Write it consistently in the same area so the students will be accustomed as to where to find this instruction. Allow class time for them to write homework down.

Post the morning routine to follow and projects that students can work on if they have completed the regular days' work.

A classroom welcome sign should be posted at the start of the year based on a theme for the first month of school.

Ensure the student desks and lockers are neat and orderly at all times.

Show the students how to keep possessions neat and orderly.

Developing Classroom Procedures

Morning routines: for example, -upon entering the classroom, we take out our books for class and read silently until class begins.

Movement within the classroom: how to line up, stand, sit, transitions in class, from one class to another, at recess, at lunch, entering the classroom, class dismissal

Organization: systems for collecting, grading and returning papers and homework, grading-recording grades, extra credit, portfolios, distributing materials

Interactions between teacher and student: how to gain the teacher's attention, how to ask for help, when and how to address peers

Have Procedures Ready For...

An emergency alert and situation

Disposing of trash

What to do when one enters the classroom

How and when to sharpen pencils

Tardiness

Listening
Responding to questions
Responding to the bell
Going to the bathroom
Class discussions
Obtaining a pencil, paper, or other materials
Gaining the class' attention as a whole
Keeping one's desk and belongings orderly
Working in groups
Notebook work
Turning in assignments
Exchanging papers
School wide announcements
Going to the library
In the gymnasium
At recess
Textbook distribution
Students turning in work
Rewards and incentives
Communicating with parents
Signals for students' attention
Daily routines - beginning of day, transition times, independent and group work
Agenda use and motivators
Discipline guidelines and rules
Fire drills

Planning with the final goals in mind

The NEPBE emphasizes the necessity of planning with a final goal in mind.

You need to know where you want to arrive before you can plan how to get there. If oral fluency, and social / cultural aspects of learning are to be the final goal, then we will need to plan in a way that sees us arriving there.

More student talk, less teacher talk, more high level thinking and open-ended questions, plus teaching our children the social skills entwined with language , and the cultural awareness of countries and their languages all should be part of the 21st Century teaching in our National English Program in Basic Education.

Part 6: Assessments

These are short quizzes, teacher-developed, or from texts, that are intended to measure where a student is, so that the teacher will be aware of the student's progress, and necessities.

Formative

These are quizzes that a teacher uses to find out the students' knowledge of a topic, so that the teacher will know how to plan future lessons for students' growth.

Summative

This is a "final exam" type of assessment, where the teacher will give a variety of types of questions or activities, or projects for the students to demonstrate what they have learned about the topic, theme, or unit of study.
Tools to assess:
Rubrics, checklists, portfolios

Sample 1

Rubric assessment tool for your project.

Front Side:

Sample of a rubric for a creative project:

Scoring			
20 points	=	100 %	Exceeding expectations!
18	=	95%	Excellent
16	=	90 %	Very Good
14	=	85%	Good
12	=	80%	Meeting Expectations
10	=	75%	Minimum
8/below	=		Not Acceptable
Re-doing the project	=	65 - 50%	Below Expectations

Your improved project must be re-submitted on the 3rd class day after you receive notice to re-submit it. Teacher´s discretion for scoring points on resubmitted projects is final. There is no option to fail.
Students can help each other, but there is to be no adult help!

Student: _____

Project Title:_____

Score: _____   Additional Commnets:

Reverse Side: RUBRIC FOR A CREATIVE PROJECT

Criteria_____   Quality_____

Points	5	3	1
Creativity/ Originality	The project exhibits 4 to 6 forms of expression (art, music, writing, pictures, etc.), all of which show a great deal of thought and planning in the creative or unusual way that the project is presented.	The project exhibits 2 or 3 forms of expression (art, music, writing, pictures, etc.), which show some planning in the area of creativity for the project's concept.	The project uses only 1 method to present the information. The work is mundane. There is no strong spark of creativity evidenced.
Content Completeness	The student included most of the guidelines in the project description, plus, he/she added more ideas so that the project is thoroughly complete.	The project is good, but several important guidelines provided were ignored, yet the student did not replace them with other ideas.	The project was not complete. Many important items were missing and project appeared incomplete.
Depth of Knowledge Exhibited	The level of vocabulary and content material appear to be at a maturity level equivalent to high school, with evidence of research exhibited in the final with obvious attention to the smallest detail. Drawings, exhibits, written work, models, etc. are first-class!	The student understands and exp resses work at a high level, and at a depth that good students, serious about their work, will often exhibit. Research very few errors in the written or model material. A few details are overlooked (such as forgetting to paint one side of a model).	Very little evidence of research. The vocabulary level exhibited is below grade rushed with little attention to details. Appears to be of first draft quality rather than a finished

PROOFREADING CHECKLIST FOR STUDENTS

Your name: _____ Date _____

___ Did I spell all the words correctly?

___ Did I indent each paragraph?

___ Did I write each sentence as a complete thought?

___ Do I have any run-on sentences?

___ Did I begin each sentence with a capital letter?

___ Did I use capital letters correctly in other places?

___ Did I end each sentence with the correct punctuation mark?

___ Did I use commas, apostrophes, and other punctuation correctly?

___ Did I read my paper aloud to myself or to a friend?

Student´s name: _____

Grading/Assessing_____

Sometimes you may want to use a different way to evaluate or score your students' work. Here is a list of several ways: points, words, or percentages. Feel free to use them as you want.

5 = Excellent / Exceeding expectations (95-100)

4 = Very good / Above expectations (85-94)

3 = Average /Meeting expectations (80-84)

2 = Below average / Below expectations (74-79)

1= Should be much better / Minimum effort exhibited (below 74)

Comments about student presentation

Topic of speech_____

A sample Rubric to assess oral presentations and listening

Category   4   3   2   1

Speaks Clearly

Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.

Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.

Speaks clearly and distinctly most (94-85%) of the time. Mispronounces more than one word.

Often mumbles or can not be understood OR mispronounces many words.

Preparedness

Student is completely prepared and has obviously rehearsed.

Student seems pretty prepared but might have needed a couple more rehearsals.

The student is somewhat prepared, but it is clear that rehearsal was lacking.

Student does not seem at all prepared to present.

Posture and Eye Contact

Stands up straight, looks relaxed and confident.

Establishes eye contact with everyone in the room during the presentation.

Stands up straight and establishes eye contact with everyone in the room during the presentation.

Sometimes stands up straight and establishes eye contact.

Slouches and/or does not look at people during the presentation.

Listens to Other Presentations

Listens intently.

Does not make distracting noises or movements.

Listens intently but has one distracting noise or movement.

Sometimes does not appear to be listening but is not distracting.

Sometimes does not appear to be listening and has distracting noises or movements.

Enthusiasm

Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.

Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.

Facial expressions and body language are used to try to generate enthusiasm, but seem

somewhat fake. Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

In this rubric, a score of 1 is the lowest and 4 is the highest. Students should have access to the rubric before they have a speaking assessment so that they will be able to set their goals.

20	=	Highest score
16 - 19	=	Exceeding expectations
11 - 15	=	Meeting expectations
6 - 10	=	Below expectations
5	=	Lowest score

Projects samples

Project

1st Grade
Create a Forest
Due on _____

You will have to investigate about a kind of plant or animal, make a model about it, and present it in class.

My team chose to investigate about: _____

1. You will bring art material to the classroom to create an image of your plant or animal. When you finish you will stick it onto a craft stick.

2. You will present your animal or plant to your classmates explaining the characteristics of your animal or plant.

You will work in your project in the classroom everyday so there is no need to get together in the afternoon.

Create:
1. An image of my animal or plant so we can glue it onto a craft stick and then to a styrofoam block to create a forest.
2. Use materials that you already have and use your imagination! The more creative you are the better grade you will get.
Get as much information as you can from different resources such as brochures, magazines, and the Internet.

Suggestions:
http://en.wikipedia.org/wiki/Main_Page
http://www.enchantedlearning.com/Home.html

Evaluation Criteria
Oral presentation
Fluency   20
Pronunciation   20
Investigation   30
Craft of animal or plant   30

Monthly Project
3rd. Grade

Community Map
Due on _____

Objective:
To create a community map that shows what can be found in a community.

Materials:
- Nonfiction picture books and magazines.
- Posterboard.
- Pencil, paper.
- Markers, glue, scissors.

"Research"
Have groups find samples of maps to show the class. Show them how they can use simple graphs to obtain helpful information such as the population of an area.

"Brainstorming"
Discuss with children what kinds of places are found within their community, Help children make a list of things they would like to include on their map.

"Plan"
Children are going to use the list they made to start drawing a map about their neighborhood. For homework children are going to prepare a brief explanation of the things that can be found near to their homes.

"Complete the map"
Have children complete their maps and then display them for the class. Have them explain where they placed things within their community.

Evaluation Criteria
Oral presentation
Fluency	20
Pronunciation	20
Research and homework	30
Map	30

Project
4th Grade

Dinosaurs
Due on _____
You will:
Interview a dinosaur.
Half the group will take the dinosaur´s role, and the other half will take the interviewer´s role.
Students will create a puppet that represents each character.
The puppet will be free style, but very original.

Evaluation:
Oral Presentation:
Complete information	/40
Loud/clear/pronunciation	/30
No reading	/10
Creativity of your puppet	/20

Grades 5th to 8th

Creating a machine
Due on _____

Objectives: To work as a team and to create a new machine, explaining its use.

Rules:
Form a team of 5 students
Make a design of a machine and a list of the materials needed.
Build the machine with recycled material: play dough, newspaper, stones, foam, leaves, branches, fabric, etc
Bring the material from your house. Work must be done at school.
You will make a poster describing how the machine works, what are its parts and why you decided to create it. What does it do?
You will present your machine to the class .
Each member of the team must explain something when you present.

Your team will present on _____.

Evaluation criteria:
Originality, creativity and design   20
Use of recycled materials   10
Team work   10
Oral Presentation:
Explanation   20
Loud/clear pronunciation   20
No reading...Know the material well.   10
Fluency   10

Project
"Amazing People"

Due on _____

Rules:
Students in pairs will talk about famous people who have brought important achievements to society or to general history around the world.
You must use as much information as you can get from different resources about the famous person you chose.
You have to share work in teams . Teacher will announce the day when you give the presentation.
You cannot read during your presentation.
Both team members must speak during the presentation, about 2-3 minutes each.

Use:
newspaper
glue
paints
paper
cardboard

Create
Name of the person and achievements he/she has made.
A poster with biography of the person you will be talking about.
Highlight and mention the things he/she has made and explain how these changes have influenced history or society.

Evaluation:
Oral presentation
Talking loudly/Pronunciation   20
Fluency   15
Use of correct grammar   15
Creativity of the presentation and poster 20
Use of the requested material   10
Poster with information   20

Team Project
Grades 5th to 8th

Due on: _____

Procedure:

You will work with your team to develop two things:

1. A restaurant, describing what kind it is, what people it attracts (rich,
families with kids, etc.) what it looks like, how big it is, and its decorations: You can draw
a picture, or cut out pictures to show it.

2. Develop a menu for your restaurant, with food, drinks, desserts, etc. and realistic prices.
You must use as much information as you can get from various resources.
Each team will present one original copy of the menu, and a sheet listing the name of each team member and his/her contribution to the whole project. (Who did the writing? Who did the drawings? Who? etc.)
A team assessment sheet must be attached. The menu needs to look realistic.

Evaluation criteria (Maximum Total 100 pts)

Correct grammar use, and correct spelling   25

Creativity of the activity   15

Contents of the written work   25

Neatness and overall organization of the material   20

Drawings, pictures, photos, graphics   15

Self-assessment samples
Oral presentation
Assessed by teacher, peer, or self

Person Presenting: _____
Topic: _____

Please rate each of the following criteria on a scale of 1 to 5:
(needs improvement > 1   2   3   4   5 <excellent)
Rating:

1. ___ The presenter spoke clearly. I could understand the words easily .

2. ___ The presenter spoke at a good volume.,,not too loud, not too soft.

3. ___ The presenter spoke at a good pace....not too fast, not too slow.

4. ___ The presenter faced the audience and made eye contact.

5. ___ The presenter appeared relaxed and enthused about the topic.

6. ___ The presenter stood up straight with good posture.

7. ___ The presenter used effective hand gestures.

8. ___ The presenter made eye contact with me.

9. ___ The introduction caught my attention so that I wanted to hear more.

10. ___The presenter provided some good examples, and/or had a prop
        to show.

11. ___The conclusion wrapped up the speech with a clear ending.

12. ___ I found this topic interesting and well-presented

Comments/Specific Notes on Strengths and Weaknesses

        12 - 24 = Below expectations
        25 - 36 = Meeting low expectations
        37 - 48 = Meeting high expectations
        49 - 60 = Exceeding expectations

Here are a series of self-assessements for teachers to check skills and techniques which support the NEPBE. The better you score, the more in touch you are with the recommendations of the NEPBE.

Self-quiz #1: Human Relation Skills

Use the scale to plot where you think you are today. You can check yourself again over the next several months , scoring with a different color pen.
Each number on the scale corresponds to the seven characteristics we just covered , "Good Human Relations Skills".

Mark the answers to these questions on the graphs that follow, selecting Low, Normal or High

1. My sense of humor is: _____

2. My level of empathy with others is: _____

3. My sincerity level is: _____

4. My level of dependability is: _____

5. I have a wide variety of personal experiences, such as taking trips, hopes, extensive reading, seeing plays, films, concerts, opera, symphonies. _____

6. I am a dynamic speaker. _____

7. The level of my self-confidence is: _____

Scoring:
Place yourself along the scale at a number that describes your level at this time. Use a different color ink or marker for future assessments in order to plot progress. There are three opportunities to check your progress. Perhaps once every bimester you can give yourself this quiz to see how you grow during a year.

Date:_____   Date: _____   Date: _____

Average score: _____   Average score: _____   Average score: _____

 1 (low level)   5 (normal level)   10 (high level)

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

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

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

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

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

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

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

What is your average in the area of good human relation skills?
To find the average, add the numbers you circled to find the sum.
Then   divide the sum by 7. That will give you an average at this time.
Re-take it in 4-6 months. Note your improvement.
With practice and experience, your human relations skills will become
more refined. Remember to plot this score in Section 10 to obtain an
overall view of where you are on the road to being a GREAT teacher.

Self-Quiz 2: Good Planning Skills
In this quiz, you will answer "Always" (worth 4 points), "Never"(1 point), "Sometimes"(3 points), or "Rarely" (2 points). Place an X under the qualifier that most honestly responds to these statements.

1.I preview thoroughly every text I use before I present it to my students
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

2.I make yearly plans consistently every year.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

3.I review my yearly plans from time to time to make sure I am staying within my schedule.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

4. I make weekly plans.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

5. My weekly plans are completed at least two-three weeks in advance.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

6. I make my weekly plans once a month, four weeks at a time, based on my monthly plans.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

7. I specifically list which vocabulary words will be studied in my lesson plans.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

8. I list page numbers and topics in my plans.
<div align="center">

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )
</div>

9. I make sure to include ideas of modified work for special-needs students in my classes.

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )

10. I include at least one group activity and/or a music/art activity in my weekly plans.

Always   Sometimes   Rarely   Never
( )   ( )   ( )   ( )

How did you do? Add up your points. What is your total? _____
30 points is a good score. Below 20 points: You need to concentrate on areas to be improved and begin a plan with a few colleagues so that you can improve your planning skills.

Self-Quiz 3: Classroom Management

This quiz will be checking your management skills. Give yourself 5 points for every "Yes", 3 points for every "Sometimes", and 1 point for every "No".

Question	1 No	3 Sometimes	5 Yes
1.I post class rules on the wall in my classroom.	No	Sometimes	Yes
2.I have no more than 5 rules posted.	No	Sometimes	Yes
3.I also list consequences with the rules list.	No	Sometimes	Yes
4.I also list group and individual rewards on the rules list.	No	Sometimes	Yes
5.I group chairs/tables/desks for cooperative learning activities.	No	Sometimes	Yes
6.I have examples of students' work posted on the walls.	No	Sometimes	Yes
7.My students are respectful and quiet when I speak.	No	Sometimes	Yes
8.Students' noise level is acceptable.	No	Sometimes	Yes

9. Students follow directions the first time.	No	Sometimes	Yes
10. Students are in their seats when class begins.	No	Sometimes	Yes
11. Students come to class with all the tools they need: pencil/pen/notebook, etc.	No	Sometimes	Yes
12. My students are well-behaved and allow me to teach with no disruptions.	No	Sometimes	Yes

What is the total of your points? (36 points is an average score.)   My score

_____

Self-quiz 4: Teaching Strategies (A)
Give yourself 2 points for each technique listed below that you have used in the past two weeks.
Check each one you have used in the right hand column.
Add up the check marks and multiply by 2 for your score.

YOUR SCORE: _____

A score of 20 is average.

Technique   +2 each

1. I say a student's name after I ask the question.   _____

2. I have and use index cards with students' names for calling on them.   _____

3. I consistently teach using higher levels of Bloom's Taxonomy.   _____

4. My teaching always includes vocabulary development.   _____

5. I vary the activities in my class, such as writing, speaking, etc.   _____

6. My explanations always include examples of what I'm teaching.   _____

7. I avoid calling on students in a predictable way, such as by rows.   _____

8. I have singing or creative art activities to keep interest high. _____

9. When a student doesn't know the answer, I prompt him/her. _____

10. I have activities or questions that reach Bloom's highest level. _____

11. I frequently ask questions as I teach to promote understanding. _____

12. I vary types of responses I expect: group, individual, oral, written. _____

13. My lessons reach at least the application level on Bloom's Taxonomy. _____

14. I call on EVERY student at least once every two days. _____

15. I want to be the best teacher I can be and look for ways to improve. _____

Self quiz 5: Teaching Strategies (B)

This quiz is to check your general awareness of some strategies. Give yourself 5 points for each "Yes", 3 points for each "Sometimes", and 1 point for each "No". Then add up your total points.

How many points? _____   30 points is an average score.

1. I spend less than 5 minutes on non-teaching tasks in my class. _____

2. My students are on-task 90% of the time. _____

3. My students know my rules well and follow them. _____

4. I have a system of rewards and consequences for my students. _____

5. I communicate with the parents of my students. _____

6. I have high expectations for all my students. _____

7. My students have high expectations of me, and expect the best. _____

8. I arrange the environment in my class to allow motivation
    to grow and bloom within my students.   _____

9. I vary activities about every 15-20 minutes.   _____

10. Students feel comfortable yet challenged in my classroom.   _____

11. I have developed at least 5 negative consequences for students.   _____

12. I have developed at least 5 positive consequences for students.   _____

13. My students are aware of the + and – consequences I have.   _____

14. I believe I have done a good, effective job at least 3 - 4 days every week.   _____

Self quiz 6: Knowledge of Content

Teachers of various subjects will be taking this self-quiz, so it will be generic, but it will also take into consideration the more well-read and well-rounded we are (and I don't mean body shape), the more interesting we can be for our students. The more interesting we are, the more students learn because they come to our classes more highly motivated. Also remember, more experienced teachers may score better than newer teachers. As in any career, there are some benefits to experience on the job.
Each item on the list is worth 1-10 points. Check off the ones that apply to you. Then add the corresponding points, shown in the parenthesis, to see where you are on the scale of knowledge of content. A score of 40 points is average. If you score
80 or above, your students are very lucky to have you as their teacher.

     YOUR TOTAL SCORE: _____

1. I have fewer than 5 years of teaching experience.   (3)

2. I have 10 or more years of teaching experience.   (8)

3. I have held at least 2 other paying jobs besides my teaching job.   (7)

4. I have the equivalent of a Bachelor's degree: 4 years university.   (5)

5. I have a Master's degree: 6 years university. (7)

6. I have a Ph.D. or other Doctorate´s degree. (10)

7. I have traveled to 2 continents including North America. (9)

8. I have traveled to 3 continents or more, including North America. (10)

9. I have lived and worked for at least one year in another country
besides my country of birth. (10)

10. I know two languages well, including my native language (7)

11. I read for pleasure at least 10 hours per week. (5)

12. This school year I have taken at least one course or seminar of
 duration 10 hours or more. (10)

13. I meet with colleagues regularly (at least 2 times a month) and
we talk about school, students, our jobs, the classes we teach. (7)

14. I use the Internet regularly to find ideas to enhance my teaching. (10)

15. I use films, slides, and/or guest speakers to enhance my class. (10)

16. I have taken my students on at least one field trip this year. (5)

17. Besides books for pleasure, I often (monthly) read books or
articles about teaching, or to enhance my general knowledge. (10)

Self quiz 7: Selection and Use of Texts and Materials

This quiz will check your use of materials, exemplifying your ability to be creative in the use and choice of texts and materials. Score 5 points for every YES, and 1 point for every NO. 40 points is an average score.

Your score: _____

1. I use the chalkboard/whiteboard at least 3 times per week. _____

2. I use an educational film at least once each grading period. _____

3. I go to a library or book store once a month to learn more. _____

4. I know how to prepare Power Point presentations, and
     give one or two Power Point lessons per semester. _____

 5. I make posters or charts twice a month to use in my teaching. _____

 6. I involve students monthly in a creative activity (art/music/
     filming/acting/role playing/poetry-prose writing, etc). _____

7. I have at least one hands-on project per marking period. _____

8. I have served, or am willing to serve, on a teacher education team. _____

9. I often bring supplementary materials to enhance my class. _____

10. I know how to use Power Point
or transparencies, and use them in class. _____

11. I find myself reading texts or magazines in my field at
least twice a month so I can learn new ideas. _____

12. I believe that I am a creative and interesting teacher. _____

13. I may NOT be interesting or creative, BUT I want to be,
     so I will work hard to learn to improve my skills. _____

Interpretation of My Self-Quiz Scores

Instructions:

Add up the scores to all quizzes. Use the final sum to rate yourself at this point in your career. Check your final sum total against the scale listed below. Re-take the test every four to six months so that you can plot your progress.
A second scoring place is included in the chart below.

Even when you arrive at the score you want, keep checking yourself so that you will always be aware of your personal level of knowledge, implementation of proven techniques, and professionalism as a teacher.

1.Human Relation Skills	1	10	_____	_____
2. Good Planning Skills	10	40	_____	_____
3.Classroom Management	12	60	_____	_____
4. Teaching Strategies (A)	2	30	_____	_____
5. Teaching Strategies (B)	3	42	_____	_____
6. Knowledge of Content	10	133	_____	_____
7. Selection and Use of Texts	13	65	_____	_____
		Total:	_____	_____

Interpretation of your total score:

1-80: You are either a new teacher, who can improve with good mentoring, or a person who should consider another career because this score places you in the lowest 25% and teaching may not be the best choice for you.

81-176: You are having some trouble and you're struggling in teaching, either with your students or with yourself. Frustration level is high. You need to join a group of other teachers who can support each other, or ask your principal or team leader to assign you a mentor to give you support while you are developing skills that they have identified you need.

177-270: You are above average and on your way to being an effective and efficient teacher. You have skills in a variety of areas and you are respected by students and colleagues. With more time and growth, you will be among the top teachers in your field.

271-above: You are in the top 25th percentile in your career. That is to say that 75% of other teachers have scored lower than you on these various self-quizzes. Keep up the good work, stay current in your area by reading, coursework, or workshops. Share your talents with other newer or less successful teachers. We're all in this together, and need to do what's best for our students

Part 7: Final Analysis and your role in the NEPBE

On-going teacher improvement means on-going student improvement.

Teachers:
This book has presented you with information, ideas, and activities
to support your teaching for the 21st Century, preparing our students
to be strong, secure, confident, and fluent English users, guided by the philosophy of
the National English Program in Basic Education.

Part 8: Teachers Resources
BASICS A PROFESSIONAL EDUCATOR SHOULD KNOW

How many of these educators or terms do you know?
Now you have an idea on how you are teaching, and what areas you can work on
towards the goal of being a professional educator. Here is more information for you on
fundamental people and programs you need to know about and be able to discuss if
you want to be a "professional educator".

Benjamin Bloom on higher-order thinking skills

Tony Buzan on mental mapping and graphic organizers

Jack Canfield on self-esteem

Lee Canter on assertive discipline

CLIL Content and Language Integrated Learning (David Marsh)

Virginia Collier on second language acquisition

Barbara Coloroso on discipline

Art Costa on higher-order thinking skills

Common European Framework: International Language Standards

Jim Cummins on second language acquisition

Carolyn Evertson on classroom management

Thomas Guskey on evaluation

Madeline Hunter on effective teaching practices

David and Roger Johnson on cooperative learning

Stephen Krashen on second language acquisition

Robert Marzano on effective school practices

Abraham Maslow on self esteem and reaching one's potential

Maria Montessori special needs students and preschool

Jean Piaget research on the four stages of child development

Carl Rogers on humanistic psychology and education

Mike Schmoker on school reform and improvement

Harry Wong on classroom management

Professional Glossary

Acquisition: To learn something gradually, in an informal way, such as by games, songs, social interactions, and life experiences.

CEFR (Common European Framework of Reference): a document completed in Switzerland in 1991 outing the characteristics of language learning in the four basic skills: reading, writing, speaking, and listening, distinguishing the various levels among these four skills into six descriptive categories: A 1, A 2, B 1, B2, C 1, C2, with A1 being the most basic and C2 the most proficient.

CENNI: Certificación Nacional de Nivel de Idioma implemented the National Certificate of Language Level (CENNI in Spanish) as the official national certification in language proficiency, validated by the Dirección General de Acreditación, Incorporación y Revalidación (DGAIR). A scale used in Mexico to distinguish language abilities, similar to CEFR, but with 20 divisions of abilities.

CLIL (Content and Language Integrated Learning) is a philosophy of language acquisition developed in Finland, under the leadership of David Marsh, and leading educators/linguistic specialists. Dr Stephen Krashen's "Natural Approach" to language acquisition strongly influenced CLIL philosophy.

Critical thinking: is the thinking required when questions asked require   m u l t i p l e answers or various points of view. Using the higher order verbs in Bloom's Taxonomy can result in the use of critical thinking.

Filter: is a psychological "block" that humans construct when they want to exclude themselves from a lesson, a response, or a conversation.

Fine motor skills: are the muscle skills required to perform physical actions using small muscles, such as writing, sewing, cutting with pointed scissors, coloring, etc.

Gross motor skills: are the muscle skills required to perform physical actions that use large muscles, such as running, throwing a ball, kicking a ball, etc.

Higher order thinking: thinking using the application, analysis, synthesis, and/or evaluation levels of Bloom's Taxonomy.

MKO (More Knowledgeable Other): refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a task, process, or concept.

Production: being able to produce something from the brain that has been memorized over time, such as vocabulary words.

Recognition: refers to the fact that humans can recognize words in a language, and follow oral instructions BEFORE being able to produce these words from memory.

UNESCO: United Nations Education, Social and Cultural Organization, which supports projects world-wide in these three areas.

ZPD (The Zone of Proximal Development) 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

Annotated bibliography

"We can't talk about change in education if there is no change in the classroom."
                                        Pablo Doberti (2010)

Armstrong. Sarah. 2008. **Teaching Smarter with the Brain in Focus.** Scholastic, New York and Buenos Aires.
This book is full of practical support on building a thinking classroom, and explains how to structure lessons appropriately, using brain-based guidelines. The author gives ideas on how to integrate movement, visual, musical, and social interactions in ways that spark learning.

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This book reviews and explains Bloom's Taxonomy of Cognitive Thought, first presented in 1956, and still in use today because of its clear vision of how humans learn and develop critical thinking skills. No other educator explains it better, so Bloom is still in vogue and highly regarded among educators, despite the age of his theory.

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This book looks at brain-based teaching and gives concrete examples and ideas on how to connect brain research with curriculum, student achievement, and staff development. It is full of research-based information, mentioning many of the educators listed in this bibliography.

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Dr. Krashen is one of the world's educational leaders in theories of second language acquisition, the natural approach and bilingualism. Much of his research, which began in 1984, was incorporated into CLIL philosophy.

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This book looks critically at educational practices that waste time, and that do not reach intended goals of teachers and school directors. Schmoker continues with suggested solutions so that schools, with strong commitment to excellence, can obtain positive results now!

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This book is about the use of music therapy in the classroom to both relax and stimulate students' thinking abilities

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This book presents ideas for reaching learning goals, by using "big ideas" as a core, then deciding on the "essential questions" to be asked during the lessons, based on Wiggins' "backward by design" model, meaning you have to know where you want to go in order to plan the steps to get there.
"Back-mapping" and a "formal task analysis" are other names for models similar to "backward by design". The goal of these models is the same: to reach understanding of the material being taught.

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This classic book of classroom management ideas that work is now in its second edition. Based on the experiences of 1000's of teachers, the Wongs' text clearly gives examples of how to achieve mastery with students, classroom management skills, and being a "professional educator".