Communication and Language Manual

L3 English Subarea

Bachillerato en Ciencias y Letras con orientación en Educación

CURRICULUM NACIONAL BASE

Primera edición
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El Ministerio de Educación como ente responsable de apoyar, ejecutar y promover mejoras en el desarrollo del proceso educativo nacional, realiza diferentes acciones orientadas a favorecer el desarrollo de programas y proyectos que hacen posible el cumplimiento de las metas y objetivos planteados.

Entre las direcciones sustantivas del Ministerio comprometidas con el cumplimiento de estos objetivos y metas, corresponde a la Dirección General de Currículo la elaboración de materiales de apoyo para los docentes de los diferentes niveles del Sistema Educativo Nacional.

En lo referente al Nivel Medio, para el bachillerato en Ciencias y Letras con orientación en Educación, se presenta una serie de manuales que apoyan el desarrollo de las diferentes áreas que constituyen el Curriculum Nacional Base de dicha carrera.

Los manuales orientan al docente en relación con planificar, desarrollar y evaluar su trabajo. Se presentan diferentes formas de cómo organizar la labor diaria, estrategias de enseñanza que facilitan los aprendizajes, así como técnicas y herramientas que permiten el proceso de evaluación de las competencias desarrolladas en los estudiantes.

Corresponde a usted utilizar adecuadamente los materiales de apoyo, asumir el reto de actualizar su rol en el aula, ser mediador entre conocimiento y estudiante, cambiar paradigmas tradicionales y mejorar la labor docente en búsqueda de la calidad educativa de las nuevas generaciones.
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Section I: Introductory Part

Thematic Location

The English as a Foreign Language (EFL) subarea of the curriculum is designed for students who finish the Ciclo Básico and begin Bachiller en Ciencias y Letras con orientación en Educación. Students will have the opportunity to apply their knowledge and competences in the commercial, technical, scientific and academic fields; as well as use the development of critical thinking to evaluate social, cultural, political and economic aspects in their own country and to compare these with other societies.

The Ministry of Education is responsible for supporting, implementing, and promoting improvements in the development of the national educational process in order to fulfill the goals and objectives of the Ministry, it encourages the development of different programs and projects and the Dirección General de Currículo is directly engaged with the achievement of these goals and objectives by developing materials to support teachers of different levels in The National Education System. Therefore, in order to design and elaborate the Teacher’s Manual for the EFL subarea of the Bachillerato en Ciencias y Letras con orientación en Educación a consulting group was formed.

The Teacher’s Manual is designed for the Communication and Language L3 subarea (foreign language). The main purpose of the manual is to provide a guide to EFL teachers for planning, evaluating, and using appropriate EFL methodology in the classroom. It is hoped that by providing this guide, teachers will improve the teaching learning process and students will show better results in the L3 acquisition.

The manual suggests ways in which teachers can organize their work, use teaching strategies to facilitate student learning, and make the evaluation process more successful.

Students will develop competences to communicate in English with English speakers and increase their personal and job opportunities. They will be better prepared to face the challenges of technology and globalization. The opportunity for cultural exchange is enhanced, thus enriching their knowledge and educational background.

The curriculum offers pedagogical methods and techniques for teachers to incorporate a variety of communicative activities in the teaching/learning process and to strengthen cross cultural understanding.
Meaningful Learning

Efficiently Process

To implement

Guide Teacher to get

Changes in Education, Curriculum

Subarea Communication and Language L3 English

Competences

Transverse Axes of the Curriculum

Performance Indicators

Curricular Transformation

Planning

Actions

Methodology

Process Methods

Evaluation

Approach to English

Successful Students

Strong Proficiency

Performance Level

Proactive Teachers
Approach of the Subarea

How to Link the Subarea with the Graduate Profiles and Competences

The Communication and Language L3 subarea focuses in learning a foreign language. This learning process could be easy for students engaged in meaningful learning and activities. Its purpose is to develop knowledge, skills to understand and produce conversation and messages easily and fluently.

Besides through the activities of this area, it is possible to develop skills of reading comprehension to understand any English text, and analyze the content to get knowledge about other countries and assimilate other cultures.

The main point of this subarea is the motivation to develop linguistic skills to face different situation, being able to communicate in the correct way, and applying critical thinking to solve any kind of problem.

Learning other language means, to develop reading, writing, listening and speaking skills through different activities, that teacher must learn and apply that fits with the graduate profiles that teachers hope to get at the end of the career.

Exercise

In the following chart you can identify the generic competences, area competences and graduate profiles, related with the Communication and Language subarea to know their function and purpose in the National Curriculum.

The National Curriculum comes from the general to specific, generic competences, area competences, subarea competences, and the graduate profile.
Why is important to know about this relationship?

In this part of the manual it is necessary to analyze the relation among the approach of the subarea, the graduate profiles and the generic competences. The approach of these elements is important in the design of the curriculum, for that reason it is suggested to identify this link among them. To facilitate this comparison, the following chart will help you to understand each one of these.

Read and analyze carefully the following chart, is useful to analyze how students perform according to the knowledge acquired and demonstrate their abilities to distinguish.

<table>
<thead>
<tr>
<th>Generic Competences</th>
<th>Area Competences</th>
<th>Graduate Profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates in two or more national languages, one or</td>
<td>Uses listening and speaking skills in their mother language and in learning</td>
<td>Communicates orally and writing in his/her mother tongue, in a</td>
</tr>
<tr>
<td>more foreign and other forms of language.</td>
<td>other languages according to dialogic needs, also relying on nonverbal language.</td>
<td>second language and in a foreign language.</td>
</tr>
<tr>
<td>Applies knowledge, technology and knowledge of the arts</td>
<td>Uses as an aid of information, increase knowledge, awareness development and</td>
<td>Practices as cross culture as wealth and part of the recognition</td>
</tr>
<tr>
<td>and sciences in their own culture and other cultures,</td>
<td>production of various texts, according to the rules of the language, based on</td>
<td>of the national identity.</td>
</tr>
<tr>
<td>focused on personal, family, and community, social and</td>
<td>the historical, cultural, national and international context.</td>
<td>Expresses an attitude of respect, fairness and justice to the</td>
</tr>
<tr>
<td>national development.</td>
<td></td>
<td>individual and group differences in gender, culture, language,</td>
</tr>
<tr>
<td>Uses the dialogue and various forms of communication and</td>
<td>Expresses in oral and written ideas feelings, opinions, proposals, among others,</td>
<td>religion and others.</td>
</tr>
<tr>
<td>negotiation, as aids of prevention, resolution,</td>
<td>autonomy and creativity, from a reflective and critical thinking.</td>
<td>Applies the progress of science and technology of the cultures to</td>
</tr>
<tr>
<td>conflict transformation, respecting cultural differences</td>
<td></td>
<td>develop the spirit of inquiry, creativity and critical thinking.</td>
</tr>
<tr>
<td>and opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses abilities, attitudes, skills and habits for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lifelong learning in different areas of life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the following exercise you could see some boxes, in which are the description of graduate profile, generic competences, and area competence, ask the students to read and analyze each one to identify the relationship. After reading, answer the questions in the big box. Discuss in groups about the conclusions, and ask them rewrite other exercise like this, to observe if they have understood very well this relationship.

**Exercise**

**Graduate Profiles:**
Communicates orally and writing in his/her mother tongue, in a second language and in a foreign language.

**Generic Competence:**
Communicates in two or more national languages, one or more foreign and other forms of language.

**Area Competence:**
Uses listening and speaking skills in their mother language and in learning other languages according to dialogic needs, also relying on nonverbal language.

**Discuss about:** What do you think is the relationship among the subarea, graduate profile and generic competences? Can you identify common function of these elements in the curriculum? Have you realized the important functions of these elements in the learning and teaching process? Can you explain how important is to know the application of these components to get a successful of the teaching/learning process?

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Relationship of Transverse Axes of the Curriculum, Area, Grade and Generic Competences

This is the path to follow to identify the relationship.

Transverse Axes of the Curriculum:

“The axes of the curriculum are central themes derived from the axes of Educational Reform. They orient the attention of the great intentions, needs and problems of the society, that can be treated through the education and others, they have following functions:

a) Making visible concerns for social problems to acquire critical social perspective, b) To establish a close relationship between school and every day life in their local, regional and national fields; c) generate learning content and personal experiences of the school environment, projecting from it to family, community, regional and national environment.”

(Marco General de la Transformación Curricular: 2003-54).

As you can see the area competence comes from the generic competence and the transverse axes of the curriculum, and they link with the contents. cursos.cepcastilleja.org
These comparative boxes are model to invite you to analyze how to develop and identify the link among transverse axes of the curriculum, and generic, grade and area competences, of the National Curriculum in the *Bachillerato en Ciencias y Letras con orientación en Educación* of the L3 subarea. It also aims in a simple and useful way for you, to link this and other sub areas when planning your class.

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_NacionalBaseCNB

**Generic Competences:**
- Communicates in two or more national languages, one or more foreign and other forms of language.
- Applies knowledge, technology and knowledge of the arts and sciences of their own culture and other cultures, focused on personal, family, and community, social and national development.

**Transverse Axes of Curriculum:**
- Multiculturalism and interculturalism, personal identity, ethnic cultural, national.
- Values Education

**Area Competences:**
- Uses listening and speaking skills in their mother language and in learning other languages according to dialogic needs, also relying on nonverbal language.
- Uses as an aid of information, increase knowledge, awareness development and production of various texts, according to the rules of the language, based on the historical context, cultural, national and international.
- Expresses in oral and written ideas, feelings, opinions, proposals, among others, autonomy and creativity, from a reflective and critical thinking.
- Uses the information technologies and communication, TIC, to acquire knowledge and interact with the world.

**Grade Competences**
- Engages in conversations exchanging information, opinions and ideas about general, personal and figurative topics.
- Produces oral or written texts based in previous authors or scientific readings with proper vocabulary and grammar structures.
- Applies in his/her relationship with others his/her understanding of cultural practices others than his/her own.
Exercises to Identify and Reflect these Components and Relate them to the National Curriculum

In the following exercise you can do different exercises to review the coherence among these components of the curriculum in the L3 subarea. The main idea is to identify differences and similarities from your own vision and perception of this subarea.

With exercises like this a teacher can reinforce his/her knowledge and make inferences to formulate changes and modifications in the daily educational process. After studying the charts, answer these questions:

What is the relationship that exists in these components of the curriculum?

How do these components help to prepare future teachers?

How do you use them in your planning lessons?

How do you think they help to improve education in Guatemala?

Once you have done the first exercise, continue doing more, until you are sure to manage the information.

To get more information click on this link

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB
Section II: Methodology

Thematic Location

Methodology refers to all the aspects related to the classroom practice, based on the changes of the teacher’s performance. From the new conception presented in The National Curriculum, which is supported by the Educational Reform, the teacher should play the role of mediator or facilitator of the learning process. This new conception presented in the National Curriculum, proposes that the teacher should play the role of mediator or facilitator of the learning process, which enhances the process of teaching, by empowering and guiding teachers to work competently and make changes in their teaching.

Therefore the teacher should promote the experiences and learning situations, that are linked with the reality, giving real meanings to the learning process, and leading the students to practice and develop problem solving strategies, and critical thinking in individual and group activities.

Methodology requires a process of communication combined with a variety of interaction activities to produce an efficient learning process. The methodology applied in class must respond to the needs and interests of the students, sociocultural characteristics of the community, and the current advances.

As part of the improvement of education, changes in the curriculum allow the application of competences, skills, and knowledge acquired in previous experiences when students face a new situation, and also there are procedures to follow as a way of putting into practice the teaching and learning process. With these practices, students promote an active participation to achieve meaningful learning.

The contents in the curriculum are important as they are the information, and the knowledge that students need when confronted with new situations.

Another element related with the methodology, is the teaching environment. It can bring out unexpected responses in students. This must be well structured, because its complexity can affect learning. An optimal learning provides optimal learning.

Characteristics of Methodology

- A method is a process
- A method follows a consistent order
- A method has a purpose
- A method has coherence
Concept Map No.2

The National Curriculum

Oriented the teaching/learning process

To apply

Changes permit

Developing competences, procedures and knowledge

Responds to the needs and interests

Generator Theme, Units, Interest Centers or Projects, Content Blocks

Active participation

Planning

Conect

Methodology

To get

Meaningful Learning

Receptive, Repetitive, by Significant Discovery

Assessment

Diagnostic

Formative

Summative

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&l=Curriculo_Nacional_Base_CNB
From Objectives to Competences

**What is an objective?**
Learning objectives are more specifically targeted to the educational outcomes of a lesson or a course. They are typically written using Bloom’s Taxonomy for educational objectives and are tailored for the specific lesson. When collected together, the learning objectives of a course support the competences.

**What is a competence?**
Competence is a cognitive structure that facilitates specific behaviors. From an operational perspective, competences seem to cover a broad range of higher order skills and behaviors that represent the ability to cope with complex, unpredictable situation. It includes knowledge, attitudes, skills, metacognition and strategic thinking, while it presupposes conscious and intentional decision making.

## Comparison of a Competence and an Objective

In the following chart teachers can compare these elements to identify the change done in the curriculum for competences, according to the Educational Reform.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching approaches from situations that are not relevant to the training needs.</td>
<td>Teaching approaches from disconnected disciplinary contents to each other and context.</td>
</tr>
<tr>
<td>The learning process is based on the actions and experiences.</td>
<td>The teaching process is based on the passing of disciplinary contents.</td>
</tr>
<tr>
<td>The student takes an active role and builds his/her knowledge and competences.</td>
<td>The student assumes a passive role and reproduces the content.</td>
</tr>
<tr>
<td>The graduate profiles describe what a student competently can do at the end of the career. 1</td>
<td>The graduate profiles describe mono-disciplinary and contextualized contents and are reproduced at the end of the career.</td>
</tr>
</tbody>
</table>

Good changes have been made in education!!!! What should I change in my practice?


   **How to change my teaching practice from an objective to a competence?**
The Interaction of a Competence

Why to work on competences now?

Because the society seeks to increase knowledge and enhance dialogue, encourage creative expression and generate new ideas across the fields of arts and culture, policy and education. That’s why teachers are conscious that students need a good preparation to face the world. Developing competences in teaching English as a foreign language by observing the approach of the students in another culture, their attitudes toward the study of a new language, language skills and the ability to solve conflicts.

*Those who have attained basic knowledge of a second language alongside a list of cultural facts remain, for all intents and purposes, monolingual, having merely glimpsed the target culture and the language informing it.* — G. Hoecherl— Alden, 2001.

Why competences?
The education is not only contents, is also the development of competences, to be able to face different situations in life, and find the best solutions. The objectives in education will be always present, but now we will develop competences to achieve them.
Competences are Useful for:

- Making sense of learning and making it more effective.
- Ensuring better fixation of the achievements.
- Identifying the essential without eliminating the secondary.
- Developing relationships between the different disciplines.

Now there is a move away from the idea that the National Curriculum is mainly implemented by having students reproduce theoretical knowledge and memorize facts.

Teacher’s Reflection

How to Identify a Competence

The objective of my class:
The students will be able to produce oral English by exchanging information about hobbies.

Competence:
Engages in conversations exchanging information, opinions, and ideas about general, personal and figurative topics.

Now can you see the difference? The objective is what I want to get, and the competence is what I have to develop with my students to get the objective.

Differences

- The objective was written in future tense; it is something that I obtain after developing competences.

- A competence was written in present tense, because it is something that I have to work on, to get my expectations.

After these activities, my students will acquire knowledge, values, skills, and they will be prepared to face the challenges of life and apply it in a pertinent and flexible way.
Guideline

In the following exercise you should identify the purpose of an objective, comparing it with the rest of elements of a class plan.

Ask the students to write a class plan in which they define the objectives.

Ask your students to write generic, area, and grade competences related to the topic, and analyze the relationship with the objective.

Can you identify the relationship among these components?

The Relationship among Planning, Methodology and Assessment

Planning
Is the formal process of making decisions for the future learning process. Planning involves dealing with objectives and competences, selecting the correct strategies and programs to achieve aims, determining and allocating the resources required. There are two principles behind lesson planning, the variety and flexibility. The planning is the art of mixing techniques, activities and material in such way that an ideal balance is created for the class. Before teachers can start to consider planning their classes they need to know about three main areas: the job of teaching, the institution and the students.

Methodology
This refers to educational practices that promote the active participation of all personal categories which are performed by students in order to facilitate the construction of their own learning. Is a set of methods, strategies and techniques planned to get a mental and constructive activity in the students.

Assessment
Is an intrinsic part of teaching and learning. It can provide wealth of information to use for the future direction of classroom practice. Assessment contributes to the good management or teaching and learning. Management practice integrates both continuous and final assessment into any educational and teaching plan.

To assess effectively it is necessary to know the different techniques to apply in your practice, the following chart will help you to use the one that fits best your students' needs and interests.

The National Curriculum of Bachillerato en Ciencias y Letras con orientación en Educación
In the National Curriculum you can find a proposal to get a satisfactory learning, with participative activities and planning, to make the students increase in mental activities and assessment to acquire new knowledge. That is why the authorities insist that teachers must take into account the methodology, assessment techniques and strategies to get a meaningful learning.

One of the useful manual that is available for teachers is “Herramientas para evaluar en el aula”, where you can find different techniques and tools which help you to improve the way to get the competences defined in the National Curriculum.

In the following chart, there is a list of different techniques that you should apply.

<table>
<thead>
<tr>
<th>Observation Techniques</th>
<th>Techniques Based on Performance</th>
<th>Objective Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics</td>
<td>Mind maps</td>
<td>Completion</td>
</tr>
<tr>
<td>Checklist</td>
<td>Problem Solving</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Grade scale or range</td>
<td>Case Method</td>
<td>Ordering</td>
</tr>
<tr>
<td></td>
<td>Projects</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>Journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Debates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question Technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolios</td>
<td></td>
</tr>
</tbody>
</table>

Well prepared teachers need to know six areas to make a successful plan, the language of the level, the skills of the level, the learning aids available for the level, stages and techniques in teaching, a repertoire of activities and classroom management skills.
Why is important to include planning, evaluation and methodology to achieve learning and skills?

Exercise

Bring to your class a lesson planning without a specific methodology or assessment. Give it to your students to analyze and identify what is missing to have a successful plan.

Competence: Engages in conversations, exchanging information, opinions and ideas.
Performance Indicator: Share feelings and interests through different activities.
Content: Speaking about leisure activities and personal interests.

<table>
<thead>
<tr>
<th>Diagnostic Activity</th>
<th>Procedures</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying the technique Question Words (what, how, why, when, who, where).</td>
<td>The students expect more instructions, but the teacher doesn’t speak clearly, then, they feel lost because they don’t know the next step.</td>
<td>The teacher asks them to explain what activities they see in the pictures, and classify according to the activity.</td>
<td>Flash cards Pictures Worksheets</td>
</tr>
<tr>
<td></td>
<td>The teacher gives a worksheet, but he doesn’t read before how to work on it.</td>
<td>The students infer about the exercise, but not exactly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students infer about the exercise, but not exactly.</td>
<td>The activity was not developed as the purpose of the exercise, because the student did not understand very well.</td>
<td></td>
</tr>
</tbody>
</table>

What do you think happened with these class activities?

Can you identify what is the problem?

According to your inferences, what is missing in these activities?

How is the correct way to plan this class?

Rewrite this lesson plan adding the things you realize that are missing to have a successful planning.
Planning Strategy Assessment

Why are these elements important in the learning and teaching process?
What would happen if one element is missing in the process?
What is the function of these elements?
Do you think they are useful for successful teaching?
Why will your students benefit with the application of these elements?

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Different Lesson Plan Organization

According the Runtime
It relates to the time covered by the planning
Annual planning: At the beginning of the school year, it is useful to visualize what is expected during the year. It contains didactic units.
Unit plan: it is shorter than an annual plan. A teacher defines periods according to the goals and objectives.
Daily plan/lesson plan: it is more specific, the teacher prepares each class weekly and daily.

According to the Pedagogic Model
It relates to the elements of each type of planning
Sheet planning: It is the more traditional model; the structure contains the definition of general and specific objectives and assessment.
Planning T: the structure contains abilities, skills, values, attitudes, procedures, strategies and contents. It allows the teacher to deal with all the important aspects of a plan.
Heuristic Plan: This type of planning is associated with the cognitive model.
Journey plan: This type of planning is inserted to the constructivist and cognitive models. It takes into account the expected learning, contents, activities and assessment.

Characteristics, Benefits and Difficulties of a Plan Organization in the Communication and Language L3 English Subarea

Unit Plan
Characteristics: It focuses the learning on the language standards, which are integrated thematically. It works on the skills, areas and sub areas of the pre-designed curriculum.
Benefits: A unit plan, helps the teacher to know what the Students will know and be able to do in a specific period of time with competences and indicators.
Difficulties to apply: Without unit plan, students and teacher can become frustrated because they may see the intended progress and can hinder the development of the integral curriculum.
Content Blocks
Characteristics: Involves the community. Organized around situations, situations of students’ problems. The participation of the students in the learning process is active and dynamic. Its main objective is to produce something concrete.
Benefits: Because it is a participative and flexible model, focuses on the answers and needs of the students and the community. It is useful in planning and the execution of the process of teaching and learning. The teacher’s job is integrated as a whole. The didactic process is aimed to find educational solutions. Allows participants to develop a sense of initiative, responsibility, solidarity and freedom. Integrates all developmental areas and grade competences, as they are necessary to meet the needs, interests and educational problems of students, during the execution.
Difficulties: Some times may require extra periods for teachers and students taking into account that there are activities of productive projects such as planting, tending and harvesting that are outside of normal class periods.

Interest Centers or Project
Planning is developed based on a theme and students interest. It will take place from different points of view. Encourages the process of attention, comprehension, and students’ development. Respects individual differences of the students.
In all interest centers include all areas of study. Stimulates the activities necessary for the students to adapt to the environment through activities based on education.
Benefits: Respects the students' development, it is based on their perceptions, perceived syncretism; their curiosity leads them to investigate and discover the parts of the whole, reaching some analysis. It considers the globalization on the teaching and learning process.
Difficulties to apply it:
Teacher neglects the student development in all areas.

Generative Themes
Characteristics: It has a stage of identification and selection of the topic. The topic selection is done based on the needs of students to delve into very specific topics. A theme can induce the development of other subtopics. It works specifically in one area of the curriculum.
Benefits: working to develop specific areas of the curriculum
Difficulties to apply it: The development of specific issues is not according to the integration, because they are oriented to an area of the curriculum. It strengthens the topic development but does not allow the development of values, when the activity is around needs, interests and problems of the students.
Teacher’s Reflection

Which one of these planning organizations do you think will be useful in your classroom?

Why do you think the chosen plan will be the best?

How do you think this planning organization will help the students to get a meaningful learning?

Why do you think that the one you have chosen matches with your students’ needs, context, interest and resources?

Discuss with a partner about the advantages of the different lesson plans.

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB (Planificación de los aprendizajes)

How to plan a lesson?

There are specific elements that a teacher must take into account to plan a class such as: objective, competences, performance indicator, procedures, contents, activities, and assessment.

Why is a lesson planning important for teachers and students?

- Being clear on what the teacher wants to teach.
- Being ready to cope on with whatever happens.
- A reminder for the teacher when they are distracted.
- It suggests a level of professionalism and real commitment.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>They don’t have to think on their feet</td>
<td>They realize that the teacher cares for their learning.</td>
</tr>
<tr>
<td>They don’t lose face in front of their students</td>
<td>They attend to a structured lesson, easier to assimilate.</td>
</tr>
<tr>
<td>They are clear in the procedure to follow.</td>
<td>They appreciate their teachers’ work a model of well-organized work to imitate.</td>
</tr>
<tr>
<td>They build on previous teaching and prepare for the coming lesson.</td>
<td></td>
</tr>
</tbody>
</table>
What type of planning organization is better for me?

How can I choose the best planning organization that fits with the Communication and Language Subarea L3 foreign Language?

There are many elements that a teacher must take into account to define it, such as:

a. Context and needs of the community.
b. Flexibility to adapt the lesson plan to the needs and interests of students.
c. Teaching and learning must be closely tied in with assessment method.
d. Available resources.
e. Sequence and pacing.
f. Accounting for individual differences.
g. Timing.

After this reflection, here are some steps to follow and get a successful planning

Model of a Lesson Plan Organization

Unit Plan

Guideline

Steps to Follow

a. At the beginning I must identify competences and performance indicators, because they are a guide to choose strategies, resources and type of assessment.

b. Now I have to link the transverse axes of the curriculum, these were described before, and now I can apply them, according to the content.

c. Contents should fit with competences, performance indicators and transverse axes of the curriculum. Example:
### Content

<table>
<thead>
<tr>
<th>Transverse Axes of the Curriculum</th>
<th>Competence</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking fluently about hobbies, sports or artistic activities.</td>
<td>Multiculturalism and interculturalism, personal identity, ethnic cultural, national.</td>
<td>Engages in conversations exchanging information, opinions and ideas about general, personal and figurative topics.</td>
</tr>
</tbody>
</table>

### Map to follow to take into account the principles when designing a lesson plan

**Principles of a Lesson Plan**

1. **Variety**
2. **Coherence**
3. **Balance**
4. **Flexibility**
5. **Challenge**

### Resources

If I want a successful class, I must identify the resources before, and I have to prepare them on time.

These resources could be: markers, text books, workbooks, dictionaries, worksheets, realia, audio-visual aids, board, and wall paper.

### Procedures

- **What to do?**
- **How much time?**
- **Who does?**
- **How to do?**
- **What logical sequence?**
### Procedures

<table>
<thead>
<tr>
<th>Materials and equipment: CD, CD player, posters, textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>An opening statement or activities as warm up for the lesson itself.</td>
</tr>
<tr>
<td>A set of activities and technique in which you consider appropriate proportion of time for:</td>
</tr>
<tr>
<td>- Whole class work</td>
</tr>
<tr>
<td>- Group and/ pair work</td>
</tr>
<tr>
<td>- Teacher talk</td>
</tr>
<tr>
<td>- Student talk</td>
</tr>
<tr>
<td>- Teacher/student talk</td>
</tr>
</tbody>
</table>

#### Activities:

1. **Warm up.** Write a group of words on the board from the list of activities: read, listen, play, go, write, dance, and learn.

   Write each activity from the list on eight pieces of paper.

2. **Exchanging information:**
   a. Let the students to guess what their classmates are doing by asking questions what are you …? Try to elicit the complete sentence.
   b. Ask students to number the activities in order:
      - The most interesting. The least interesting.
   c. Put the students in pairs to compare their answers.

3. **Language check Do - Don´t**
   a. Draw three columns on the board: affirmative, interrogative and negative.
   b. Write an example of an affirmative sentence, example: do they like playing? Point out that Do is the auxiliary to ask questions in the simple present.
   c. Ask students 1 and 2 if they like to dance. Elicit the negative answer: They don´t like dancing.
d. Underline Do and Don’t. Tell students we use them with me / you / us / them.

4. Pronunciation tip. Ask students to repeat the words after you pronounce them. After this practice.
   a. Ask them do choral and individual back changing with other question and pronouns.

b. Ask them to practice conversation in pairs. During this activity, you can walk around checking pronunciation.

**Closure:** Ask questions about the main idea of the lesson. Students will show the competence development

**Homework:** Ask the students to cut and paste pictures of different activities and write sentences on each one.

**Formative Assessment:** It was done when the teacher observed the activities during the development of the class, observing pronunciation, interaction, and participation.

**Summative Assessment:** The teacher can apply any instrument suggested in this manual or the modules included in the bibliography.

**Teacher’s Reflection**

Do you take into account all these steps when planning your class?

What other assessment can you apply, according to the content?

What other type of activities can you develop according to the context and content?
Describe more ideas about how to asses writing, listening and reading activities

Writing

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Listening

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Reading

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Speaking

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Contents

The contents are a set of scientific, technological and cultural knowledge, and they constitute the resources to promote the integral development of the students. In the National Curriculum, you can find the contents for this subarea, and they are classified like this:

“The declarative contents are defined as learning to know; they refer facts, data, concepts and principles.
The procedural contents constitute learning to do; the execution of the procedures, strategies and techniques.
The attitudinal contents, they constitute learning to be, and they are focused in values, which are seeing in the attitudes of the students.”

1 http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB (lineamientos curriculares para la elaboración de materiales pág. 37)
To understand these contents much better, here is an example:

<table>
<thead>
<tr>
<th>Declarative Contents</th>
<th>Procedural Contents</th>
<th>Attitudinal Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about leisure activities and personal interest.</td>
<td>Searching for information about hobbies or sport activities, and apply it.</td>
<td>Speaking and share information about personal hobbies or sport activities.</td>
</tr>
</tbody>
</table>

I realized, that each content has an specific function and purpose.

The following concept map will help you to see the steps to get a successful lesson planning, and the meaningful learning.
A Model of a Lesson Plan

Steps to Follow

1. First you need to define the relationship of the competences and performance indicators, because they are a guide to select and design learning strategies and the assessment tools, to apply during the teaching and learning process. It is also important to find out the relation with the transverse axes of the curriculum.

I realized that this relationship is necessary if I want to get good results.
2. Verifica si los contenidos son específicos, de acuerdo con la competencia, indicador de rendimiento y ejes transversales del currículo.

<table>
<thead>
<tr>
<th>Content</th>
<th>Transversal axes of the curriculum</th>
<th>Competence</th>
<th>Performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking fluently about hobbies, sports or</td>
<td>Multiculturalism and interculturalism, personal identity, ethnic cultural, national.</td>
<td>Engages in conversations exchanging information, opinions and ideas about general, personal and figurative topics.</td>
<td>Offers and responds to greetings, compliments, invitations, introductions, and farewells.</td>
</tr>
<tr>
<td>artistic activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Competence is designed to be achieved in many units; it has the characteristic of being continuous and integral. There are competences that will be present during the learning process.

3. Recursos deben ser elegidos después de hacer el trabajo en relación y analizando los contenidos.

These resources can be: markers, text books, workbooks, dictionaries, worksheets, realia, audio-visual aids, board, and wallpaper.
**Procedures**

**Step 1 Reception**

Before the class the teacher chooses a topic related with the students’ interest from the National Curriculum. This phase includes activities to guide students to concentrate on a certain topic. It suggests using concept maps, games, and listening exercises.

**Students Use Brainstorm**

Some of them probably have hobbies and can share their experiences.

Ask students to name all the possible hobbies, to complete the map.

![Concept Map](image)

**Step 2 Dialogue**

In this phase the teacher can include simple dialogues between students and teacher or students and students. The teacher can ask students their opinions, to agree or disagree or talk about likes and dislikes.
Ask the students which hobbies are familiar to them.

Going to the movies, playing video games, reading, going to the gym, learning English, listening to music, playing the guitar, writing poems, dancing.

**Introduce Vocabulary and Practice Pronunciation**

Show pictures of people doing different activities or hobbies, and ask them if they can identify the activities?

---

**Step 3**

**Action**

This phase is for research and presentations by individual or groups.

Students explain the purpose of hobbies they practice.

They investigate about hobbies of friends and relatives, exchange information with others.

Students explain why they have chosen these hobbies.

Ask them to write a list of their favorites.

**Remember**

In each activity you must assess if the competence is developed, and if the activities are the best to get the meaningful learning.

---

**Formative Assessment**

Vocabulary
Dialogue
Application
Comparison Chart of Hobbies

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise:

1. Ask the students to write more activities to perform in this content.
2. Ask the students to write other types of assessment.

The Development of a Class

Phases of the Meaningful Learning of a Class

<table>
<thead>
<tr>
<th>Initial Phase</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exploring previous knowledge</td>
</tr>
<tr>
<td>Intermediate Phase</td>
<td>Previous organizers or cognitive bridges</td>
</tr>
<tr>
<td></td>
<td>New learning or punctual learning</td>
</tr>
<tr>
<td>Final Phase</td>
<td>Learning integration</td>
</tr>
<tr>
<td></td>
<td>Learning assess</td>
</tr>
</tbody>
</table>

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB(Lineamientos curriculares para la elaboración de materiales de aprendizaje)
Guideline

1. When a class promotes a meaningful learning, it should begin exploring previous knowledge to make the students connect what they know and what they are learning.

2. During the class development, it promotes the ability to manage new knowledge. In this phase the teacher can apply previous organizers or cognitive bridges, to link the previous and new knowledge.

3. In the closure phase, the teacher should make the students integrate the new knowledge through self-reflection about how the learning changes their attitude.

The meaningful learning is a procedure, a new concept, by which meanings are integrated into our cognitive structure to a greater or lesser extent, depending on how much effort we make to seek this integration, and on the quantity and quality of our existing, relevant cognitive structure.

Example:

**Competence:** Engages in a conversation exchanging information, opinions and ideas about general, personal and figurative topics.

**Performance Indicator:** Share feelings and interests through different activities.

**Content:** talking fluently about hobbies, sports or artistic activities.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Procedures</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Organizing cultural activities according to Anglo-American holidays and meaningful dates (St Patric, Independence, Labor, Thanksgiving Day, among others) | Initial phase  
Exploring previous knowledge of different activities of American holidays, in pictures.  
Brainstorm, students explain what they know orally. | Diagnostic  
It takes place during the oral explanation about other cultures. |
|                                                                        | Intermediate phase  
Working in pairs, the students should identify holidays in worksheets.  
The students choose a holiday and listen to identify the story of the chosen holidays such as | Formative  
In pairs writing activity.  
In pairs listening activities.  
In pairs vocabulary. |
|                                                                        |                                                                           |                                                                           |

Subárea curricular Communication and Language L3 English
<table>
<thead>
<tr>
<th>Thanksgiving Day, and identify clue words. The students write down the new words, they heard, and exchange information with a partner about the origin of some holidays.</th>
<th>Homework: Investigation about their own culture</th>
</tr>
</thead>
</table>
| Final phase  
The students explain what they understood in pairs, as much as they heard. The teacher asks them to conclude about the holidays in other countries.  
Homework: Investigate about holidays of their own culture and identify differences. | |

**Teacher’s Reflection**

How should I motivate the students to get the meaningful learning?

How should I give feedback to students?

What other assessment can I apply for these activities?

What can I do to improve listening skills?

**Initial Phase**

The purpose of this phase is to explore previous knowledge. The teacher presents situations to call the attention of the students; it makes students to develop critical thinking, and oral production. They explain what they know applying vocabulary about holidays. The teacher assesses during the development of the activity and takes into account observations to improve the teaching and learning process. The students give their ideas applying brainstorm technique.
In this phase the students work in pairs to identify holidays, analyzing pictures. They match and identify pictures of holidays in worksheets. They listen to stories about the holidays, and write down new vocabulary, to exchange information with a partner. It is important to develop critical thinking with these activities and motivate them to express their ideas with fluency.

In this phase the students explain what they understood, the main idea of the story. In pairs they explain what they understood about the holiday chosen from American culture. They elaborate a conclusion and apply the use of a dictionary. Identify differences and similarities, with their own culture. Exchange information in pairs and with the rest of the group. The teacher asks questions to assess how much they have learned today. As homework they investigate about holidays of their own culture and identify differences from the American culture.
Formative Assessment

In this process the teacher can observe the students performance and apply this checklist to identify their weakness to prepare more activities to improve the learning process.

<table>
<thead>
<tr>
<th>Aspects to Assess</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen carefully to the instructions and listening exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shows an active, organized and enthusiastic participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops critical thinking and expresses ideas and thoughts fluently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Contribute to help the pair work, giving good ideas to get conclusions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To complete the teaching and learning process is necessary a teacher self evaluation. Here is a model, which you can apply to assess your teaching practice.

Teacher Self Evaluation

<table>
<thead>
<tr>
<th>Aspects to Evaluate</th>
<th>Always</th>
<th>Sometimes</th>
<th>Often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares a lesson plan according to the results of the formative assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes activities to develop competences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes into account the process of meaningful learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States assessment methods to measure students’ outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies new strategies to improve the teaching and learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Different Learning Strategies: Learning, Teaching and Assessment

Learning strategies are the set of activities, techniques, and media that are planned according to the needs of students, the expected objectives, and the nature of knowledge, for the teaching learning process may be effective.

It is a process, a set of steps or skills that a student acquires and intentionally uses as a flexible instrument to learn meaningfully and solve problems and academic demands.

Strategies are procedures; these include techniques, operations, specific purpose.

Now you have gotten the meaning of the meaningful learning, now here there is a chart to contrast it with the rote learning, and you can identify each process, to apply metacognition and define why it is important to change your teaching practice to help the students to face any kind of situation with a variety of skills, abilities, and competences?

<table>
<thead>
<tr>
<th>Meaningful Learning</th>
<th>Rote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-arbitrary, non-verbatim, substantive incorporation of new knowledge into cognitive structure.</td>
<td>Arbitrary, verbatim, non-substantive incorporation of new knowledge into cognitive structure.</td>
</tr>
<tr>
<td>Deliberate effort to link new knowledge with higher order concepts in cognitive structure.</td>
<td>No effort to integrate new knowledge with existing concepts in cognitive structure.</td>
</tr>
<tr>
<td>Learning related to experiences with events or objects.</td>
<td>Learning not related to experience with events or objects.</td>
</tr>
<tr>
<td>Affective commitment to relate new knowledge to prior learning.</td>
<td>No affective commitment to relate new knowledge to prior learning.</td>
</tr>
</tbody>
</table>

Backup of Meaningful Learning Model By Jack Hassard, Georgia State University, emeritus.
**Exercise**

Read carefully the contrast chart and try to remember in which way you were taught. After reading, please write exactly the best and the worst moment at your school, and identify how was it, related with the chart above and your teaching practice.

<table>
<thead>
<tr>
<th>The Best Moment at School</th>
<th>The Worst Moment at School</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was the teacher practice?</td>
<td>How was the teacher practice?</td>
</tr>
<tr>
<td>What did he/she do, that affected the rest of my life?</td>
<td>What did he/she did, that affected the rest of my life?</td>
</tr>
<tr>
<td>Did he/she help me to get a meaningful learning to be a good teacher?</td>
<td>Did he/she help me to get a meaningful learning to be a good teacher?</td>
</tr>
</tbody>
</table>

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB (Metodología de los aprendizajes)

Teaching the Communication and Language L3 foreign language subarea, requires a well prepared teacher, engaged with the development of different skills and abilities to form competent students. For this reason the teacher should know all the techniques and strategies useful for a successful learning and teaching process.

In the National Curriculum, there is a variety, which can be applied, in order to get a meaningful learning. Communication is the main purpose of this subarea, because the students will learn to be able to communicate in a foreign language by reading, listening, writing and speaking from a social and personal perspective, with autonomy, reflection and critical proposal.

When the students finish the career, they will face a global world, in which they will apply their knowledge to solve many problems of life such as, academic, labor,
economical, social and personal. That is why it is important that during the learning process, they practice, experiment, apply the knowledge to leave the school being well experienced and well prepared to go to the university.

### Teaching Strategies
Teaching strategies are procedures or resources used by teachers to promote meaningful learning. Strategies are actions to follow. Therefore, they are always conscious and intentional directed to get an objective related with what they are learning.

### Teaching Techniques
Are specific activities carried out by the students as they learn: repetition, underline, diagrams, questions, deduce, induce, etc. They can be used mechanically.

In the next chart, you will find a list of different main strategies to apply in the Communication and Language L3 subarea. Read very carefully the description and advantages. At the end analyze if you have practiced some of them. In the chart below, describe your experience and suggest some changes you will do, to improve the application.

Share this with the students, and ask them to tell which one, they think is the best to develop competences and meaningful learning.

<table>
<thead>
<tr>
<th>Strategies applied in the classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvements I will do:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Strategy</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>Dialogue</td>
</tr>
<tr>
<td>Brainstorm</td>
</tr>
<tr>
<td>Learning Centers</td>
</tr>
<tr>
<td>Role Play</td>
</tr>
<tr>
<td>Mind Mapping</td>
</tr>
</tbody>
</table>
To improve the teaching process is important to know the point of view of the students. The next assessment model, will help you, to know how they feel about the strategies that are implemented in class?

<table>
<thead>
<tr>
<th>Aspects to Evaluate</th>
<th>Always</th>
<th>Sometimes</th>
<th>Often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable during the English activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities help me to develop reading, listening, writing, and speaking skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities situated me within the context of real world or authentic problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you face many difficulties developing activities in class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities help you to get a meaningful learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are the students motivated to performance the activities in the English class?
Am I doing my best to help students to get a meaningful learning?
What can I do if students say, that they do not feel comfortable applying planned activities in the English class?
How can I face this challenge?

In the process of teaching and learning of Communication and Language L3 Foreign Language, the teachers must implement other strategies to develop metacognitive skills and abilities. In the following chart you can see the most strategies applied in the learning process.

I am proud of being a teacher who reflects and analyzes the daily practice.
“What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation.”
By: Marcus Tullius Cicero

## Language Learning Strategies

<table>
<thead>
<tr>
<th>Use what you know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task – Based Strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use background knowledge</th>
<th>Think about and use what you already know to help you to do the task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make inferences</td>
<td>Use the context and what you know to figure out meaning. Read and listen between the lines. Go beyond the text to understand its meaning.</td>
</tr>
<tr>
<td>Make predictions</td>
<td>Anticipate the information to come. Make logical guesses about what will happen in a written or oral text.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>After completing a task: Assess how well you have accomplished learning task. Assess how you have used learning strategies. Decide how effective the strategies were</td>
</tr>
</tbody>
</table>

---

1. [http://www.searchquotes.com/quotation/What_nobler_employment_or_more_valuable_to_the_state_than_that_of_the_man_who_instructs_the_rising/15817/](http://www.searchquotes.com/quotation/What_nobler_employment_or_more_valuable_to_the_state_than_that_of_the_man_who_instructs_the_rising/15817/)

### Exercise

Read each one of these strategies, and analyze in which moment you have applied them, describe your experience, share and discuss with other teachers or with the students. Remember all your positive comments will help teachers and students to improve their practice.

---

Sometimes occurs that teachers do not want to make innovations in their classroom practice. And students also do not respond according to the teacher expectations. Here are some aspects to avoid if you want to be a successful teacher or student.
<table>
<thead>
<tr>
<th><strong>Teacher Facing Learning Strategies</strong></th>
<th><strong>Students Facing Learning Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The rejection of innovation</td>
<td>Student resistance to be active in their learning</td>
</tr>
<tr>
<td>The rejection to apply different methods</td>
<td>Traditional methods of learning</td>
</tr>
<tr>
<td>Ignorance of the learning process</td>
<td>The student does not appreciate the value of learning for a good performance</td>
</tr>
<tr>
<td>Capacity of the teacher to discuss the learning with the students</td>
<td>It is rewarded only mechanical or rote learning</td>
</tr>
<tr>
<td>Lack of consciousness of their own learning process</td>
<td>Learning strategies involve more time than traditional methods, a provision environment, furniture, materials, and more self-regulation.</td>
</tr>
</tbody>
</table>

http://www.muskingum.edu/~cal/database/general/
Section III: Assessment

Thematic Location

Assessment is a process that enriches teacher and student performance, it helps to reflect student's learning task. Therefore assessment helps teacher to identify whether the learning was significant or not. When the teacher asses, he/she can see that the process reflects the following facts:

1. Assessment helps students to grow through guidance and counseling, provided them during the process, by the teacher as a learning facilitator.
2. Assessment detects the problems in the teaching and pedagogical methods used in order to improve the education quality.
3. To value the students' performance and their progress.

Assessment Participants

All people in the educational community can participate in the assessment process. For that reason, it is necessary to consider certain important aspects such as ethic, personal commitment, cooperation, effort, responsibility sense, quality work done, about the expected results.

Self Assessment
Students assess their own learning process

Peer Assessment
Assess students to each other, and give feedback about their own development.

Teachers and Parents Assessment
Teachers, parents or members of the community can assess the student’s performance.

English teachers should identify the terms, assessment and evaluation because both are used for the same purpose. Teachers apply assessment for gathering information from a variety of many sources. It reflects how well a student is achieving the National curriculum expectations, while evaluation is a process of judging the quality of the student’s work on the basis of established criteria, and assigning a value. It could be a numerical mark, or a letter, to represent quality.
Now understanding these components of the teaching and learning process, we refer to the teachers’ work in the classroom. With the changes made in the curriculum, this process has a different approach now.

“The transformation of the educational reforms, also promotes changes in the evaluation process. This process provides important information from the Educational System function, its progress and stagnation, and the identification of factors related to the student performance with the purpose to improve the education quality.”

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB (Herramientas de evaluación en el aula page 14)

**Characteristics of Assessment**

- The primary purpose of assessment is to improve student performance.
- Assessment should be based on an understanding of how students learn.
- Good assessment provides useful information to report credibly to parents on student achievement.
- Good assessment requires clarity of purpose, goals, standards and criteria.
- Assessment methods used should be valid, reliable and consistent.
- Assessment requires attention to outcomes and processes.
- Assessment works best when it is ongoing rather than episodic.
- Assessment for improved performance involves feedback and reflection.

Concept Map No.3

Characteristics
- Continuous
- Systematic
- Integral

Types
- Diagnostic
- Formative
- Summative

Assessment Process
- Self Assessment
- Peer Assessment
- Hetero Assessment

Techniques
- Observation
- Checklist
- Range List
- Rubric

By application
- Performance
- Mind Map
- Problem
- Case
- Projects
- Journals
- Debates
- Essays
- Question
- Portafolio

Elements
- Assessment Task
- Student Performance
- Judgment of the Performance
- Feedback

Based on
- Objective Testing
  - Multi-item
  - Common Base
  - Multiple Choices
  - Completion
  - Matching
  - Order Alternatives

Assessment Task
- To: Teacher
- To: Student

50

Manual para el desarrollo en el aula del CNB de bachillerato en Ciencias y Letras con orientación en Educación
Elements to Take into Account to Assess

It is important before assessing in order to administer any good assessment, you must have a clearly defined purpose. Thus, you must ask yourself several important questions:

- What concept, skill, or knowledge am I trying to assess?
- What should my students know?
- At what level should my students be performing?
- What type of knowledge is being assessed: reasoning, memory, or process? (Stiggins, 1994)

By answering these questions, you can decide what type of activity best suits your assessment needs.

Derived from these changes, the assessment permits to emphasize strengths and positive aspects of student.

- To determine the weaknesses and needs of students with the purpose to provide appropriate reinforcement.
- To consider learning styles, language skills, and students’ cultural and educational experiences.

http://www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB (Herramientas de evaluación en el aula)

Assessment is the way instructors gather data about their teaching and their students’ learning (Hanna & Dettmer, 2004). It provides a picture of a range of activities with different forms of assessment. Once these data are gathered, teachers can evaluate the students’ performance. Evaluation, therefore, draws on one’s judgment to determine the overall value of an outcome based on the assessment data. It is in the decision making process then, where the teachers design ways to improve the recognized weaknesses, gaps, or deficiencies. Hanna,G.S., Dettmer,P.A. (2004) Assessment for effective Teaching. Boston, MA: Pearson A&B

Assessment → Evaluation → Decisión – making
## Relationship among Criteria, Techniques and Assessment Instruments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Techniques and Instruments</th>
<th>More Techniques</th>
<th>Target Behavior Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce oral or written texts based in previous readings</td>
<td>Observing techniques: Checklist, range scales and rubrics. Performance techniques: Mind maps, projects, journals, debates, essays, question technique and portfolios.</td>
<td>Dictation, Cloze tests, Strip stories, Role plays, Using writing samples</td>
<td>Spell words correctly. Solve life problems. Speak foreign language. Show positive attitudes. Create written compositions and essays.</td>
</tr>
</tbody>
</table>

### Principles to Assess

- **Reliability** is the extent to which assessments are consistent.
- **Validity** is the accuracy of an assessment; whether or not it measures what it is supposed to measure.

### Exercise

You are looking for an assessment instrument to measure reading ability. There is the option to select two possibilities:

Test A, provides data, and indicates that there is high validity, but there is no information about relativity.

Test B, provides data, and indicates that it has high relativity, but there is no information about validity. Which test would you recommend? And, why?
Ask the students which are the main problems they have faced in the assessment process of the Communication and Language L3 Foreign Language class.

For example:

Weak instruments, lack of clear instructions, lack of coherence with the contents, and how was the result?

<table>
<thead>
<tr>
<th>Difficulties Related with Assessment</th>
<th>Solutions Applied</th>
<th>What suggestion would you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Weak instruments</td>
<td>ask the teacher for some confusing statements</td>
<td>Carefully prepare the instruments with the main idea of the contents</td>
</tr>
</tbody>
</table>

Techniques and Assessment Criteria Exercise

Complete the chart writing the criteria, technique and the best instrument to assess

<table>
<thead>
<tr>
<th>Content</th>
<th>Competence</th>
<th>Criteria</th>
<th>Techniques and Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding details and main points in short readings.</td>
<td>Produces oral or written text based in previous authors with proper vocabulary and grammar structure.</td>
<td>Observation</td>
<td>Performance</td>
</tr>
</tbody>
</table>

Here is your task
To assess any kind of activities, the teacher should develop the abilities, problem solving, and skills, to face students in real life situations, remember you are teaching for life. What happens whether in the classroom are students with disabilities?

Teachers you are not alone, in the Ministry of Education there is a specific place, which is in charge to guide teachers in situation like this. (Dirección de Educación Especial). In the National Curriculum, there is also a section for students with special needs, which will be useful for your lesson planning.

The teacher should be aware of the expectations for students with disabilities and pay attention to the students’ accommodations, because they need to have full and equal access to educational opportunities regarding activities, instruction, and assessment. Here are some of these types of accommodations: Timing/ scheduling, setting, presentations, response accommodations.

Example of Formative Assessment

The goal of formative assessment is to gather feedback that can be used by the teacher and the students to guide improvements in the ongoing teaching and learning context.

Formative assessment Communication and Language L3 foreign language

<table>
<thead>
<tr>
<th>Competence</th>
<th>Performance Indicator</th>
<th>Content</th>
<th>Assessment Activities</th>
<th>Assessment Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages conversations exchanging information, opinions, and ideas about general, personal and figurative topics.</td>
<td>Share feelings and interests through different activities.</td>
<td>Speaking about leisure activities and personal interests</td>
<td>The teacher asks the students to read and listen to 3 students about what they like and don’t like. While the students read, write yes or no, if they like or don’t like the mentioned activity. In pairs they discuss about their likes and dislikes, comparing their answers. After this activity, each pair share in front of the class about their similarities and differences.</td>
<td>The teacher will elaborate a Checklist, or Range Scales and Rubrics, to assess the listening, reading, and speaking activities.</td>
</tr>
</tbody>
</table>
Formative Assessment

Oral presentation check list:

Student name: ________________________________________
Date: _______________________________________________

<table>
<thead>
<tr>
<th>Aspects to Observe</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand short written texts about leisure activities and personal interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Answering in a proper way to questions or commands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Applying new vocabulary in conversation with peer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Follow instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Read and listen exercises with proficiency to answer questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example of Summative Assessment

The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
Student name: __________________________________________________________

Date: __________________________________________________________________

Read and listen to three students talking about what they like and what they do not like. Write yes, if they like the activity. Write no, if they do not like the activity. Look at the example.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to the movies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to the gym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing poems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Differences between Summative and Formative Assessment

Formative Assessment

Formative assessment is a teaching tool used on a daily basis to determine how much students have learned and how much they still have to learn. This can be determined through assignments and homework, quizzes and class discussions.

They are given more frequently but carry lesser grading weight, because they are only used to determine which areas in the teacher’s instructions are not understood by the students and how much a teacher still have to teach them.

Formative assessments allow teachers to know the effectiveness of learning tools and help them change their methods and find which ones are more effective in helping the students understand what is being discussed in class.
**Summative Assessment:** is a teaching tool that evaluates students based on their performance and is the basis to determine the progress made by the student for the unit that has been discussed and for the school year as a whole.

It is used to evaluate whether the students are ready to take statewide tests and to provide information on the progress made by public schools, its administrators, and public or local agencies in relation to policies in education.

Summative assessments are conducted formally and can be in the form of quizzes, essays, tests or projects. They are given at the end of a unit to determine how much the student has learned about the whole lesson and if they have met academic standards. They can also help the teacher find better teaching methods to use, if the summative assessment results are not satisfactory.1

**Formative Assessment:**

- It helps students identify their strengths and weaknesses and target areas that need to work.
- It helps faculty recognize where students are struggling and address problems immediately.

Summative assessments are often *high stakes*, which means that they have a high point value. Summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

There are several purposes:1

- to provide feedback for teachers to modify subsequent learning activities and experiences;
- to identify and remediate group or individual deficiencies;
- to move focus away from achieving grades and onto learning processes, in order to increase self efficacy and reduce the negative impact of extrinsic motivation;[3]
- to improve students' metacognitive awareness of how they learn.
- "Frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress."2

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1. Difference Between Formative and Summative Assessment | Difference Between | Formative vs. Summative Assessment http://www.differencebetween.net/miscellaneous/difference-between-formative-and-summative-assessment/#ixzz2E7MJJXntZ
How to improve the teachers’ performance?

In an EFL class the main purpose is to maintain the motivation of the students to learn other language. It faces different situations in which, you, as a teacher must be creative to help them to break the barriers that represents to take the floor, and stand in front of other students. To present one´s work is a challenge, because it requires confidence and courage. What will you do to assess shy students?

One of the most difficult skills to develop in an English class is speaking, because the students do not feel comfortable to produce a foreign language and because shy students are afraid to speak and perhaps to make a mistake. They are afraid or insecure to be ridiculed; for that reason, teachers must help them to avoid a harmful environment.

Discuss with other English teachers and students, about the problem with shy students and try to find the best solution.
What would you do to identify causes of this attitude?
What would you do to motivate this kind of students to speak without being afraid?
What kind of activities will you apply to make them feel confident?
How will you assess speaking competence, if it is too hard to make them speak?
It is expected that you share your ideas to help other teachers, and take into account the continuous improvement process.

Here are some suggestions to work and help shy students:

A shy student is just as susceptible to failures and successes in their schoolwork as an outgoing child but due to their personalities, certain teaching and learning techniques are required. Here are five techniques to responding positively to your shy students inside and outside of the classroom:

1. Change their environment. By regularly changing the child’s social environment they are forced to learn to adapt to different situations and become more comfortable in these situations. Although they may not be privy, immerse them amongst friendly and/or more outgoing children or assign them to a partner or small group.

2. Be responsive to the student and validate them- Make real contact with the shy student as much as possible. Make time to talk with them each day, even if just for a few minutes, and listen carefully and respond specifically to what they tell you.
3. Engage shy students in special activities. Give them a special job. A shy student feel better about themselves when they feel they’re making a positive contribution and when they have a reason to interact with others. Providing them with a designated role or activity will give them something to do and cause them to interact with others without retreating to the fringes of the group.

4. Point out success and compliment them. Although shy students may crave and dread attention at the same time, it’s still important for them to feel special. Posting their work in a prominent spot or commenting on their accomplishments in front of others will validate them. However, it’s also important to not make them feel uncomfortable. It’s best to offer a compliment and quickly move on as to not embarrass them or draw too much attention to them.

5. Teach them how to initiate contact with others - Suggest ways to initiate productive peer exchanges or to respond positively to peer initiations. Teach them to ask questions of others and to listen to responses. It’s never too early to teach a student to converse and communicate effectively.

There are Several Uses of Formative and Summative Assessment:

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>-to facilitate learning</td>
<td>-to record achievement, through the award or diplomas.</td>
</tr>
<tr>
<td>-to see whether learning has taken place.</td>
<td>-to anticipate future achievement.</td>
</tr>
<tr>
<td>-to provide feedback to teachers on how learners are progressing, clarifying for the teacher what can be done to improve.</td>
<td>-to allow students to enter or progress within the workplace.</td>
</tr>
<tr>
<td>-to diagnose students’ needs or barriers to learning and help inform any necessary changes to the course.</td>
<td>1</td>
</tr>
</tbody>
</table>

Reflective Task
Think back to your experiences as a student then a teacher. Is it possible for the same task or assignment to have both formative and summative characteristics?

1. http://www.tutorfi.com/MotivatingYourChildorStudent/workingwithshychild
Improvement Continuous Process

The improvement learning is a sequential process. It starts thinking about the evidence of learning that teachers get after assessment activities, to make decisions based on them, he or she will make decisions to help each student.

The teacher must be able to detect not only where are the difficulties, but through the cognitive analysis, understand how well the students perform, and guide them to improve the learning process. A feedback action only makes sense if the teacher determines the student’s difficulties according to the evidence identified through the assessment instruments. 1

Well with all these exercises and reflections, you have done in the thematic of this manual, now you are ready to apply a continuous improvement process in the classroom, taking into account aspects like planning, methodology, strategies, and assessment.

Continuous improvement process is related with multiple activities that help you explore and analyze what kind of changes are necessary to do, in order to get good results at the end of the educational cycle. Here are some reflections:

- Improvements are based on many small changes rather than on radical changes.
- All educators should be continually seeking ways to improve their own performance.
- Ideas for change and improvement come from the educators and students themselves.
- Educators to take ownership for their work and related improvements.

From Reflective Teaching: Exploring our Own Classroom Practice

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works – a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. 2

As a part of this improvement process, at the end of the week, you can apply some reflective questions like these:

- What was your significant learning this past week?
- What learning experience for everyday life can you extract from our class activities?
- What did you learn or what was reinforced about yourself?
- What can you take from the class activities to use in your life outside of class?

In the National Curriculum, there are competences, which can be observed for you in the daily practice, and also, performance indicators. With these elements is easier to see if the learning and teaching process is taking place. Here are some examples, to facilitate their application.¹

How can I get evidence from students’ learning?

etniqminerals.com

<table>
<thead>
<tr>
<th>Competences</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies in his/her relationships with others his/her understanding of cultural practices.</td>
<td>Recognizes and uses gestures, manners, behavior, greetings, and idiomatic expressions of the language.</td>
</tr>
<tr>
<td>Produces oral and written texts, based on previous authors or scientific readings with proper vocabulary and grammar structure.</td>
<td>Gets information from authors and scientific readings.</td>
</tr>
<tr>
<td></td>
<td>Identifies and uses linguistic elements of English that do not translate literally and compares them to their Spanish equivalents.</td>
</tr>
</tbody>
</table>

Fortunately there are tools like the National Curriculum, in which specific elements guide you, to do a good job.

Also there are modules as “Herramientas de Evaluación”, in which you can find tools to apply according to the purpose and assessment objective.

Self Assessment

Classroom-assessment-theory-into-practice

Students can become better communication language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self assessment encourages students to become independent learners and can increase their motivation.

Example of Self Assessment

This self assessment will help you to know about your performance in the Communication and Language L3 class. Mark with an X on the statement that better fits your task.

Read each statement carefully and thoughtfully. Think about the quality of your performance in the Communication and Language L3 class, as what you have learned.

Mark an X on No. 1 if you have gotten an excellent learning process.

Mark an X on No. 2 if you are doing your best to improve the learning process.

Mark an X on No. 3 if you need to improve the learning process.

<table>
<thead>
<tr>
<th>#</th>
<th>Aspects to Assess</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy participating in class discussion and activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I did my best work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can transfer into a real world, what I have learned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I can apply vocabulary and grammar structures in oral and written activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel comfortable speaking in peer activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peer Assessment

One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers’ work. The teacher must explain expectations clearly to them before they begin.

For peer evaluation to work effectively, the learning environment in the classroom must be supportive. Students must feel comfortable and trust one another in order to provide honest and constructive feedback. The teacher who use group work and peer assessment frequently can help students to develop trust by forming them into small groups.

Example of Peer Assessment

<table>
<thead>
<tr>
<th>Content</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic is clearly in the conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply grammar structure and vocabulary in speaking activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Show respect for student's production.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Logical sequence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for Continuous Improvement

Besides the activities described above, there are more, which helps teachers and students, to find out solutions and different ways to improve the teaching and learning process. There are activities named teacher circles, which consist a meeting once a month, to improve performance or discipline problems. In each reunion, they present a problem, and discuss about the solution. It is useful to face challenges in the school, related to the learning and teaching process. After the first reunion, they planned every activity to get the effectiveness. Effectiveness varies among the teachers, and is often shaped by personal and academic background, pedagogical preparation, teacher assignment, school, and other influences.

The teachers can also write a journal for daily activities, to write them down, and share their experiences, to help other teachers as a guide.

Dear teachers, you play a key role in students’ life and have a major share in shaping it. It is a teacher who, with a variety of activities, teaches them the art of living. You nurture talent, cultivate young minds and make successful individuals and beautiful people out of ordinary girls and boys. You teach them, all the time, what it means to be successful, and expose them to competition. You tell, in the daily practice, what achievement means and teach the students what it takes to achieve anything in life. You teach them to dream big and to never fear failures. You are there for them whenever they need you. You see how they grow in personal and academic life.

Thanks teachers for your positive attitude and readiness to implement the new career, and suggestions given in this manual. Thank you for your acceptance and motivation to implement it, in your daily educational activities.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the students. Carl Jung

http://www.buzzle.com/articles/words-to-thank-a-teacher.html
Bibliography


e-Grafía

In this part of the bibliography you could find appended a list of virtual sites that can be viewed as a theme concerning of the subarea L3 foreign language.

http://steinereducation.edu.au/steiner-education/curriculum

http://www.kean.edu/~tpc/Classroom%20Management/EFFECTIVE%20LESSON%20PLANNING%20%20Classroom%20Mgmt.htm

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