The background of the page is a complex, abstract geometric pattern. It consists of numerous overlapping circles, squares, and lines in shades of blue and white. Some shapes are solid blue, while others are white with blue outlines. The overall effect is a dense, intricate, and somewhat chaotic visual texture.

Study Guide

Lengua Extranjera. Inglés. Guía de trabajo. Primer Taller de Actualización sobre los Programas de Estudio 2006. Reforma de la Educación Secundaria fue elaborado por personal académico de la Dirección General de Desarrollo Curricular, que pertenece a la Subsecretaría de Educación Básica de la Secretaría de Educación Pública.

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Los maestros son elemento fundamental del proceso educativo. La sociedad deposita en ellos la confianza y les asigna la responsabilidad de favorecer los aprendizajes y de promover el logro de los rasgos deseables del perfil de egreso en los alumnos al término de un ciclo o de un nivel educativo. Los maestros son conscientes de que no basta con poner en juego los conocimientos logrados en su formación inicial para realizar este encargo social sino que requieren, además de aplicar toda la experiencia adquirida durante su desempeño profesional, mantenerse en permanente actualización sobre las aportaciones de la investigación acerca de los procesos de desarrollo de los niños y jóvenes, sobre alternativas que mejoran el trabajo didáctico y sobre los nuevos conocimientos que aportan las disciplinas científicas acerca de la realidad natural y social.

En consecuencia, los maestros asumen el compromiso de fortalecer su actividad profesional para renovar sus prácticas pedagógicas con un mejor dominio de los contenidos curriculares y una mayor sensibilidad ante los alumnos, sus problemas y la realidad en que se desenvuelven. Con ello, los maestros contribuyen a elevar la calidad de los servicios que ofrece la escuela a los alumnos en el acceso, la permanencia y el logro de sus aprendizajes.

A partir del ciclo 2006-2007 las escuelas secundarias de todo el país, independientemente de la modalidad en que ofrecen sus servicios, iniciarán en el primer grado la aplicación de nuevos programas, que son parte del Plan de Estudios establecido en el Acuerdo Secretarial 384. Esto significa que los profesores responsables de atender el primer grado trabajarán con asignaturas actualizadas y con renovadas orientaciones para la enseñanza y el aprendizaje –adecuadas a las características de los adolescentes, a la naturaleza de los contenidos y a las modalidades de trabajo que ofrecen las escuelas.

Para apoyar el fortalecimiento profesional de los maestros y garantizar que la reforma curricular de este nivel logre los resultados esperados, la Secretaría de Educación Pública elaboró una serie de materiales de apoyo para el trabajo docente y los distribuye a todos los maestros y directivos: *a)* documentos curriculares básicos (plan de estudios y programas de cada asignatura); *b)* guías para orientar el conocimiento del plan de estudios y el trabajo con los programas de primer grado; *c)* antologías de textos que amplían el conocimiento de los contenidos programáticos y ofrecen opciones para seleccionar otras fuentes de información, y *d)* materiales digitales con textos, imágenes y sonido que se anexarán a algunas guías y antologías.

Asimismo, con el propósito de que cada entidad brinde a los maestros más apoyos para la actualización se han fortalecido los equipos técnicos estatales con docentes que conocen el plan y los programas de estudio. Ellos habrán de atender dudas y ofrecer las orientaciones que requieran los colectivos escolares, o bien atenderán las jornadas de trabajo en que participen grupos de maestros por localidad o región, según lo decida la autoridad educativa local.

Además, la Secretaría de Educación Pública iniciará un programa de actividades de apoyo a la actualización sobre la Reforma de la Educación Secundaria a través de la Red Edusat y preparará los recursos necesarios para trabajar los programas con apoyo de los recursos de la Internet.

La Secretaría de Educación Pública tiene la plena seguridad de que estos materiales serán recursos importantes de apoyo a la invaluable labor que realizan los maestros y directivos, y de que servirán para que cada escuela diseñe una estrategia de formación docente orientada a fortalecer el desarrollo profesional de sus integrantes. Asimismo, agradece a los directivos y docentes las sugerencias que permitan mejorar los contenidos y la presentación de estos materiales.

SECRETARÍA DE EDUCACIÓN PÚBLICA

Introduction

The plan and programmes of study published in 1993 constituted an important step forward regarding the way language teaching was conceived in basic education. Attention shifted from structure and translation, and began to concentrate more heavily on communication. However, this change at the conceptual level was not always reflected coherently in teaching practice. In addition, after more than 10 years of implementation, it was necessary to revise and update the 1993 programmes in the light of changes and progress in different fields of knowledge, such as psychology, general education and language teaching, amongst others.

The programmes of study 2006 for teaching English as a foreign language in secondary education are significantly different from the previous programmes. There are changes in the conception of what learning a foreign language implies and, therefore, content and teaching methodology are also different. The structure and organisation of this programmes differs substantially from the previous programmes, both in terms of extension and in the way contents are presented.

Therefore, it was considered necessary to design this guide, which aims at helping teachers to read and understand the programme. Contents of the guide are divided into 8 sessions of 5 hours each. The purposes, materials and products of every session are clearly stated in the guide, as well as a description of all the activities that will help teachers to gain ownership of the programme. Like the programme, most parts of the guide are written in English and teachers, being specialists in this language, are expected to work in English most of the time. Sections in Spanish are those that derive from texts originally written in Spanish.

The first session is devoted to reflecting on the present situation of secondary education. The main components of the *Reforma de la Educación Secundaria* are introduced, together with the “Perfil de egreso de la educación básica”.

Session 2 looks at some key concepts of the text *Lengua Extranjera. Inglés. Programas de Estudio 2006*, particularly the notion of social practices of the language. The purposes for teaching languages in basic education, and specifically English in secondary education, are also explored.

Session 3 focuses on analysing how learning and teaching are conceived in this programmes. For that purpose, a model of experiential learning and the general methodology framework are examined.

In Session 4, the organisation of contents within units in the programme is presented, as well as an example of how contents can be distributed over a period of two months.

Sessions 5 and 6 aim at analysing how lessons should be planned considering the elements of the programmes, and at giving teachers practical tools to start planning their lessons for the beginning of the school year.

Session 7 is devoted to exploring the roles of teachers and learners in the foreign language classroom, as well as analysing further teaching possibilities (habitual and ongoing activities).

Finally, Session 8 concentrates on exploring how evaluation is addressed in the programmes of study 2006 for teaching English as a foreign language in secondary education.

Symbols

The following symbols indicate the different ways in which the group will have to be organised while working with this guide.



Introducción

El plan y programas de estudio implementado en 1993 constituyó un paso importante en cuanto a la manera de concebir la enseñanza de una lengua en la educación básica. El punto focal se alejó de la estructura y la traducción, y comenzó a concentrarse de manera importante en la comunicación. Sin embargo, este cambio a nivel conceptual no siempre se reflejó coherentemente en la práctica.

Por otro lado, después de 10 años de implementación, era necesario revisar y actualizar los programas de 1993 a la luz de los cambios y el progreso en diferentes áreas del conocimiento, tales como la psicología, la educación general y la enseñanza del lenguaje, entre otras.

Los programas de estudio 2006 para la enseñanza del inglés como lengua extranjera en la educación secundaria son significativamente diferentes a los programas previos. Existen cambios en la concepción de lo que implica la enseñanza de una lengua extranjera y, por lo tanto, el contenido y la metodología son también distintos. La estructura y organización de dichos programas difieren sustancial-

mente de los programas previos en términos de extensión, así como en la manera en que se presentan los contenidos.

Por consiguiente, se consideró necesario diseñar esta guía, cuya intención es ayudar a los maestros a leer y entender el programa. Los contenidos de la guía se dividen en 8 sesiones de 5 horas cada una. Los propósitos, materiales y productos de cada sesión están claramente expuestos en la guía, así como una descripción de todas las actividades que ayudarán a los maestros a apropiarse del programa.

Como en el programa, la mayoría de las partes de la guía están escritas en inglés y se espera que los maestros, al ser especialistas en este idioma, trabajen en inglés la mayor parte del tiempo. Las secciones que se presentan en español son las derivadas de algunos textos originalmente escritos en este idioma.

La primera sesión está dedicada a reflexionar sobre la situación actual de la educación secundaria. Se presentan los principales componentes de la Reforma de la Educación Secundaria, junto con el “Perfil de egreso de la educación básica”.

En la sesión 2 inicia propiamente el trabajo con el texto *Educación Básica. Secundaria. Lengua Extranjera. Inglés. Programas de Estudio 2006*; se abordan algunos conceptos clave, particularmente la noción de prácticas sociales del lenguaje. Los propósitos para la enseñanza del lenguaje en la educación básica, y específicamente del inglés en la educación secundaria, se exploran también.

La sesión 3 se centra en el análisis de cómo se conciben en estos programas el aprendizaje y la enseñanza. Para tal propósito se examina un modelo de aprendizaje a través de la experiencia y el marco metodológico para la enseñanza de la lengua extranjera.

En la sesión 4 se presenta la organización de los contenidos en cada unidad del programa, así como un ejemplo de cómo se pueden distribuir los contenidos en un bimestre.

Las sesiones 5 y 6 tienen como objetivo analizar la manera en que las lecciones deben planificarse considerando los elementos de los programas, y dar a los maestros herramientas prácticas para empezar a planear sus lecciones para el inicio del año escolar.

La sesión 7 se avoca a la exploración del papel de los maestros y los alumnos de lengua extranjera en el salón de clases, lo mismo que al análisis de otros modos de trabajo didáctico (actividades habituales y continuas).

Finalmente, la sesión 8 se concentra en la exploración del concepto de evaluación en los programas de estudio 2006 para la enseñanza del inglés como lengua extranjera en la educación secundaria.

Purposes of the session:

For teachers to:

- Reflect on the present situation of secondary education in Mexico.
- Become familiar with the “Perfil de egreso de la educación básica” and discuss its contents.
- Reflect on the importance of teaching English in secondary education.

Estimated time: 5 hours

Materials:

- *Educación Básica. Secundaria. Plan de Estudios 2006, México, SEP, 2006.*

Activities

1. The present situation of secondary education

Estimated time: 2 hours

Secondary education is the last level of basic education and, therefore, it is a national priority to offer basic education services of the highest quality from which students will gain the knowledge and skills needed to face the challenges of today's world. The Secretaría de Educación Pública, with the help of local teams around the country, has conducted a large diagnosis of the current situation of secondary education in order to design strategies aimed at strengthening high quality education in this level.

It also seems necessary that different groups of teachers in the country, considering their concrete experience, reflect on the present situation of secondary education, and on their responsibility towards students. Through the following activities you will be able to identify some of the strengths and weaknesses of secondary education today.



1.1. Discuss the advantages and disadvantages you identify in the way secondary education operates today. Consider the following:

- Do you think that secondary education, with its present characteristics, responds to the education needs of students? Why?
- From your point of view, what are the main difficulties faced by secondary education at the moment?



1.2. Share the most important points of your discussion with the rest of the group. Together, complete the following table:

Advantages and positive features of secondary education today	Strategies or mechanisms that YOU can implement in YOUR school to make the most of those advantages
Disadvantages and challenges of secondary education today	Strategies or mechanisms that YOU can implement in YOUR school to face those challenges



1.3. Read the following text:

“La escuela es el espacio formal que el Estado ofrece para asegurar el derecho de todos a aprender. Esta afirmación constituye el punto de partida obligado, ineludible, en la definición de la escuela que queremos, pues pone en el centro su quehacer fundamental: el logro del aprendizaje de todos los estudiantes.”
<http://www.ries.dgdc.sep.gob.mx/html/mexico.php>



1.4. Discuss with your partners what the role of secondary school is in the education of young people. As a team, complete the following table:

Main challenges that young people will face after finishing secondary education	Elements provided by secondary education at present for students to face those challenges	Elements that are not included in the 1993 programmes but need to be incorporated



1.5. Share your work with the rest of the group.

2. Perfil de egreso de la educación básica

Estimated time: 1 hour and 20 minutes

The “Perfil de egreso de la educación básica” is one of the strategies devised to aid the process of raising the standards of education in our country. It states the characteristics that all students must have upon completion of basic education, some of which were included in the 1993 curriculum, and also others which are new and which respond to present contextual needs.

Defining the “Perfil de egreso de la educación básica” was a collaborative task in which a large number of different actors of education participated. It was also a complex process, since it was necessary to consider the possibilities and limitations of our context and education system, and at the same time, consider the demands of today’s changing world: one in which cultural, ideological and linguistic diversity are present in a variety of ways, and in which there are growing possibilities of accessing knowledge and interacting with others through information and communication technologies.

Thus, it was important to reflect on the kind of students we have in our classrooms and the kind of students we want to have, in order to identify the competencies students must develop and to analyse ways to help them achieve those competencies.

■ 2.1. Read the sections “Presentación”, “I. Las finalidades de la educación básica” and “II. El perfil de egreso de la educación básica” from the *Plan de Estudios 2006*. Highlight what you find most important from the text.

■ ■ 2.2. Discuss the changes that are needed in secondary education for students to achieve the “Perfil de egreso de la educación básica”, focusing on the areas suggested below. Complete the table with the changes you think are necessary and viable.

Areas	Suggested changes
School operation	
Resources	
Rules and regulations	
Teacher education	
Programmes of study	



2.3. Share the changes you suggested with the rest of the group.

3. The curriculum as an element of change

Estimated time: 1 hour and 20 minutes

3.1. Read the following text:

Si bien la propuesta de Reforma de la Educación Secundaria considera indispensable modificar diversos ámbitos del sistema y de las escuelas, es innegable el papel central que juega el currículo como eje articulador de la vida escolar. El cambio de dicho currículo se plantea, entonces, como un elemento fundamental para transformar la organización y el funcionamiento de la escuela.

Taking the fragment you have just read as a starting point, the following activities aim at raising awareness of the characteristics that the programmes of study must have to help students achieve the “Perfil de egreso de la educación básica”.

3.2. Read the sections “III. Elementos centrales en la definición de un nuevo currículo” and “IV. Características del Plan y de los Programas de Estudio” in the *Plan de Estudios 2006*. Answer the following questions:

- What are the main elements of the curriculum that will contribute to achieving the “Perfil de egreso de la educación básica”?
- What aspects or characteristics of the new curriculum were already addressed in the 1993 programmes?
- What elements of the new curriculum seem innovative? Why is it important to include them?

3.3. With particular reference to English, as one of the subject areas included in the curriculum, discuss the following questions:

- Why is it important to study a foreign language in secondary education?
- In what ways does the teaching of English contribute to achieving the “Perfil de egreso de la educación básica”?
- Can English be linked with other subject areas for the achievement of the “Perfil de egreso de la educación básica”? In what ways?

4. Consolidation

Estimated time: 20 minutes

4.1. Make a mindmap in which you summarise why it is necessary to make changes to secondary education, what changes are needed, which of those are related to the curriculum and in what ways, and how your subject area (English) can contribute to fostering those changes.

Products of the session:

- Table summarising the advantages/positive aspects of secondary education today.
- Conclusions regarding the elements provided by secondary education to students in order to face the challenges of the world today.
- Table summarising suggested changes to secondary education in order to favour the achievement of the “Perfil de egreso de la educación básica”.
- Summary mindmap.

Purposes of the session:

For teachers to:

- Reflect on the purposes of teaching languages in basic education.
- Understand the notion of social practices of the language.
- Obtain background knowledge regarding the object of study and purposes of the English programme.

Estimated time: 5 hours

Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés, México, SEP, 2006.*
- Anthology:
 - Lerner, D. (2001) "Apuntes desde la perspectiva curricular" en *Leer y escribir en la escuela*. México, Secretaría de Educación Pública y Fondo de Cultura Económica.
- Video:
 - *Programas de Estudio 2006. Lengua Extranjera. Inglés.*

1. Characterising the object of study

Estimated time: 3 hours

■ 1.1. Scan "Apuntes desde la perspectiva curricular" in *Leer y escribir en la escuela: lo real, lo posible y lo necesario* (Lerner, 2001). Answer the following questions.

- ¿Cuáles deben ser los propósitos de la educación básica con respecto al uso del lenguaje?
- ¿Qué contenidos permitirán lograr esos propósitos?
- ¿Qué organización deben tener los contenidos?
- ¿Cómo se deben abordar los contenidos?
- ¿El programa de 1993 permite lograr los propósitos? ¿Por qué?

■ ■ 1.2. Share your answers with a partner, referring to parts of the text when relevant. Then answer the questions that follow.

- How would **you** define language?
- What do **you** understand by social practices of the language?



1.3. Share your answers to 1.2. with the team. Together, reflect on the kinds of things language teachers normally teach (e.g. verbs, pronunciation, useful phrases, etc.). Then think about different purposes for which language is used in real life (e.g. finding information on the newspaper, taking a message, writing an e-mail, singing a song, etc.). Use the table below to keep a record of your answers. Then answer the questions that follow.

What do English teachers teach?	What do people do with language in real life?

1. How similar/different are the two lists?
2. What can we do to bring real world tasks into the classroom?



1.4. Read the text below. Compare your answers to 1.2. and 1.3. with the text.

Fundamentación

DEFINICIÓN DEL LENGUAJE

El lenguaje es una actividad comunicativa, cognitiva y reflexiva mediante la cual expresamos, intercambiamos y defendemos nuestras ideas; establecemos y mantenemos relaciones interpersonales; accedemos a la información; participamos en la construcción del conocimiento, organizamos nuestro pensamiento y reflexionamos sobre nuestro propio proceso de creación discursiva e intelectual.

El lenguaje presenta una variedad de formas que dependen de las finalidades de la comunicación, de los interlocutores, del tipo de texto o interacción oral, y del medio en que se concretan. La escritura de una carta, por ejemplo, además de la elaboración de frases y oraciones, involucra la selección de expresiones acordes con los propósitos del autor, las circunstancias del destinatario y los patrones propios del escrito. Comprende también la utilización de convenciones gráficas como la puntuación, el espacio de la página y la tipografía, para crear significado y delimitar los componentes característicos de la carta. De manera semejante, una conversación requiere de entonación, intensidad, ritmo, velocidad y pausas para modular el significado de los enunciados; requiere también de vocabulario y formas de expresión apropiados al contexto social donde la comunicación tiene lugar. Así, pues, el lenguaje es una actividad que abarca mucho más que la construcción de frases y oraciones: involucra la utilización de recursos de diferente índole en función de las condiciones de producción e interpretación de los textos y el intercambio oral.

DIVERSIDAD DEL LENGUAJE

El lenguaje se caracteriza por su diversidad. En el mundo existe una gran cantidad de lenguas y múltiples modalidades de hablarlas. México no es la excepción. Además del español se hablan más de 60 lenguas indígenas, la mayoría de ellas con diversas variantes.

Las variedades del español que se utilizan en el mundo son producto de circunstancias geográficas, históricas, sociales y económicas. Muchas de ellas conviven en un mismo espacio y pueden ser empleadas por un solo hablante. Cualquier individuo, por el hecho de haberse criado en una región geográfica o de pertenecer a un estrato sociocultural, adquiere una manera de hablar característica; pero además, aprende a disponer de otros patrones o registros de uso del español, mismos que se relacionan con los diferentes grados de formalidad y especialización que requieren las situaciones de comunicación.

Cada una de las variedades y registros de uso del español tiene una función social. Las variedades regionales son las más básicas e importantes, ya que constituyen el vehículo de identificación del individuo con la familia, la localidad, la región geográfica e, incluso, la nación. En cambio, las funciones de los registros de uso son muy diversas; dependen de los propósitos de la comunicación, la situación donde se desenvuelve y los tipos de textos seleccionados para expresarse.

Todas las variedades del español poseen también una normatividad. Cabe señalar, sin embargo, que ésta no refiere a una norma única de uso del español, sino a varias. Las normas lingüísticas son inherentes a los usos del español, trascienden todas sus variedades y tienen, por lo tanto, esferas diversas de aplicación y jerarquías. La más general es la norma de la lengua literaria y sirve para conservar la unidad de la lengua; por eso es que muchas de sus reglas de corrección se identifican con las de las academias de la lengua. Le siguen las normas regionales, que son las encargadas de reivindicar los usos regionales y nacionales del español, tanto del oral como del escrito. De ahí que las maneras cultas de expresarse sean muchas, pues se corresponden con las diferentes normas de corrección que las academias, la escuela y los medios de comunicación difunden entre la comunidad hispanohablante.

La imagen de un español único que subyace en todas las variedades es un ideal cuyo sustento está más próximo de la modalidad escrita que de la oral, pues es en la lengua escrita donde se puede observar la uniformidad de las palabras y las construcciones gramaticales. En primer lugar está la normativización que la ortografía impone. Ésta regulariza las palabras en los textos, sin importar cómo se expresen oralmente; reintroduce elementos que no siempre se presentan en el habla, como las vocales de artículos, pronombres y preposiciones antes de una palabra que comienza con el mismo sonido (“lo tiró en la arena”, “vamos a Acapulco”, “le enseñó a amar”), o como la *s* final de las palabras, que no se pronuncia en algunas regiones de América y España. Gracias a la constancia que ofrecen al lector, las palabras ortográficas se han convertido en el símbolo de las formas prestigiosas de la lengua.

En segundo lugar está la especialización del lenguaje que ha producido la escritura. La historia muestra que la divulgación de la escritura ha propiciado la abundancia de textos, muchos de ellos en estrecha relación con las especialidades, como la literatura, el derecho, la ciencia, el periodismo, la medicina o el comercio. El lenguaje escrito ha creado patrones de expresión alejados de las formas orales cotidianas. Dichos patrones han tenido impacto sobre el lenguaje oral y son responsables de una buena parte de los registros de uso de las sociedades con tradición de escritura. Como modelo del habla, la escri-

tura está detrás de las entrevistas, conferencias y declaraciones públicas de los personajes de la política, las artes y la ciencia; los debates, informes y reportajes de los medios de comunicación. En fin, de la mayoría de las expresiones formales del lenguaje.

Por todas estas razones no es posible seguir sosteniendo la idea de que hay una sola forma correcta de expresión del español, o de que el habla de una región o grupo social es mejor que la de otros, sobre todo cuando se piensa en los múltiples propósitos y grados de formalidad que caracterizan los intercambios orales. Por el contrario, hay que reconsiderar el papel de la diversidad y de las muchas funciones sociales que cumple. Lo importante es favorecer el aprendizaje de los variados registros de uso del lenguaje, tanto del oral como del escrito.

El papel de la educación escolar en esta tarea es fundamental. Por un lado, la escuela debe crear los espacios para que la dimensión social del lenguaje sea comprendida en toda su magnitud, para que los alumnos desarrollen la capacidad de interactuar y expresarse de manera eficaz en las diferentes situaciones de comunicación de las sociedades contemporáneas y, al mismo tiempo, aprendan a valorar la diversidad de lenguas y sus usos. Por otro, debe proporcionar las condiciones necesarias para que los estudiantes aprendan y utilicen adecuadamente las variedades del lenguaje escrito, ya que es su conocimiento lo que permite comprender y analizar las variedades formales del lenguaje oral. En pocas palabras, el compromiso de la escuela es preparar a los alumnos para transitar en la pluralidad.

LAS PRÁCTICAS SOCIALES DEL LENGUAJE

A lo largo de la historia, el ser humano ha desarrollado diferentes maneras de interactuar por medio del lenguaje, tanto oral como escrito; ha establecido nuevas formas de usarlo, de crear significados, resolver problemas o comprender algún aspecto del mundo por su intermediación. También ha desarrollado maneras diversas de aproximarse a los textos escritos y orales, de producirlos, interpretarlos, compartirlos, hablar de ellos y transformarlos. Todos estos modos de interactuar mediante textos y discursos, con ellos y a partir de ellos constituyen las *prácticas sociales del lenguaje*.

Las prácticas sociales del lenguaje son pautas o modos de interacción que, además de la producción o interpretación de textos orales y escritos, incluyen una serie de actividades vinculadas con éstas. Cada práctica está orientada por una finalidad comunicativa y tiene una historia ligada a una situación cultural particular. En la actualidad, las prácticas del lenguaje oral que involucran el diálogo son muy variadas. Éste se establece o se continúa de acuerdo con las regulaciones sociales y comunicativas de las culturas donde tiene lugar. Así, en algunas culturas indígenas los niños no deben dirigirse a los adultos o iniciar una conversación sin que primero hayan sido interpelados por ellos. En las sociedades urbanas, los jóvenes hablan y gesticulan de una manera diferente cuando hablan entre ellos y cuando se dirigen al profesor en el salón de clases. En general, la gente no dice las mismas cosas ni se comporta igual en un seminario académico, la mesa familiar, un debate televisivo, un oficio religioso, al hacer un trámite en una oficina, o en la defensa o acusación de alguien en un juicio. Todas esas prácticas involucran usos del lenguaje y modos de interacción distintos que requieren de un esfuerzo y una preparación también disímiles.

Los modos de interactuar de los lectores contemporáneos con los textos son igualmente muy variados. Algunas de esas prácticas tienen un origen muy antiguo, otras son de creación reciente. Así, la lectura en silencio, tan familiar para nosotros, era una práctica poco común en la antigüedad grecolatina y en la alta Edad Media; sólo los lectores más avezados y eruditos la efectuaban. En cambio, leer en público, declamar los discursos de memoria y leer en voz alta dramatizando los textos era lo habitual. Si bien algunas de estas prácticas subsisten, otras han desaparecido o se han transformado, dando lugar a nuevas prácticas, acordes con las situaciones de comunicación propiciadas por el desarrollo tecnológico, como la lectura de noticias en radio y televisión.

Las prácticas sociales del lenguaje han cambiado la organización de los textos y esto ha repercutido en las modalidades de lectura. En la antigüedad griega y latina no se utilizaban los espacios entre las palabras, tampoco había títulos, párrafos ni puntuación. Debido a ello los lectores practicaban un tipo de lectura muy diferente del nuestro. Acostumbraban leer en voz alta repetidas veces hasta encontrar los ritmos y las cadencias que dieran sentido a los textos. Las separaciones y la puntuación en la escritura del latín estuvieron vinculadas con los problemas de interpretación de irlandeses e ingleses durante la Edad Media, quienes desarrollaron otros procedimientos para entender y organizar los textos. Asimismo, la historia muestra cómo la puntuación no fue tarea de quienes producían los textos, sino de sus editores e impresores. La idea de considerar la puntuación como parte de la autoría de un texto se funda en una práctica que data del siglo XIX.

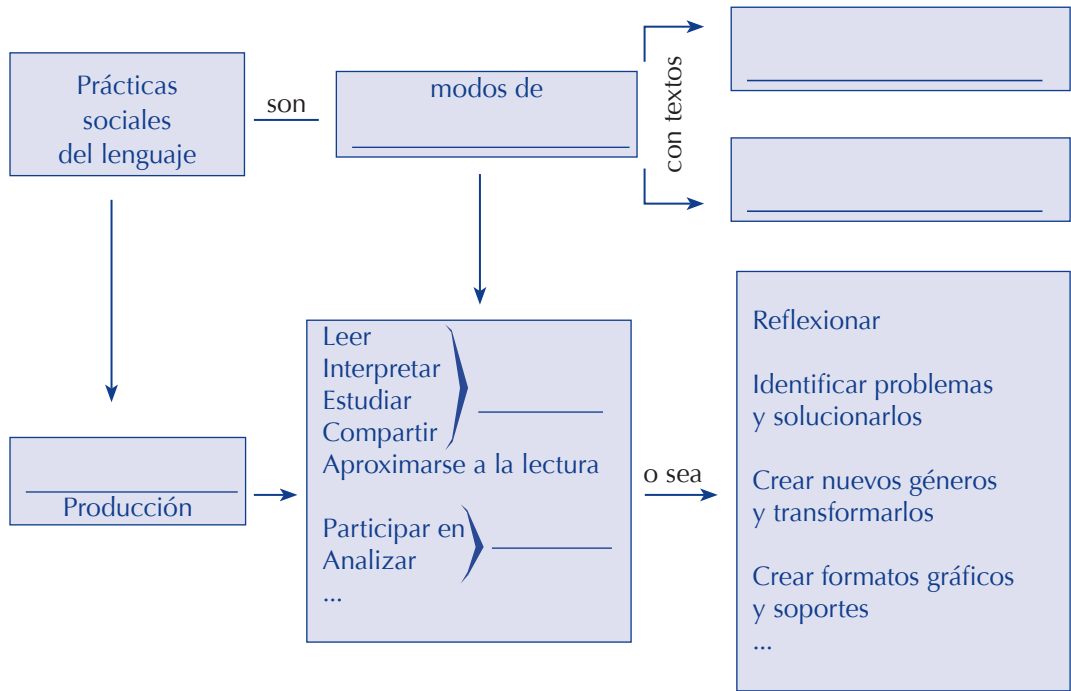
Actualmente el uso de los medios electrónicos está modificando las prácticas del lenguaje escrito. Las páginas electrónicas han transformado los procedimientos de búsqueda de información e interpretación del material gráfico. El sistema de correo electrónico está cambiando la forma de la expresión escrita. Del mismo modo, la disponibilidad de múltiples inventarios tipográficos y recursos para transformar gráficamente los textos ha brindado la posibilidad de realizar parte del trabajo que antes estaba en manos de editores e impresores.

Resumiendo, las prácticas sociales del lenguaje son pautas o modos de interacción que enmarcan la producción e interpretación de los textos orales y escritos; comprenden los diferentes modos de leer, interpretar, estudiar y compartir los textos, de aproximarse a su escritura y de participar en los intercambios orales y analizarlos. Es dentro de la esfera de su acción que los individuos aprenden a hablar e interactuar con los otros; a interpretar y producir textos, a reflexionar sobre ellos, a identificar problemas y solucionarlos, a transformarlos y crear nuevos géneros, formatos gráficos y soportes; en pocas palabras, a interactuar con los textos y con otros individuos a propósito de ellos.

En consecuencia, las prácticas sociales del lenguaje constituyen el eje central en la definición de los contenidos del programa pues permiten preservar las funciones y el valor que el lenguaje oral y escrito tiene fuera de la escuela.

Educación Básica. Secundaria. Programas de Estudio 2006. Español. México, SEP, 2006.

1.5. Read the text again. Work with a partner to complete the following diagram.



1.6. Read section “1.1. The object of study” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés.* (SEP, 2006). Find 3 differences between the object of study in the 1993 and 2006 programmes. Discuss your answers with a partner.

Object of study	
1993	2006

1.7. Read the text again and use the information to complete the following crossword clues:

Language is a complex object that serves 3 purposes:

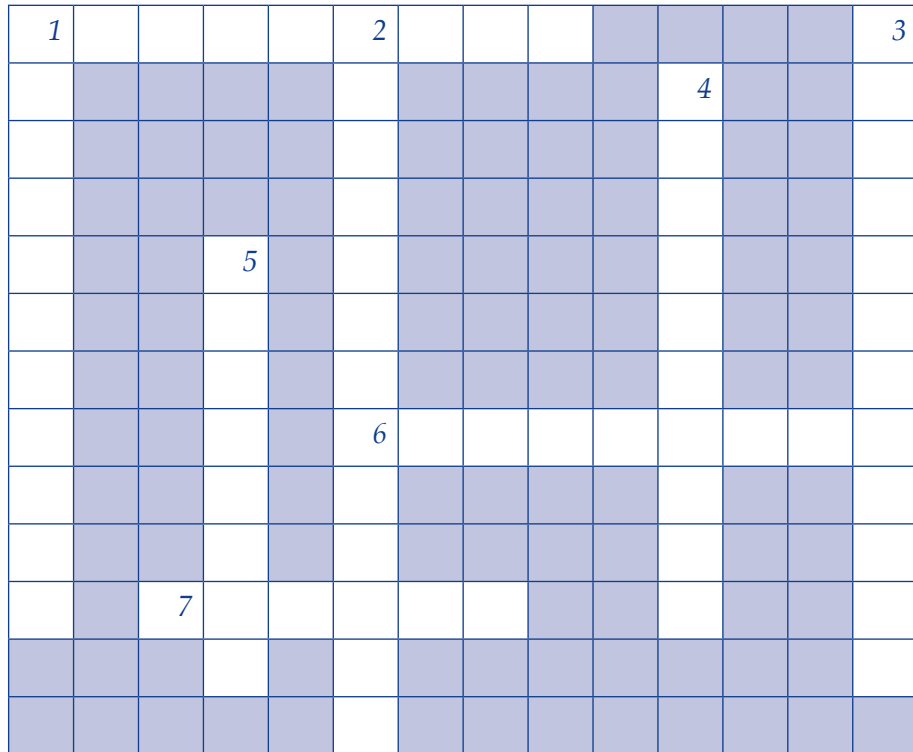
2 Down: _____

6 Across: _____

4 Down: _____

Using language efficiently allows a person to (1 Down) _____
 in society by (3 Down) _____ and (1 Across) _____
 oral and written texts in a way that preserves the (7 Across) _____
 (5 Down) _____ of the language.

This is what is meant by **social practices** of the language.



2. Purposes of studying English in secondary education

Estimated time: 1 hour and 30 minutes



2.1. Watch Section 1 (Criterios para la elaboración del programa) of the video. Read the following items and put a tick next to the option(s) mentioned. At the end, compare your answers with a partner.

1. Regarding the revision of the 1993 programme of studies, we can say that:

- The 2006 programme is built on the 1993 programme.
- Changes are the result of a thorough analysis of the strengths and weaknesses of the 1993 programme.

2. Contributions from the following fields of knowledge that have been taken into consideration:

- Linguistics
- Anthropology

- Education research
- ELT
- Psychology

3. Contents in the programme have been determined considering:

- National standards
- International standards
- Contents of other subjects

4. Groups involved in reading and discussing different versions of the programme in order to produce the final version:

- Teachers
- Parents
- Students
- Jefes de enseñanza
- School directors

An important feature of the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) is that the purposes of teaching English as a foreign language in secondary education were defined considering both international standards and national demands and possibilities. It must also be mentioned that these purposes are not isolated or limited to English: they derive from a general purpose of language teaching in basic education, which includes the areas of Spanish and foreign languages in preschool, primary and secondary education.

- 2.2. Read sections “2. Purposes” and “2.1. General purpose of language teaching in basic education” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) to complete the following diagram:

Purpose:

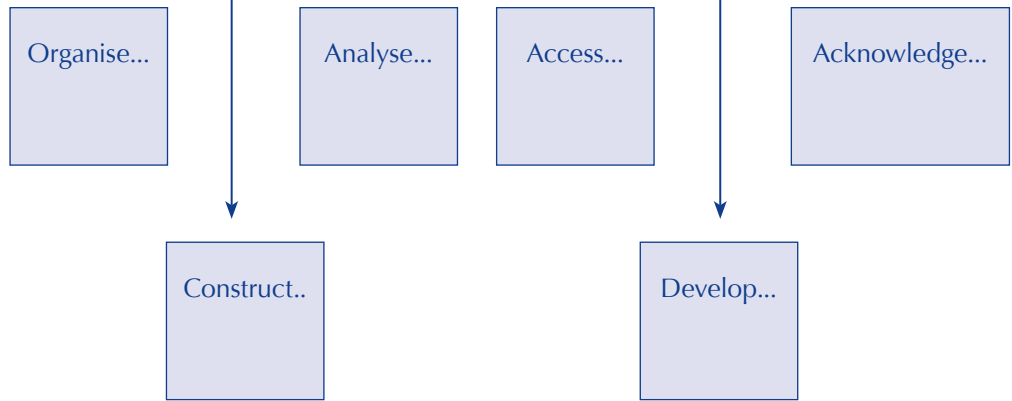
For students to participate effectively in life in and out of school



How do we achieve this purpose?

Through participation in social practices of the language

i. e. Students use language to...



In the classroom, expose students to:

- ways of _____
- approaching _____
- involvement _____
- analysing _____

Practice leads to autonomy



2.3. Watch Section 2 (Propósitos y organización de contenidos) of the video and complete the tasks that follow. At the end, compare your answers with a partner. The purpose of studying a foreign language (English) in the secondary education includes (tick as appropriate):

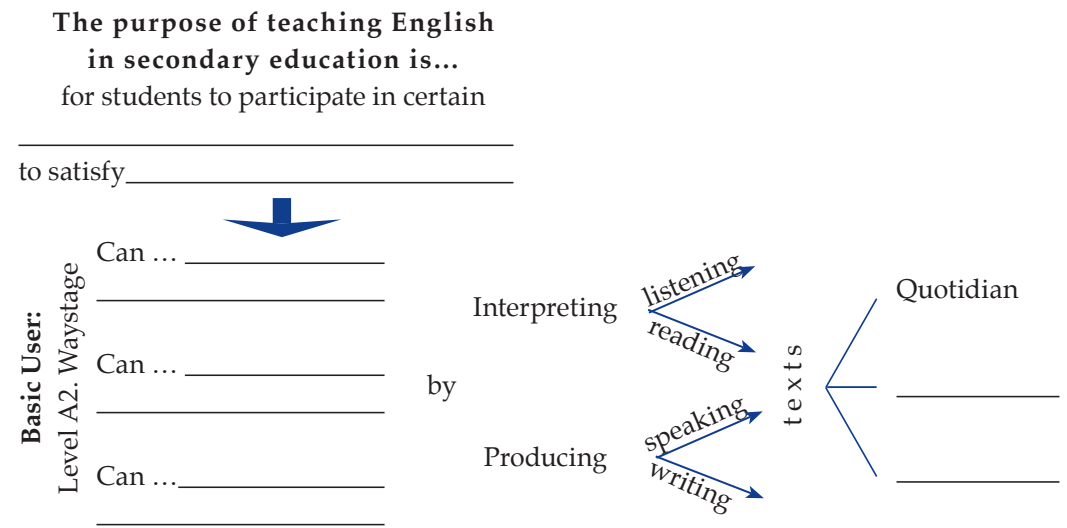
- Students' participation in social practices of the language
- Studying grammar

- Producing and interpreting a variety of texts
- Translating
- Satisfying basic communication needs

The two levels of central contents in the English programme are:

- a) The participation in a variety of _____ for the interpretation and production of texts; and
- b) The specific _____, stated in terms of _____ of the language.

■ 2.4. Read sections “2. Purposes” and “2.2. Purpose of teaching English in secondary education” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) Use the information to complete the following diagram:



3. Consolidation and extension

Estimated time: 30 minutes

■ 3.1. Discuss the questions that follow with a partner. Refer back to your notes of this session to help you. Make a note of any doubts that arise to work on them in Session 3.

General purpose of language teaching in basic education:

- Why is there a general purpose for language teaching in basic education?
- Which subjects does it cover?

Purpose of teaching English in secondary education:

- Who are students expected to use English with?

- What are the two levels of central contents?
- Can you remember any of the three social practices mentioned?
- Which of the following are ways of expressing what students are able to do with the language?

Students:

- Use strategies to deal with unfamiliar words.
 - Can use strategies to deal with unfamiliar words.
 - Will use strategies to deal with unfamiliar words.
- What level are students expected to achieve at the end of secondary education?

Products of the session:

- Table comparing pedagogical and real life uses of language.
- Diagram of social social practices of the language.
- Crossword puzzle regarding social practices of the language.
- Diagram of purposes of teaching English in secondary education.

Purposes of the session:

For teachers to:

- Reflect on and understand the notion of learning in the English programme.
- Reflect on and understand the methodology for teaching proposed in the English programme.

Estimated time: 5 hours

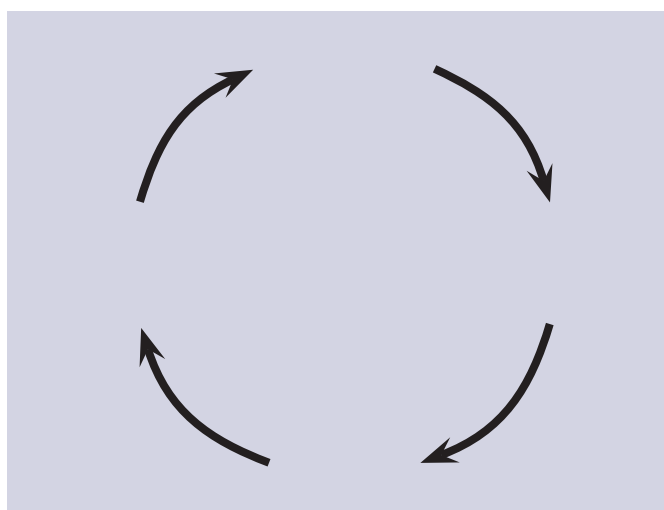
Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés, México, SEP, 2006.*
- Anthology:
 - Meece, J. (2001) "Desarrollo cognoscitivo: las teorías de Piaget y de Vygotsky" en *Desarrollo del niño y del adolescente, México, SEP/McGraw-Hill Interamericana.*
- Video:
 - *Programas de Estudio 2006. Lengua Extranjera. Inglés.*

1. A model of experiential learning

Estimated time: 1 hour and 40 minutes

1.1. Read through section "1.2. The notion of learning" in *Educación Básica. Secundaria. Programas de Estudios 2006. Lengua Extranjera. Inglés (SEP, 2006)*. Complete the following diagram of the Experiential Learning Model. Comment on it with a partner.





1.2. Reread through section 1.2. Working with a partner, complete the following acrostic with key concepts from the text. Follow the examples.

E
eX p e r i e n c e
P
E
R
I
E
N
T
I
A
L e a r n i n g



1.3. Scan the text for the final paragraph, which justifies why an experiential approach to learning is being promoted in the programme. Answer the following question.

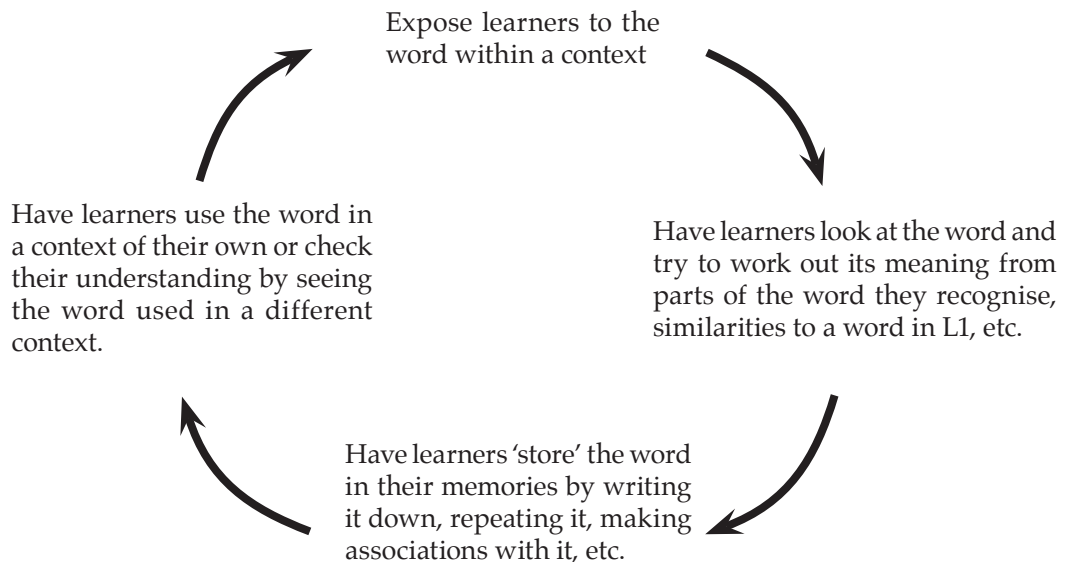
- What three reasons does the text give to justify the adoption of an experiential approach in language learning?

a. _____
b. _____
c. _____

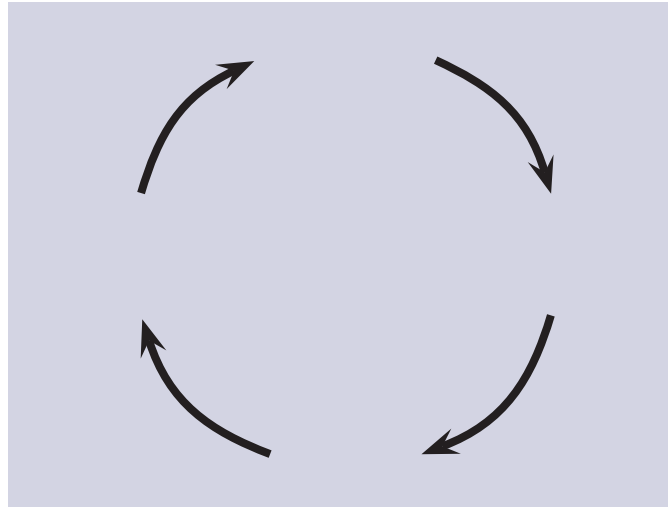


1.4. Look at the example and then, working with a partner, complete each “experiential cycle” with examples of appropriate teaching/learning steps for each activity focus.

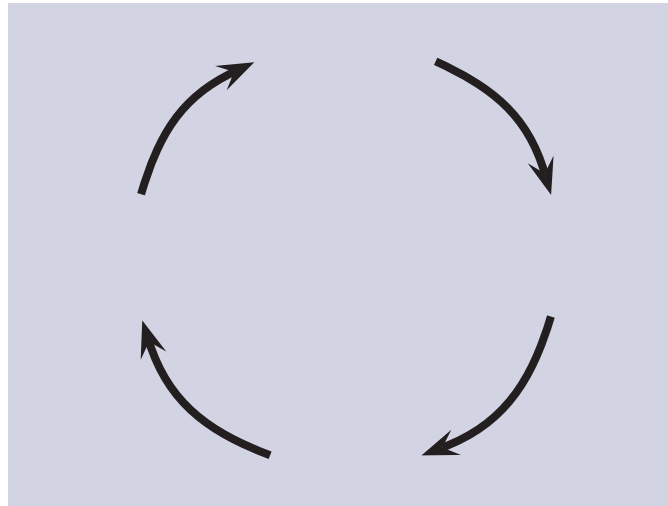
1. For teaching a new vocabulary item:



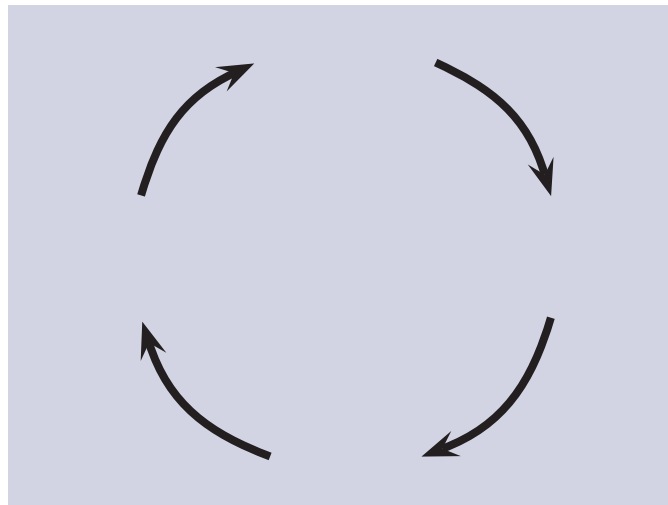
2. For teaching the spelling of "SCHOOL":



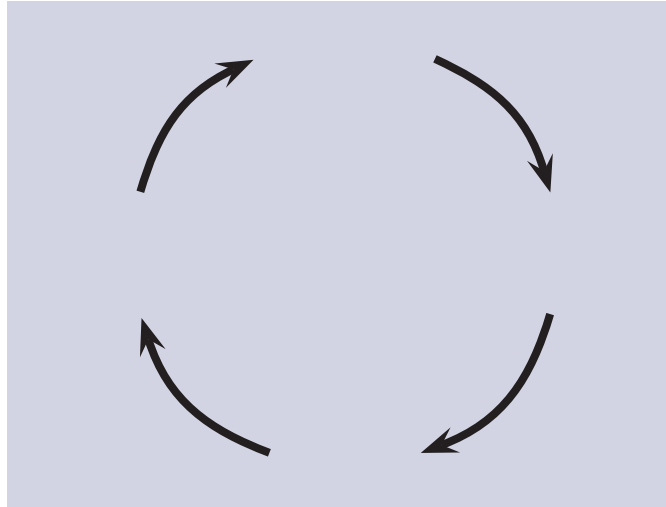
3. For teaching the pronunciation of *this* /ɪs/ versus *these* /i:z/:



4. For teaching the function of inviting using "LET'S...":



5. For teaching the grammar of “MINE” versus “MY”:

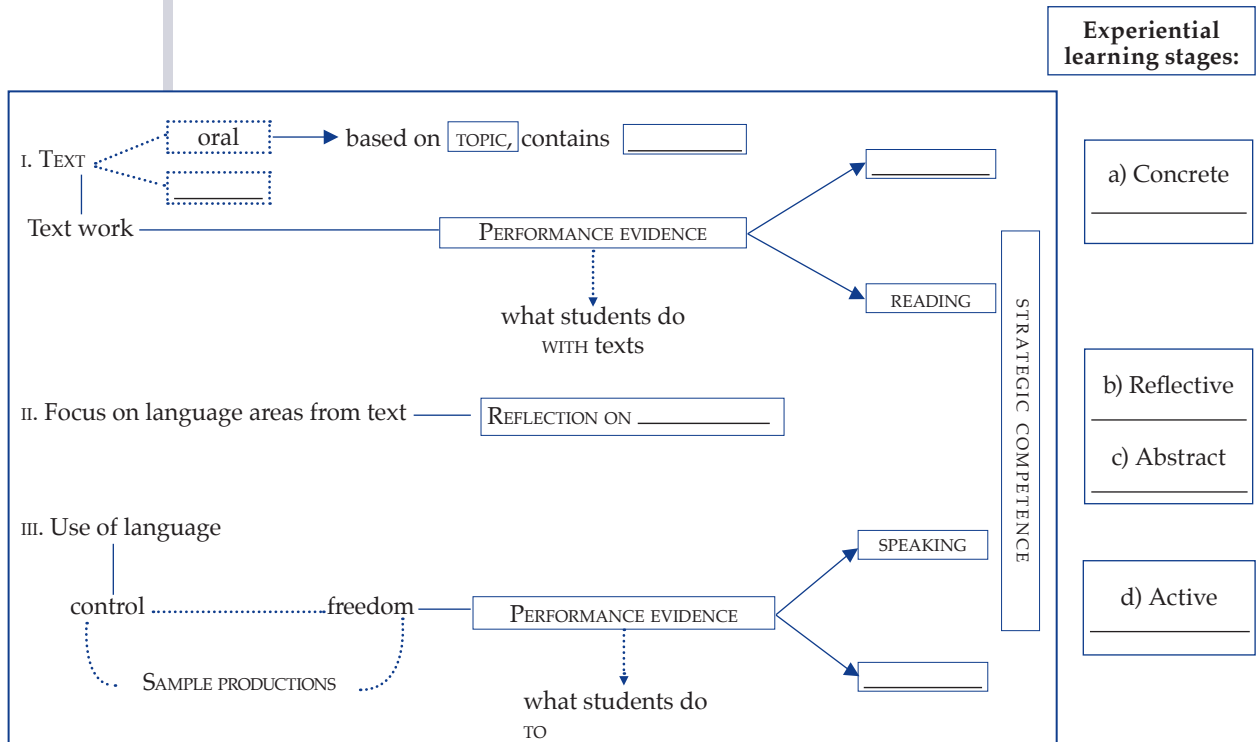


1.5. Compare your ideas with another pair.

2. Experiential learning and a methodology framework for the English class

Estimated time: 1 hour and 40 minutes

- 2.1. Read through section “3.1.1. Methodology framework” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Complete the first part of following diagram of the methodology framework for teaching English as a foreign language in secondary education.



2.2. Check your answers to 2.1. with a partner. Together, reread section 3.1.1. and label the different stages of an experiential model of learning in relation to the methodology framework.

3. Consolidation and extension

Estimated time: 1 hour and 30 minutes

3.1. Read “Desarrollo cognoscitivo: las teorías de Piaget y de Vygotsky” in *Desarrollo del niño y del adolescente*. (Meece, 2001) and answer the questions that follow. At the end, compare your answers with a partner.

1. Según la lectura ¿quiénes participan en la construcción del conocimiento? ¿Esta idea es compartida por el programa de estudio de inglés? ¿Por qué?

2. Corrija las siguientes ideas relacionadas con la construcción del conocimiento (algunas son correctas):

- a) El conocimiento puede ser transmitido directamente del profesor a los alumnos.
- b) Es necesario que los alumnos operen sobre la información, la manipulen y transformen para que ésta cobre significado para ellos.
- c) Para guiar el proceso de construcción del conocimiento el profesor desvía la atención de los alumnos haciéndoles preguntas y obligándolos a pensar.
- d) La función del profesor consiste en ayudar a los alumnos a repensar sus ideas formulándoles preguntas que ya habían hecho otros alumnos anteriormente.
- e) El aprendizaje supone cambios estructurales en la forma en que el niño concibe el mundo.

¿Cuáles de estas ideas cree que son adecuadas para la práctica docente con el programa de inglés? ¿Por qué?

3. ¿Cuáles son los cuatro principios del desarrollo cognoscitivo según Piaget? ¿Estos principios tienen algún parecido con el esquema de “Experiential Learning”? ¿De qué manera?

4. Relea la sección 1.2. del programa y la sección del texto “Contribuciones de la teoría de Piaget a la Educación”. ¿Cuál es la importancia de aprender a aprender (*learning how to learn*) para los alumnos?

5. ¿De qué manera se ve beneficiado el proceso cognitivo por el conflicto cognoscitivo, según la teoría de Piaget y el modelo de “Experiential learning”?

6. Lea la tabla 3.3. del texto, donde se incorporan principios de aprendizaje inspirados en la teoría piagetiana del desarrollo intelectual. ¿Cuáles de las

prácticas allí mencionadas serían adecuadas para la enseñanza con el programa de inglés?

7. Bajo la idea de desarrollo cognoscitivo de Vygotsky, éste consiste en internalizar funciones que ocurren en el *plano social*. ¿Cuándo se puede decir que ha habido internalización del conocimiento?

Para el programa de inglés, ese conocimiento se refiere a: (2.2. Purpose of teaching English in secondary education)_____

8. Ponga una “x” después de cada enunciado de la siguiente tabla, indicando si las afirmaciones se relacionan con las teorías de Piaget, Vygotsky o ambos.

	Piaget	Vygotsky
El individuo es constructor de su propio conocimiento.		
La construcción del conocimiento es un proceso social.		
La instrucción por parte de compañeros o adultos más conocedores es la base del desarrollo cognoscitivo.		

¿Qué autor se acerca más al planteamiento teórico del programa de inglés?
¿Por qué?

9. ¿Qué elementos del proceso de andamiaje y soporte, que aparecen en la lectura, serían relevantes como parte del papel del maestro en el programa de inglés? ¿por qué?

10. De acuerdo con la lectura, ¿cuáles son los beneficios de las interacciones con los compañeros en el desarrollo cognoscitivo? ¿se daría una situación similar en la aplicación del programa de inglés? ¿por qué?

Products of the session:

- Diagram of a model of experiential learning.
- Diagram of the methodology framework and its relation to the experiential learning cycle.
- Answers to questions on “Desarrollo cognoscitivo: las teorías de Piaget y de Vygotsky” in *Desarrollo del niño y del adolescente*. (Meece, 2001).

Purposes of the session:

For teachers to:

- Understand how contents are organised in the English programme.
- Reflect on and understand the methodology for teaching proposed in the English programme.

Estimated time: 5 hours

Materials:

- Video:
 - *Programas de Estudio 2006. Lengua Extranjera. Inglés*
- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés*, México, SEP.
- Anthology:
 - Kohonen, V. (1992) "Experiential language learning: second language learning as cooperative learner education". In D. Nunan (ed.) *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.

1. Elements of a unit

Estimated time: 1 hour

1.1. Work with a partner to answer the following questions. Do not spend more than 5 minutes on them and try not to look at your notes to answer.

- What are the two levels of content included in this programme?
- Can you mention the three social practices students will participate in during secondary education?
- What kind of linguistic content is included in the programme?
- Can you give some examples of the functions that are covered?

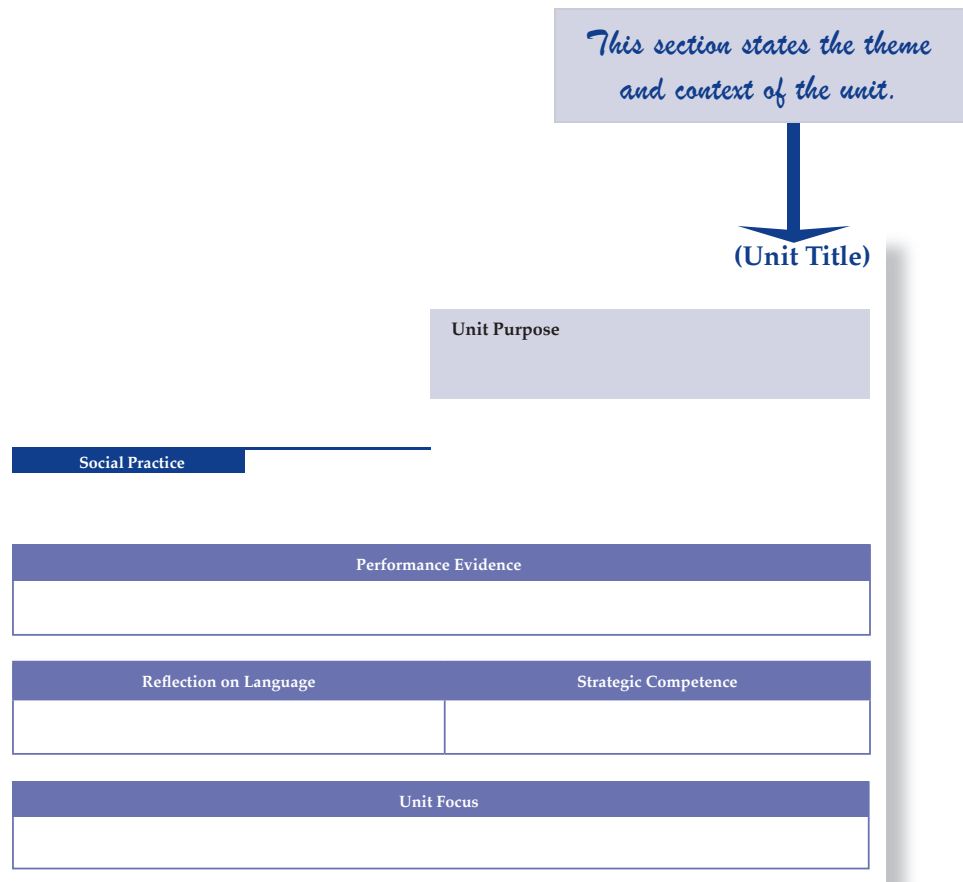
1.2. Watch Section 2 (Propósitos y organización de contenidos) of the video again and check your answers to 1.1. Then read the fragment that follows:

"The present programme provides learners and teachers with an organisation of contents in thematic units. There are five units per grade, one for each bimester of the school

year. In addition, there is an introductory unit in first grade, which should be covered during the first bimester (making a total of six units for 1st grade). Each unit is divided into seven sections (Unit title, unit purpose, social practices, performance evidence, reflection on language, strategic competence and unit focus), each of which indicates to the teacher what the contents to be taught are and how to approach them.”

*Educación Básica. Secundaria. Programas de Estudio 2006.
Lengua Extranjera. Inglés, México, SEP.*

- 1.3. Below is the skeleton of a unit. Scan through two or three units in the programme and write the purpose of each section of the units. The first one has been done for you as an example.



- 1.4. Look at “Figure 6. Skeleton of a unit” in section “4. Organisation of content” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) and compare your answers.

2. Analysing the elements of a unit

Estimated time: 30 minutes

2.1. Read through First grade, Unit 5 and answer the following questions:

1. What is the unit title?
2. Which social practices are exploited in the unit?
3. How many functions are there for each social practice? What are they?
4. What is meant by *sample productions*?
5. In the programme, four types of *performance evidence objectives* have been included, one of these is:
 - Students can recognise and understand short literary texts (tales, fragments of poems and stories) in order to express the feelings generated by them.
In first grade, another three are exploited. Look at the section *Performance Evidence* and identify them.
 - Students can...
 - Students can...
 - Students can...
6. After each *performance evidence objective* there are a number of *performance evidence indicators*. What do these describe?
7. What do you think is the teacher's role when having students reflect on the language?
8. In the programme five types of *strategic competence indicators* have been included. Some of these are:
 - Students can use some verbal and/or non-verbal information to ease and enrich communication.
Look at the section *Strategic Competence* in Unit 5 and identify the other four.
 - Students can...
 - Students can...
 - Students can...
 - Students can...
9. Look at the section *Unit Focus* and answer the following questions.
 - a) How should functions 5.1 and 5.2 be treated?
 - b) Which language areas should be presented together?
 - c) Which language areas are recycled in this unit?
 - d) What types of materials are recommended?
 - e) What evaluation ideas are given?

3. Distribution of content

Estimated time: 1 hour and 30 minutes

3.1. Look at "Figure 5. Distribution of contents over a school year", in section "4. Organisation of content" in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Then read through the table below and decide which weeks of the school year that possible distribution of contents corresponds to.

Possible distribution of contents: Unit _____ (weeks: _____)

<p>Lesson 1: <u>Function 5.1</u> Text describing a town for ss to notice and identify cognates, and to introduce some new vocabulary.</p>	<p>Lesson 2: <u>Function 5.1</u> Text describing a town for ss to notice and identify a / an / the.</p>	<p>Lesson 3: <u>Function 5.1</u> Text with someone asking about services in a town for students to notice and identify questions and fixed expressions for replies.</p>
<p>Lesson 4: <u>Function 5.1</u> Text with someone asking about services in a town for students to notice and identify questions and fixed expressions for replies.</p>	<p>Lesson 5: <u>Function 5.1</u> Text production (map) for ss to talk about their own town / city. <u>Evaluation focus:</u> T assesses ss' ability to give information about their town</p>	<p>Lesson 6: <u>Function 5.1</u> Text describing a town for ss to notice and identify some prepositions.</p>
<p>Lesson 7: <u>Function 5.2</u> Text (advertisement with map) offering product/service and giving the location of a place for students to identify prepositions of place and location, introduce some new vocabulary.</p>	<p>Lesson 8: <u>Function 5.2</u> Text (spoken/written advertisement) giving directions to get to a place for students to identify some forms used for giving directions.</p>	<p>Lesson 9: <u>Function 5.2</u> Text production (spoken/written advertisement) giving directions to get to a place. <u>Evaluation focus:</u> Peer assessment on the clarity of directions given</p>
<p>Lesson 10: <u>Function 5.2</u> Text with someone asking the way to get to a place for students to notice and identify questions and fixed expressions for replies.</p>	<p>Lesson 11: <u>Function 5.2</u> Text with someone asking the way to get to a place for students to notice and identify questions and fixed expressions for replies.</p>	<p>Lesson 12: <u>Function 5.2</u> Text production (conversation) for ss to ask the way and give directions regarding places in their own town / city.</p>
<p>Lesson 13: <u>Integration</u> "Where is it?" from resource pack for teachers.</p>	<p>Lesson 14: Integration <u>Project:</u> Present general idea to ss (to produce a travel brochure or advertisement about a town, country or city). Form groups. Get ideas about the places they would like to research. <u>Homework:</u> ss have to bring in information.</p>	<p>Lesson 15: <u>Integration</u> Groups share the information they brought and organise it.</p>
<p>Lesson 16: <u>Integration</u> Text production: travel brochure or advertisement</p>	<p>Lesson 17: <u>Integration</u> Editing of text. <u>Evaluation focus:</u> Self evaluation. Assessment on the use of a, an, the, prepositions and linking devices</p>	<p>Lesson 18: <u>Integration</u> Sharing texts. <u>Evaluation focus:</u> Deciding what to include in their portfolios.</p>
<p>Lesson 19: General review</p>	<p>Lesson 20: Formal evaluation of unit 5: exam</p>	<p>Lesson 21: Feedback on exams</p>



3.2. Reread the table and answer the following questions:

1. How many lessons have been devoted to each function? Why? Where in the programme can you find ideas to help you make this decision?
2. How many lessons focus on integrating the two functions?
3. What is the starting point for the teaching of each function?
4. What kind of activity has been included in lessons 14 to 18?
5. What kind of evaluation ideas have been included?
6. How could time be saved if, for some reason, you did not have 21 sessions to work on this unit?



3.3. Now choose another unit from the programme and decide how you would distribute its contents. Read the *Unit Focus* section of the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) to give you some preliminary ideas. In order to help you prepare for the beginning of the school year, it might be useful to work on the distribution of the Introductory Unit and Unit 1, which should be covered during the first bimester.

4. Consolidation and extension

Estimated time: 2 hours



4.1. Before reading, think about the differences between traditional and experiential models of education and their relation to the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Complete the following table.

Dimension	Traditional model: behaviourism	Experiential model: constructivism	English programme
1. View of learning		Transformation of knowledge	
2. Power relation	Emphasis on teachers' authority		
3. Teacher's role			A more expert user of the language who facilitates learning
4. Learner's role	Relatively passive recipients of information		
5. View of knowledge		Construction of personal knowledge	
6. View of curriculum			Normative and flexible
7. Learning experiences	Knowledge of facts, concepts and skills		
8. Control of process			Initially teacher-structured moving towards an emphasis on the learner
9. Motivation		Mainly intrinsic	
10. Evaluation	Product oriented		

■ ■ 4.2. Scan the article called “Experiential language learning: second language learning as cooperative learner education” (Kohonen, 1992) for Table 1. Compare your answers to 4.1. with that table.

■ 4.3. Read the first two sections of the article in more detail (‘An outline of the theory of experiential learning’ and ‘Towards second language learning as learner education’) and answer the following questions:

1. Correct the following statements, as necessary:

Kelly’s basic assumptions are:

- a) Individuals make sense of the world which they build up in social groups for a period of time.
- b) People function according to the expectations they have and make plans based on these expectations.
- c) People are passive responders and make choices based on their reality.

2. How does experiential learning take into account the learners?

- a) What are the reasons to justify the use of experiential learning according to the reading and the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006)?
- b) To what extent do you think your teaching practice promotes experiential learning?
- c) What kind of changes could you make in your daily practice in order to promote experiential learning?

3. According to the experiential learning theory, what does effective second language learning involve in terms of:

- input?
- structure of the language?
- output?
- feedback?

4. How do these elements correspond to the different parts of the methodology framework of the programme?

Products of the session:

- Diagram indicating the purpose of the different sections of a unit in the programme.
- Distribution of contents of a unit.
- Table comparing traditional and experiential models of education.
- Answers to questions on “Experiential language learning: second language learning as cooperative learner education” (Kohonen, 1992).

Purposes of the session:

For teachers to:

- Reflect on the need and use of planning their lessons.
- Become familiar with some of the basic elements of a lesson plan.
- Understand the relationship between the elements of a lesson plan and the methodology framework in the programme.
- Pre-plan a lesson for a specific class.

Estimated time: 5 hours

Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés*, México, SEP.
- Anthology:
 - Harmer, J. (2001) "Planning lessons" in *The Practice of English Language Teaching*. Cambridge: Longman.
- Distribution of contents produced by teachers in Session 4.

1. The importance of lesson planning

Estimated time: 1 hour

1.1. Discuss the following questions with a partner:

- What is a lesson?
- What is a lesson plan?
- Why is it important to plan lessons?
- What elements should be included in a lesson plan?
- How often do you plan?
- What do you include in your plans?
- What is the difference between distributing contents (see Session 4) and lesson planning?

1.2. Read through Section A of "Planning Lessons" in *The Practice of English Language Teaching* (Harmer, 2001) and complete the following tasks:

- a) Compare your answers to 1.1. with the information in the text.
- b) Harmer (2001) points out that there are four main planning elements.

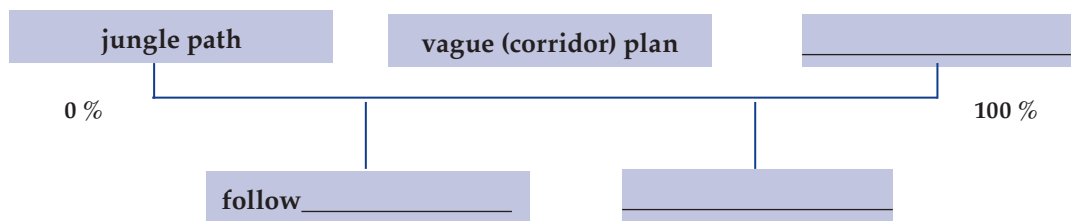
What are they?

- Activities
- _____
- _____
- _____

c) How do these elements relate to the methodology framework presented in the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006)?

- 1.3. Read through Section B1 of “Planning Lessons” in *The Practice of English Language Teaching* (Harmer, 2001) and answer the questions that follow. At the end, share your answers with a partner.

a) Complete the planning continuum diagram.



b) What kind of lesson better describes your own lessons?

2. The elements of a lesson plan

Estimated time: 1 hour

- 2.1. Read through Sections B2 and B3 of “Planning Lessons” in *The Practice of English Language Teaching* (Harmer, 2001). Work with a partner to decide on the elements that should be included in your lesson plans with the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006).

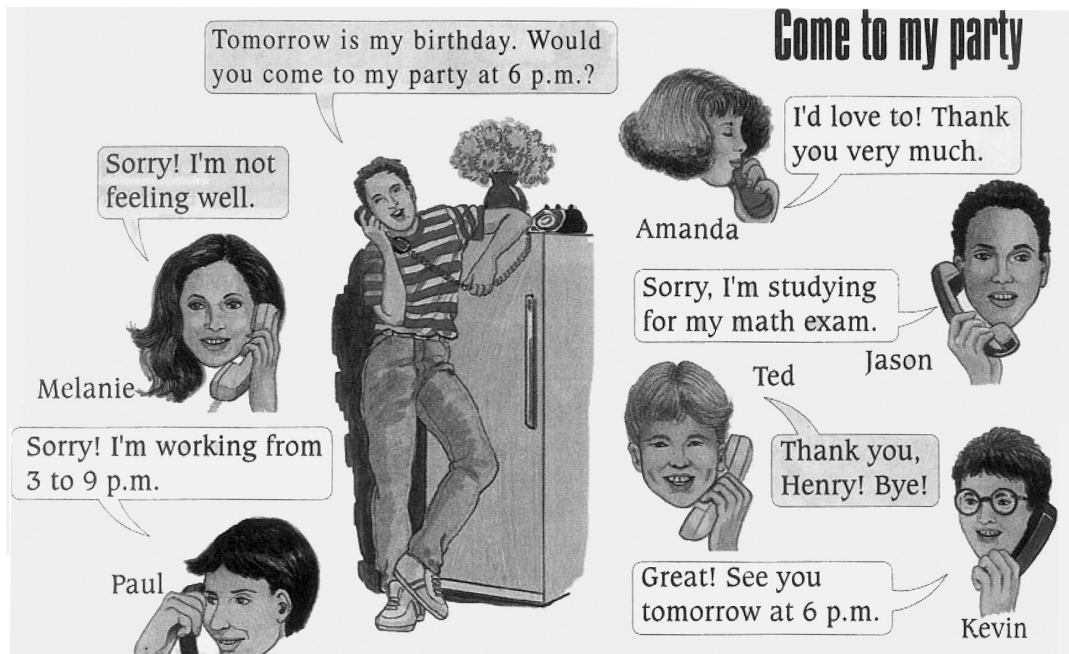
- 2.2. Read the lesson plan below. Answer the questions that follow:
 - What sections are included in the plan? What is the purpose of each section?
 - What unit of the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) does it belong to?

Group: 1st grade F
Teacher: Monserrat Flores
Date: 16 January, 2007

MAIN AIM:
By the end of the lesson students will be able to make/respond to invitations to attend events/places.

ACTIVITY	OBJECTIVE	INTERACT. & TIME	MATERIAL	PROCEDURE	NOTES						
It sounds like a telephone invitation	To introduce the context of the lesson and to identify the overall message.	Lockstep 5 min.	Listening "Come to my party"	Have students listen to the text and say what is happening (Someone is inviting friends to his birthday party). Ask students to say who is making the invitation and to whom.	1A: Check homework from previous lesson first.						
Who accepts the invitation	To listen to identify some details.	Individual work and pair work 10 min.	Listening "Come to my party"	Have students listen again and say who accepts the invitation and who refuses it, and what phrases they use to invite, accept and refuse an invitation. Ss compare answers in pairs.	1D: No electricity in the classroom. Read the script.						
Inviting, accepting, refusing	To follow a structured model of spoken/written language in order to invite and respond to invitations.	Groups of 4 10 min.	Board	Elicit the expression used to make an invitation and write it on the board (<i>Would you like to come to my party?</i>) Write a table with 2 columns on the board and ask ss to help you to complete it. In the first column write expressions to accept invitations and in the second to refuse. <table border="1" style="margin-left: 20px;"> <tr> <td>I'd love to. Thank you very much</td> <td>Sorry! I'm not feeling well</td> </tr> <tr> <td>Thank you, Henry! Bye!</td> <td>Sorry! I'm working from 3 to 9 p.m.</td> </tr> <tr> <td>Great! See you tomorrow at 6 p.m.</td> <td>Sorry, I'm studying for my math exam.</td> </tr> </table>	I'd love to. Thank you very much	Sorry! I'm not feeling well	Thank you, Henry! Bye!	Sorry! I'm working from 3 to 9 p.m.	Great! See you tomorrow at 6 p.m.	Sorry, I'm studying for my math exam.	1A may finish too quickly. Ask if they know more expressions like these. 1C may find this difficult. Give them 15 mins.
I'd love to. Thank you very much	Sorry! I'm not feeling well										
Thank you, Henry! Bye!	Sorry! I'm working from 3 to 9 p.m.										
Great! See you tomorrow at 6 p.m.	Sorry, I'm studying for my math exam.										
It sounds like you are...	To produce some fixed expressions with appropriate intonation when making invitations.	Lockstep and groups of 3 10 min	Gapped text	Explain to ss that you are going to mumble some phrases and they have to tell you which phrase it is, or if you are accepting or refusing the invitation. Mumble the phrases so that students realise the differences in intonation when making an invitation, when accepting, or refusing. When a student has the answer ask him/her to say the complete question/phrase. Students follow the same procedure working in groups of three.	1B are very shy. Encourage them by giving several examples before moving into groupwork.						
Concentric circles	To follow a structured model of spoken language to invite and respond to invitations.	Class as a whole	Phrases on the board	Elicit from students other places to make invitations (cinema, disco, park...) Get students into two concentric circles. Ask them to invent a day and an hour to invite friends to different places. First students in the inner circle ask and students in the outer circle answer (accepting or refusing) and then the other way around.	1C: If previous activities took longer, this activity may be done in simple pairs and not in concentric circles.						





Taken from: Velasco Aponte, R. M. et al. (1998) *Imagine, in search of nature 1*. Mexico City: McGraw-Hill

2.3. Go to section “3.1.1. Methodology framework” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEF, 2006). Look at the lesson plan above again and use the boxes on the right hand side of the page to label each activity in the plan with the corresponding stages of the methodology framework. Then answer the following questions:

- Why is it important to expose students to texts (complete units of meaning) at the beginning of the lesson? How does this relate to the model of experiential learning you explored in the previous sessions?
- Where in the programme can you find information to complete each section of the plan?
- Are there any sections of the plan that you would add or remove? Why?

3. Preparing for lesson planning

Estimated time: 2 hours

3.1. Read through Section B3 of “Planning Lessons” in *The Practice of English Language Teaching* (Harmer, 2001). Then go back to the distribution of contents you worked on in Session 4. Work in teams to make any changes that you consider necessary after reading the text.

3.2. As a team, agree on **one** of the lessons from your distribution of contents for which you are now going to write a lesson plan. Discuss the following questions (you do not necessarily have to agree on all answers, since some of them will largely depend on the school and shift in which you work):

- What is the class like (class description)?
- How much English do students know already?
- What time is the English lesson? What effect does that have on students?
- What should be the main aim of the lesson?
- What resources do you have available?
- What kind of text will you need for the lesson? Where can you find it? Do you have to design it?
- How long is the lesson?
- What kind of activities do students seem to enjoy most/least?



3.3. Choose one class profile and teaching situation from the ones you heard described in 3.2. (the one that seems most common or to which most of the team can relate). As a team, write down the class description and timetable fit. Remember that it would not be necessary to write this for every lesson, but it is needed at the beginning of the year and/or when there are important changes in the group.

CLASS DESCRIPTION

TIMETABLE FIT



3.4. Write the main aim of the lesson. Then agree on the kind of text you will need for the lesson and where you can get it from. If it is included in a book, magazine, textbook or any other source, decide who is going to be responsible for bringing in the text on the following session. If you need to design it yourselves, work on that at this stage.

MAIN AIM
By the end of this session, students will be able to...



3.5. Brainstorm ideas of activities that could be used at the different stages of the lesson, according to the methodology framework. Use the table below to keep a record of the activities described.

	POSSIBLE ACTIVITIES
TEXT WORK	
REFLECTION ON LANGUAGE	
USE OF LANGUAGE	

4. Consolidation and extension

Estimated time: 1 hour



4.1. Read through Section C of “Planning Lessons” in *The Practice of English Language Teaching* (Harmer, 2001). Discuss the contents of the text with the rest of the group.

Use the following questions to guide your discussion:

- What purposes can lesson plans serve, apart from helping you organise your everyday work?
- How flexible should lesson plans be? What criteria can you use to decide when it is necessary to divert from the original lesson plan?
- What are the challenges involved in lesson planning? What can you do to face those challenges?
- How do you feel about your lesson planning skills? What concrete actions can you take to help yourself and other teachers to improve them?

Products of the session:

- Diagram of the planning continuum.
- First sections of a lesson plan: class description, timetable fit and main aim.
- Text to be used in the lesson plan.
- A list of possible activities to be included in the lesson plan.

Purposes of the session:

For teachers to:

- Reflect on and understand the process of planning around the programme.
- Produce a lesson plan for one specific class.

Estimated time: 5 hours

Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés, México, SEP.*
- Class description, timetable fit and main aim produced by teachers in Session 5.
- Text for the lesson plan, agreed on in Session 5.
- List of possible activities to be included in the lesson plan produced by teachers in Session 5.
- Lesson plan format.

1. Writing the lesson plan

Estimated time: 1 hour and 30 minutes



1.1. In your teams from Session 5, collect and reread the materials you produced in that session:

- Class profile
- Timetable fit
- Main aim
- List of possible activities to be included in the lesson plan

Write the full lesson plan using the format that is provided below. Remember to:

- Refer to the stages of the methodology framework and make sure they appear clearly in your lesson plan.
- Use the unit of the *Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP 2006) for which you are making the lesson plan to help you. Remember:
 - *Performance Evidence* objectives (signalled with a ●) can help to determine the type of text students have to interpret/produce.
 - *Performance Evidence* indicators (signalled with a -) can help to write the objectives of activities.
 - *Reflection on Language* and *Strategic Competence* indicators should be clearly incorporated in the procedure of activities.

MAIN AIM:

Group: _____
Teacher: _____
Date: _____

ACTIVITY	OBJECTIVE	INTERACTION & TIME	MATERIAL	PROCEDURE	NOTES

2. Analysing the lesson plan

Estimated time: 30 minutes



2.1. Read your lesson plan again and answer the questions below as objectively as possible. If necessary, make any relevant changes to the plan.

- Can you easily identify the stages of the methodology framework in your plan?
- Is there enough balance and variety of:
 - materials?
 - patterns of interaction?
 - type of activities?
- Do the activities in the plan naturally derive from the main aim?
- Are procedures clear and easy to follow? Would another teacher be able to teach the class using your plan?
- Is the plan flexible enough to be adapted to different groups?

3. Sharing lesson plans

Estimated time: 2 hours and 30 minutes



3.1. Share your lesson plans with the other teams using one of the strategies described below:

- a) Select a representative in every team. The rest of the members move to another team. Each representative has to show and explain the lesson plan to members of another team (in no more than 15 minutes). Teams rotate to listen to another representative from another group. Repeat the process until you have heard all representatives.
- b) Select a team representative. He/she has to present his/her team's lesson plan to the rest of the group in plenary.
- c) Select a team representative to act as a class teacher. Do micro-teaching with every lesson plan.



3.2. Go back to your planning teams. Exchange your thoughts on other teams' lesson plans. Use the questions in 2.1. above to guide your discussion. Make a note of the most important comments you would like to make to the other teams.



3.3. Share your comments with the whole group.

4. Consolidation and extension

Estimated time: 30 minutes



4.1. Collect the lesson plans produced by other teams. Decide which of those you would use and what adaptations you would have to make to suit your teaching style and your students' needs.

Products of the session:

- Lesson plans.

Purposes of the session:

For teachers to:

- Reflect on the roles of teachers and learners in the foreign language classroom, and how these have to be transformed in relation to the new programme.
- Provide practical solutions to certain contextual problems, such as class size.

Estimated time: 5 hours

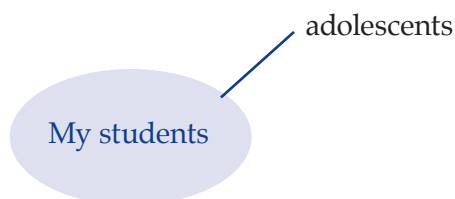
Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés*, México, SEP.
- Anthology:
 - Harmer, J. (2001) "Describing learners" and "Describing teachers" in *The Practice of English Language Teaching*. Cambridge: Longman.
 - Ur, P. (1996) "Large heterogeneous classes" in *A Course in Language Teaching*. Cambridge: Cambridge University Press.

1. Describing learners

Estimated time: 1 hour and 30 minutes

1.1. Brainstorm what you consider to be the main characteristics of your students. Look at the example below.



1.2. Exchange views with a partner. Then organise your ideas using the following table to identify the ways in which secondary education students are different as well as what they have in common. Follow the example.

What students have in common	Individual differences
<ul style="list-style-type: none"> • age 	<ul style="list-style-type: none"> • learning styles

- 1.3. Read through Sections A and B of “Describing learners” in *The Practice of English Language Teaching* (Harmer, 2001). Add any other commonalities or differences you find to your lists above.
- ■ 1.4. Discuss the questions below with a partner. At the end, exchange ideas with another pair.
 - ■ • How do you take commonalities amongst students into consideration when planning?
 - ■ • How do you cater for individual differences and needs in your lessons?
- ■ 1.5. Reread Sections A and B of “Describing learners”. Make a mindmap in which you summarise the main characteristics of secondary education students. Consider the general characteristics Harmer refers to:
 - Age
 - Aptitude
 - Personality
 - Language level
 - Learning styles

2. Describing teachers

Estimated time: 1 hour and 30 minutes

- ■ 2.1. Interview a partner about his/her teaching style and personality using the questions below as a guide. Exchange roles at the end.
 1. What are some of the activity types you like doing best in your English classes? Are these activities during which you tend to take a dominant role (leader) or a managing role (facilitator)?
 2. To what extent do the teaching circumstances in which you work allow you to teach in a style which feels comfortable to you?
 3. How has your teaching style changed during your English teaching experience at secondary level? Why do you think this is so?
- ■ 2.2. Below is a list of personality traits that might characterise some teaching styles. Can you add any more to the list?

attentive	authoritative	creative	caring	clear
dynamic	enthusiastic	flexible	hard-working	intuitive
innovative	knowledgeable	patient	permissive	relaxed
systematic	well-prepared	_____	_____	_____

Identify from the list four or five adjectives which characterise your own teaching style. Share your answers with a partner.



2.3. Make a list of the possible roles a teacher may adopt in a foreign language class. Which of those roles do you think you adopt more often?



2.4. Read through “Describing teachers” in *The Practice of English Language Teaching* (Harmer, 2001). Compare the roles of teachers described in the text with those you wrote in 2.3.



2.5. Reread “Describing teachers” and summarise the roles of teachers and their main characteristics.

Controller	
Organiser	
Assessor	
Prompter	

■ ■ 2.6. Go back to “Figure 2. A methodology framework for teaching English as a foreign language in secondary education” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Discuss with a partner the different roles you think you are expected to adopt according to the programme.

■ ■ ■ ■ 2.7. Read through section “3.1. Role of teachers and learners” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Compare the text with the ideas you shared in 2.6. and comment on these with a partner. Finally, share with the rest of the group what you consider are your main roles with this programme. Looking back at 1.5. and 2.6., work as a whole group to complete the following table:

<i>Programas de Estudio para la Educación Secundaria. Inglés 2006</i>	
LEARNERS' ROLES	TEACHERS' ROLES

3. Describing groups of learners

Estimated time: 1 hour and 30 minutes

■ ■ ■ ■ 3.1. So far, discussion and reflection have focused on learners and teachers separately. It is now time to think about how teachers have to work, not only with individuals, but also with groups of learners. In teams, make a list of the characteristics of Mexican secondary education groups.

Characteristics of Mexican Secondary Education Groups

One of the characteristics teachers often mention is class size, which is generally considered to be too large. Having large classes can cause several kinds of problems for teaching, but there are also some advantages involved. At present, given our national circumstances, it is not possible to reduce the number of students per group. However, it is possible and useful for teachers to learn how to deal with large groups. The following tasks are aimed at collecting the solutions you have generated to work successfully with large classes and sharing that with other teachers, as well as providing further alternatives.

■ ■ ■ 3.2. The table below shows some of the problems involved in working with large groups. Read and then put a tick next to the ones you most agree with. Compare with a partner and discuss if there are other problems you could add to the list.

1. Discipline. 'I have discipline problems in these classes; I find them difficult to control.'
2. Correcting written assignments. 'I can't keep up with the marking load.'
3. Interest. 'They get bored: I can't find topics and activities that keep them all interested.'
4. Effective learning for all. 'I can't make sure they're all learning effectively; the tasks I provide are either too difficult or too easy for many of them.'
5. Materials. 'I can't find suitable material: the textbooks are 'homogeneous'—rigidly aimed at one kind of learner, with no options or flexibility.'
6. Individual awareness. 'I can't get to know and follow the progress of all the individuals in my class: there are too many of them, and they're all so different.'
7. Participation. 'I can't activate them all: only a few students—the more proficient and confident ones— seem to respond actively to my questions.'
8. ...
9. ...
10. ...

Taken from Ur, P. (1996) *A Course in Language Teaching*. Cambridge: Cambridge University Press

■ ■ ■ 3.3. Categorise the problems into three groups: crucial (most important problems), fairly important (not at top priority) and not important (irrelevant to your teaching situation). As a team, discuss ways in which you have dealt/could deal with the crucial problems. Create a poster in which you mention the problems and strategies to deal with them.

■ 3.4. Read through "Large heterogeneous classes" in *A Course in Language Teaching* (Ur, 1996). Go back to your teams to discuss and add further ways of dealing with the problems you identified in 3.3.

4. Consolidation and extension

Estimated time: 30 minutes

4.1. Read through section “3.1.2. Habitual and ongoing activities” in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) and answer the questions that follow:

- What is difference between habitual an ongoing activities?
- What are examples of habitual activities?
- How can habitual activities help to work more efficiently, especially in large classes?
- Look back at the distribution of contents you read in Session 4. Can you find an example of an ongoing activity?
- Can you think of other examples of ongoing activities that could be conducted in the unit whose contents you distributed in Session 4?
- How can ongoing activities help to deal with individual student differences (needs, interests, abilities)?

Products of the session:

- Mindmap summarising the characteristics of secondary education students.
- Table comparing the roles of teachers and learners in relation to the 2006 programme.
- Poster summarising the main problems of working with large classes and strategies for dealing with them.

Purposes of the session:

For teachers to:

- Analyse how evaluation is conceptualised in the 2006 programme, and how it can be implemented in the classroom.
- Reflect on their own teaching practice and how it can be evaluated.
- Assess the usefulness and relevance of this guide.

Estimated time: 5 hours

Materials:

- *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés*, México, SEP.
- Anthology:
 - Airasian, P. (2002) "Evaluación del portafolio" en *La evaluación en el salón de clases*. México, SEP/McGraw Hill Interamericana Editores.

1. What is evaluation and what do we evaluate?

Estimated time: 1 hour



1.1. Work in groups to discuss the questions that follow:

- What is evaluation?
- Why is it important?
- What do we evaluate?
- What should be the focus of evaluation according to the *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006)?



1.2. Read through section sections "3.3. Evaluation" and "3.3.1. Evaluation of learning" in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Compare your answers to 1.1. with the information given in the text.



1.3. Reread the *Unit Focus* section of at least three different units of First grade. What is said about evaluation in those sections? Exchange views with your team.

2. Portfolio assessment

Estimated time: 1 hour and 30 minutes

2.1. The *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006) includes several references to working with portfolio assessment. Before you read about it, discuss with a partner what you think a portfolio is and its use for evaluation.

2.2. Read through the fragment called “Evaluación del portafolio” in *La evaluación en el salón de clases* (Airasian, 2002). Go back to your answers to 2.1. and see if there is anything you would add. Then answer the tasks that follow:

1. Complete el siguiente cuadro acerca de los elementos que puede incorporar un portafolio.

Medios	Reflexiones	Trabajos individuales	Trabajos en equipo	Procesos
Videos	Planes	Pruebas	Proyectos	Bocetos

2. El autor señala algunos de los propósitos comunes del portafolio. Conteste las siguientes preguntas con relación a esos propósitos:

- ¿De qué maneras ayuda el portafolio a que los estudiantes participen en el proceso evaluativo?
- ¿Qué aporta a los maestros, a los padres de familia y a los estudiantes?
¿Por qué es eso importante?
- ¿Por qué puede considerarse como un elemento de evaluación continua?
- ¿Qué criterios de desempeño se pueden tomar del programa de inglés para evaluar los portafolios?
- ¿Cuáles son las principales ventajas y desventajas de este recurso? Agregue otras que no estén mencionadas en el texto.
- ¿Cómo se puede garantizar la validez y la confiabilidad de los portafolios como herramientas de evaluación?

3. Linking with teaching practice

Estimated time: 1 hour



3.1. Below is a list of products from Unit 4, First grade which could be included in students' portfolios. With a partner, decide on the criteria you would use to judge these products.

- diary page(s)
- advertisement
- notice
- letter/e-mail



3.2. Choose another unit to work with. In pairs, decide what products of the unit should be included in students' portfolios, and what criteria you would use to judge the products. At the end, share your work with the rest of the group.

4. Consolidation and extension

Estimated time: 30 minutes



4.1. Read through section section "3.3.2. Evaluation of teaching" in *Educación Básica. Secundaria. Programas de Estudio 2006. Lengua Extranjera. Inglés* (SEP, 2006). Then discuss the questions below with a partner.

- How important is it for you to evaluate your own teaching?
- Who usually evaluates your practice? How? Who else could you involve in the process? In what ways?

5. Further extension

Estimated time: 1 hour

The following tasks are aimed at gathering information that will help to design further teacher development strategies and workshops. For that purpose, you are required to go over the topics covered in this guide and identify those that were not clear enough and/or those where more in depth analysis is needed.



5.1. Read the description of each session in the Introduction to this guide. Discuss if there is congruence between those descriptions and the contents covered during the sessions.



5.2. Reread the purposes of each session. Make a list of the topics on which you require further information.



5.3. Complete the table below with the information you discussed in 5.1. and 5.2. Send the table to the address included at the end.

LIST OF TOPICS SUGGESTED FOR FURTHER STUDY

Topics related to comprehension of the programme
Topics related to implementation of the programme
Topics related to contents of the programme
Other topics

Dirección de Desarrollo Curricular para la Educación Secundaria
Av. Cuauhtémoc núm. 1230. Primer piso
Col. Santa Cruz Atoyac C.P. 03310
Del. Benito Juárez
México, D.F.

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