# Didactic Strategies and Class Planning

**APPENDIX 1**

I. *Memory strategies*

A. Creating mental linkages
  1. Grouping
  2. Associating/elaborating
  3. Placing new words into a context

B. Applying images and sounds
  1. Using imagery
  2. Semantic mapping
  3. Using keywords
  4. Representing sounds in memory

C. Reviewing well
  1. Structured reviewing

D. Employing action
  1. Using physical response or sensation
  2. Using mechanical techniques
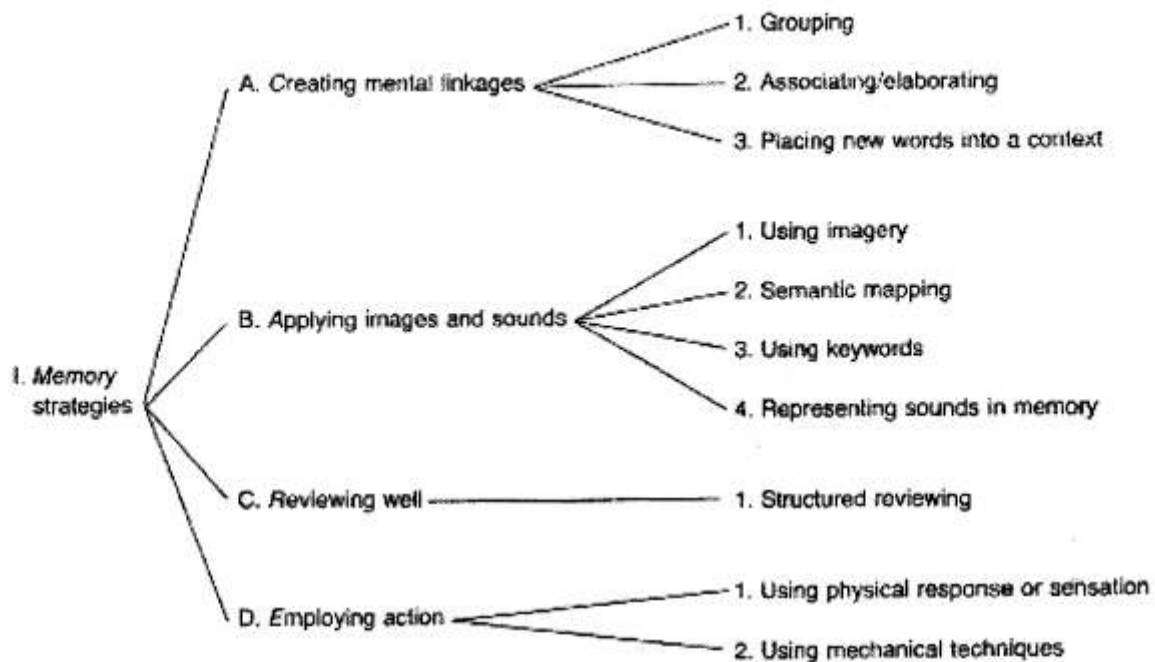
Memory Aid: CARE

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

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

Thomas de Quincy

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

### Creating Mental Linkages

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

#### 1. Grouping

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

#### 2. Associating/Elaborating

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

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

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

### Reviewing Well

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

#### 1. Structured Reviewing [14]

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

**Employing Action**

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

**1. Using Physical Response or Sensation [15]**

*Physically acting out a new expression* (e.g., going to the door), or *me ingfully relating a new expression to a physical feeling or sensation* (e.g., warmt

**2. Using Mechanical Techniques**

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



Memory Aid: PRAC

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

*Wild and whirling words!*
William Shakespeare

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

## Practicing

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

### 1. Repeating

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

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

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

### 3. Recognizing and Using Formulas and Patterns

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

### 4. Recombining

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

### 5. Practicing Naturalistically

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

## Receiving and Sending Messages

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

### 1. Getting the Idea Quickly

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

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

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

### Analyzing and Reasoning

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

#### 1. Reasoning Deductively

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

#### 2. Analyzing Expressions

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

#### 3. Analyzing Contrastively

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

#### 4. Translating

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

#### 5. Transferring

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

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### Creating Structure for Input and Output

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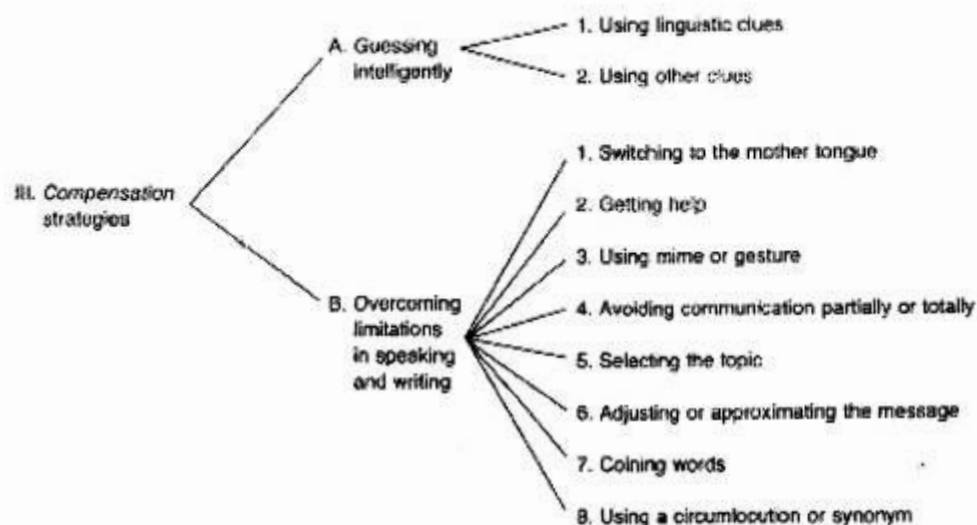
#### 1. Taking Notes

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

#### 2. Summarizing

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

#### 3. Highlighting

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

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

A. Guessing intelligently
 — 1. Using linguistic clues
 — 2. Using other clues

III. *Compensation strategies*

B. Overcoming limitations in speaking and writing
 — 1. Switching to the mother tongue
 — 2. Getting help
 — 3. Using mime or gesture
 — 4. Avoiding communication partially or totally
 — 5. Selecting the topic
 — 6. Adjusting or approximating the message
 — 7. Coining words
 — 8. Using a circumlocution or synonym

Memory Aid: GO

"Language learners can GO far with compensation strategies."

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

### Guessing Intelligently in Listening and Reading

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

#### 1. Using Linguistic Clues

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

#### 2. Using Other Clues

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

## Overcoming Limitations in Speaking and Writing

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

### 1. Switching to the Mother Tongue

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

### 2. Getting Help

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

### 3. Using Mime or Gesture

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

### 4. Avoiding Communication Partially or Totally

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

### 5. Selecting the Topic

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

### 6. Adjusting or Approximating the Message

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

### 7. Coining Words

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

### 8. Using a Circumlocution or Synonym

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

## Applying Images and Sounds

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

### 1. Using Imagery

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

### 2. Semantic Mapping [11]

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

### 3. Using Keywords [12]

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

### 4. Representing Sounds in Memory

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

# PURPOSES OF EACH CYCLE AND CHARACTERISTICS OF STUDENTS[1]

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

| CYCLE 1 / 3rd Pre-school, 1st & 2nd grade Primary / 5 – 8 years of age | |
| --- | --- |
| Cycle Purposes | <ul><li>Acknowledge the existence of other cultures and languages.</li><li>Acquire motivation and a positive attitude towards the English language.</li><li>Begin developing basic communication skills, especially the receptive ones.</li><li>Reflect on how the writing system works.</li><li>Get acquainted with different types of texts.</li><li>Start exploring children's literature.</li><li>Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.</li></ul> |
| Physical Development | <ul><li>They show development of permanent teeth.</li><li>They are developing good use of large muscles and of smaller muscles; so they enjoy testing muscle strength and skills.</li><li>They are developing hand-eye coordination, may not be ready for some close work without eye strain.</li><li>They are skilled at using scissors and small tools.</li><li>They enjoy copying designs, shapes, letters and numbers.</li></ul> |
| Cognitive, Social and Emotional Development | <ul><li>Short attention spans (20 min) make "hands-on" activities a must for these grade levels.</li><li>Activities divided into small pieces or steps with physical activity in between work best.</li><li>Very concrete thinkers and do best with activities in which they are both doing and seeing things.</li><li>Both boys and girls are usually more concerned with the "doing of a project" rather than the completion and/or comparison of a project. Activities that can be completed successfully by the child are a must.</li><li>They are easily upset by changes in routine.</li><li>They desire repetition of favorite activities and experiences.</li><li>They are able to assume responsibility.</li></ul> |

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

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| | • They begin to see things from other children's point of view, but still very self-centered. |
| | • They have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes. |
| | • They cannot separate themselves from the project or activities and view any evaluation as a reflection on themselves. Therefore, avoid competition or activities that select a single winner or best person. |
| | • They seek a sense of security in groups and organized play and enjoy working in small groups with plenty of adult attention. |
| | • Early school-agers are now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy. |
| | • Being with friends becomes increasingly important. |
| | • They show interest in rules and rituals. |
| | • They want to play more with similar friends—girls with girls, boys with boys. |
| | • They may have a "best" friend and "enemy." |

| CYCLE 2 / 3rd & 4th grade Primary / 8-10 years of age. | |
|---|---|
| Cycle Purposes | ➢ Express simple opinions and requests in familiar contexts. |
| | ➢ Recognize basic instructions, information, and advertisements. |
| | ➢ Identify basic aspects of pronunciation and vocabulary used in everyday life contexts. |
| | ➢ Use expressions to refer to personal aspects and needs. |
| | ➢ Respond to spoken and written language in different linguistic and non-linguistic ways. |
| | ➢ Use different strategies to solve everyday problems, as well as to look for information about concrete topics. |
| | ➢ Identify similarities and differences between their own cultural expressions and those of the English language. |
| | ➢ Establish basic social contact by means of their linguistic repertoire. |
| Physical Development | • Their growth is slow and steady; arms are lengthening, hands are growing. Girls are growing faster. |
| | • Eyes are ready for both near and far vision. Nearsightedness may develop. |
| | • Permanent teeth are continuing to appear. |
| | • Their attention span is getting longer. Manipulative skills with small muscles are improving. |
| | • Eye hand coordination is good. Eyes are almost adult size. Ready for close work with less strain. |
| | • Girls: are generally as much as 2 years ahead of boys in physical |

| | |
|---|---|
| | maturity, and may begin to menstruate. |
| | • Active, full of energy, and anything but quiet. Activities should encourage physical involvement. |
| Cognitive, Social and Emotional Development | • Fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening). |
| | • They are just beginning to think logically and symbolically and are beginning to understand abstract ideas. |
| | • Activities divided into small pieces or steps work best. |
| | • They become more product and goal oriented. |
| | • Interests may change often, jumping from one thing to another. |
| | • Beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the teacher or parent rather than from the value of the activity itself. |
| | • They are more responsible and need reminders of that responsibility. |
| | • They enjoy games with more complex rules. |
| | • They need wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards. |
| | • They look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes. |
| | • Individual evaluation is preferred over group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do to be better next time. They are easily embarrassed about doing either better or worse than their friends. |
| | • They tend to see things as right or wrong, with no room for difference of opinion |
| | • They have a new awareness of individual differences, and have the capacity for self-evaluation. |
| | • Clicks of friends are beginning to form, mostly of the same sex and of short duration and changing membership. |
| | • They have better control of anger. |
| | • They show interest in the opposite sex by teasing, joking, showing off. |
| | • They may sometimes be verbally cruel to classmates with harsh "put downs" and snide remarks. |
| | • Have considerable interest in sex information and bodily functions. Tell sex and bodily function jokes. |
| | • They are fond of team games, comics, television, movies, adventure stories, and collections. |
| | • They enjoy activities that involve manual dexterity and fine muscle coordination |

| CYCLE 3 / 5th & 6th Primary / 10-12 years of age. | |
|---|---|
| Cycle Purposes | ➢ Understand and produce everyday or routine information and its general meaning. <br><br> ➢ Begin or participate in some conversations or transactions using verbal and nonverbal strategies. <br><br> ➢ Recognize similarities and differences in the form and social use between their mother tongue and English. <br><br> ➢ Use strategies to present information, understand academic texts, and solve simple problems. <br><br> ➢ Express opinions and provide short descriptions. <br><br> ➢ Produce comprehensible messages, adapting their linguistic forms and pronunciation. <br><br> ➢ Use strategies to recognize form and understand content in a variety of simple literary texts. <br><br> ➢ Interact with oral and written texts for specific purposes, and use them as a basis for further interaction. <br><br> ➢ Socialize by means of common expressions. |
| Physical Development | • Growth spurts may begin at this age. Sexual development is more rapid, with girls being more advanced than boys and may be developing secondary sex characteristics such as breast development and menstrual periods. <br><br> • Many 10-12 year olds experience a plateau in growth followed by a large growth spurt, or sporadic growth spurts, accompanied by the onset of puberty and hormonal changes, leaving many young adolescents feeling awkward and uncoordinated, presenting a major challenge to a young person's self-perception. <br><br> • Boys mature as much as two years later than the girls. Girls are usually taller and heavier than boys. For girls, growth spurts usually begin at age 10 ½ and peak about 12. For boys, the spurts usually begin at 11 ½ and peak about 14. <br><br> • They undergo rapid muscular growth, and uneven growth of different parts of the body. These rapid changes may make some teens uncomfortable with their changing body images. <br><br> • Their activity level seems to increase noticeably and they have trouble sitting still or being quiet. They are as likely to experience periods of high energy and activity, as they are to loll about in a state of dreamy lethargy. <br><br> • They have an enormous, but often-capricious appetite. |
| Cognitive, Social and Emotional Development | • Young adolescents are beginning to move from the concrete thinking into the abstract realm which Piaget called "formal operations". They gradually gain the ability to reflect and imagine the possibilities of "what might be" in a situation rather than holding to preconceived notions of "what is" based solely on the specifics of their own previous experience. <br><br> • They have an increasing ability to understand metaphors, |

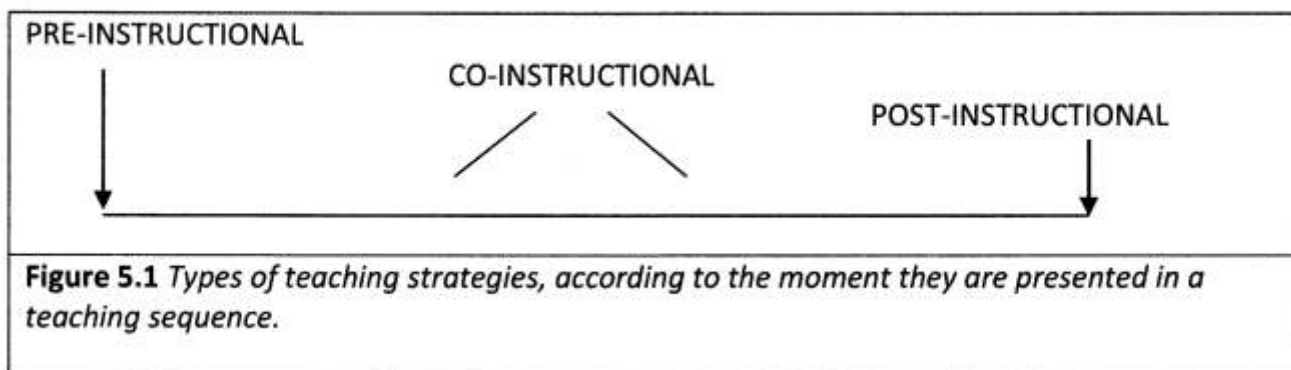|  | abstract mathematical concepts, and ideas like justice and love. |
|--|--|
|  | • Since changes in thinking ability occur slowly, it is common for youth to think abstractly and reflectively in one area, but think concretely in another situation. |
|  | • They need the opportunities to develop the skills and competencies which will enable them to move most productively into the "real" adult world. |
|  | • Moving from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas. |
|  | • Young adolescents begin to question formerly accepted rules and beliefs. Although frustrating for teachers, this shows an ability to use their new cognitive abilities, and therefore an opportunity for adults to facilitate the true internalization of positive values, and to find personal meaning and relevancy in the rules and beliefs of society. |
|  | • Adults should continue to avoid comparing young people with each other, being careful not to embarrass them. |
|  | • Desiring a sense of independence from parents, opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities. |
|  | • In their enthusiasm, they often forget about their manners, and are loud, rude and physical. Because of their constant activity and carelessness, they are often being disciplined and may develop a belligerent attitude. They often forget that others may get hurt as they push and shove each other in fun. |
|  | • Boys tend to move in large, loosely organized groups with a few closer friends within the group which may change from time to time. Girls tend to move in smaller groups and are more likely to have "intense" friendships with serious periods of being "mad" at each other and getting back together. |

## CLASSIFICATIONS AND FUNCTIONS OF TEACHING STRATEGIES

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

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

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

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│ PRE-INSTRUCTIONAL                                                     │
│                          CO-INSTRUCTIONAL                             │
│                              /\                                       │
│                             /  \      POST-INSTRUCTIONAL              │
│                            /    \                                     │
│    │                                              │                   │
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│ Figure 5.1 Types of teaching strategies, according to the moment     │
│ they are presented in a teaching sequence.                           │
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**Figure 5.1** *Types of teaching strategies, according to the moment they are presented in a teaching sequence.*

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

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

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

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

Excerpted from:

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

APPENDIX 4

National English Program in Basic Education
Primary Level
Lesson Plan

Social Practice of the Language: _____
Environment: _____
Specific Competence: _____
Product: _____
Stages of the Product: _____

Grade: _____
Unit: _____

| Session: | Stage of the Product: | Date: |
|---|---|---|
| Beginning: | | Assessment |
| Body: | | |
| Closing: | | Achievement(s) |
| Materials: | | |

| Session: | Stage of the Product: | Date: |
|---|---|---|
| Beginning: | | Assessment |
| Body: | | |
| Closing: | | Achievement(s) |
| Materials: | | |

# Glossary

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

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

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

| Literary and ludic environment | One of the three types of learning environments. This environment focuses on getting students closer to literature through participating in reading, writing, and oral exchanges in order to activate their experiences and knowledge so that they share and contrast ideas and opinions.<br><br>The specific competences for this environment intend to foster a freer and more creative attitude and experience the aesthetic enjoyment that literary fiction can produce. Therefore, it is in this learning environment where the students get an opportunity to play with words (by speaking and writing), using either their own or others' literary texts. |
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| Social practice | The core referent in the definition of NEPBE's contents; the purpose of English language teaching in basic education is for students to get the necessary knowledge to engage in social practices with spoken and written language to interact with native and non-native English speakers by means of specific competences.<br><br>The social practices of the language are patterns or ways of interaction, which, apart from production and interpretation of spoken and written texts, include several activities linked to them. Every practice has a specific communicative purpose and has a history linked to a particular cultural situation.<br><br>Social practices can be understood as what we do with language, for example: to talk and write to participate in everyday dialogues, to give and receive information about one's self and others, to formulate questions about a specific topic; read and sing songs, read and record information to solve a problem, read and write notes and letters; interpret and express everyday life instructions, or read and understand different types of literary texts from English-speaking countries. |
| Socio-cultural learning | Socio-cultural learning is an approach to learning based on Vygotsky's Social Development Theory, which is one of the foundations of constructivism and it also relates to the specific way to develop competences in the NEPBE and in the SEP's view of learning and teaching.<br><br>Social Development Theory asserts three major themes:<br><br>1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people |

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| | (interpsychological) and then inside the child (intrapsychological)." (Vygotsky, 1978).<br><br>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.<br><br>3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. According to Vygotsky, learning occurrs in this zone.<br><br>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.<br><br>Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate the construction of meaning in students. Therefore, learning becomes a reciprocal experience for both the students and teacher.<br><br>Learning Theories Knowledgebase (2011, July). at Learning-Theories.com. Retrieved July 3rd, 2011 from http://www.learning-theories.com/ |
| **Type of content: *Doing* with the language** | One of the three types of content that are integrated in a specific competence in the NEPBE.<br><br>This corresponds to the communicative actions carried out in concrete interactive situations. They are necessary to accomplish the communicative aim associated with participating in specific activities with the language along with the production and interpretation of oral and written texts,. It aims for the student to "know how to do" to successfully participate in activities with the language in the different social spheres where he/she interacts.<br><br>The educational treatment for this type of contents entails, on the part of the teacher, a planning that guarantees that the students "will learn by doing". |

| Type of content: *Knowing* about the language | One of the three types of content that are integrated in a specific competence in the NEPBE. |
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| | This corresponds to the formal aspects of language. The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students' skills in reading, writing, speaking and listening. |
| | Teaching this type of content will depend on what the students need "to know" to successfully overcome the challenges they will face when developing the specific competences. |
| | The main topics for this type of `learning´ are:<br>• Features and types of oral and written texts<br>• Phonic, syntactic, and semantic elements of texts<br>• Knowledge of the writing system and basic mechanics of writing conventions<br>• Mechanics of writing |
| Type of content: *Being* through the language | One of the three types of content that is integrated in a specific competence in the NEPBE. |
| | This corresponds to aspects related to the role of intercultural education in general and to language diversity in particular. It also refers to the multiple functions language users carry out and the attitudes and values underlying oral and written interaction. |
| | The purpose of this type of content, on the one hand, is to increase the opportunities for students to share their knowledge and experiences with the English language through socializing the different products obtained during the learning process. On the other hand, it is to appreciate the importance of fostering a harmonious, effective, tolerant, and inclusive atmosphere of communication. |
| | The *being* through the language contents are transversal and permanent throughout the entire NEPBE. |