



DEPARTMENT OF
EDUCATION



English Curriculum Framework

Developing leaders for success

2022

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DEPARTMENT OF
EDUCATION



Curriculum Framework

English Program

2022

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SECRETARY'S MESSAGE

DEPARTMENT OF
EDUCATION



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ACADEMIC SERVICES CURRICULUM REVISION PROJECT

The Puerto Rico Department of Education (PRDE) directs its actions toward the pursuit of quality and equity in the learning of all our students. Our goal is to prepare them to compete on equal terms with other citizens of the world. The documents presented within this document, as a result of the curricular revision process of the Academic Services Area, contribute to achieve this goal. This is a rigorous, aligned, and enriched curriculum. The scope and sequence, at each grade level, is in accordance with the stages of human development of our students.

In this sense, teachers receive a set of tools to develop students' knowledge, skills, and attitudes in each subject, based on critical thinking, creative thinking, and attitudes for academic success. In addition, they allow a comprehensive training that strengthens learning linked to art, technology, health, and physical education considering an approach of equity and respect for students, their interests, aptitudes, and contexts.

Teachers, have a leading role in the holistic and integral development of students. Through standards and expectations, essential competencies, curriculum frameworks, curriculum maps or thematic outlines, and syllabus, you will fulfill this important mission. This will enable you to more effectively direct instructional planning and classroom action to achieve meaningful learning for their students.

We have worked to help each of our students achieve success in their academic and personal lives. I thank all those who participated in the focus groups and contributed with their knowledge, valuable experiences, and recommendations in the construction of the new tools. I am convinced that, with the support of the school community, the dedication of each teacher and the efforts of our students, we will be able to advance towards our goal in benefit of all the children and young people in our educational system.


Eliezer Ramos Parés, Esq.
Secretary

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INTRODUCTION

The Curriculum Framework of the English Program assembles the philosophical principles, foundations, focus and integrated vision of the program's curriculum for kindergarten through twelfth grade. It includes the vision, mission, goals, areas of study by levels, organization, scope, and sequence of the content, including recommendations of strategies, teaching methods and criteria for evaluation. It is a general document that serves as the reference frame for the curriculum design.

This framework delineates in general terms the curriculum principles offered at each level and it outlines the theoretical foundations which support it. The curriculum viewed from the Department's perspective consists of three dimensions: a) the content to be developed, which includes, in great measure, concepts and skills in the materials used; b) the methodology or methods, strategies and techniques of teaching that are developed and delivered in the context of modern theories of learning; and, c) the process of learning and assessment, which is outlined in the cognitive, humanistic and sociological theories of learning, as in recent neuroscience findings. The latter positions the student as the center and constructor of knowledge.

The curriculum of the public schools translates into three distinct levels: elementary, intermediate, and high school, each with its peculiarities and characteristics dimensions. Content is developed taking into consideration each student's psychological and physical development.

Evaluators and curriculum technicians have, in this document, a theoretical framework that serves as a guide enabling them to direct their efforts in relation to the curriculum. In addition, this document is important to governing bodies of the Department of Education as well as the different school boards, parents and communities when evaluating educational practices (including the curriculum) developed for Puerto Rico's public schools.

Finally, but of no less importance, the framework is also intended for the use of universities and university professionals. It will provide guidance to those professionals responsible for designing teacher training for the Department of Education of Puerto Rico. In this way, it suggests to universities, without dictating parameters, the skills that are taught to teachers, the attitude they should have, and in a general way, the content matter teachers are required to have knowledge of to comply with the goals of the Department of Education. In an equivalent manner, the Framework provides the professor with a sharp vision of the goals and theoretical framework in which the Department of Education sustains each one of its programs while guiding towards these professionals towards the knowledge needed when facing instructional responsibilities.

OVERVIEW

Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico even though Spanish is the vernacular and the medium through which most daily affairs are carried out.

Among the most important reasons for learning English from a social, political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years. Importantly, English is also the preeminent international language in our ever-changing global society and the language of the information age. Moreover, English has become a language of social empowerment. Gatekeepers that enable socioeconomic mobility in this society use it as a “door-opener.” It is important to note that, currently, English as well as Spanish is an official language of Puerto Rico.

Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness; and self-confidence. Since culture is embedded in learning a language, learning English can assist the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English-speaking world albeit through a second language.

There is compelling evidence that learning a second language also has cognitive advantages. Critical thinking, creativity, and mental flexibility are enhanced, and intellectual ability is increased in the process of second-language learning. In addition, language is indigenous to all learning that takes place and is the medium by which students assimilate and give meaning to their experiences. Mastering two languages enriches and expands their learning experiences.

TEACHING ENGLISH IN PUERTO RICO: A HISTORICAL VIEW

(DEPR 2003 & 2016 Curriculum Frameworks)

The teaching of English in Puerto Rico has long been affected by the close connection that exists between language and identity and between a person's vernacular and his/her feelings of belonging to a specific language community. In the same way, there is also a close link between a country's language policy and its future development—political, cultural, economic, and otherwise.

For a better understanding and ability to deal with the present situation of the teaching of English in Puerto Rico, we need to look briefly at what has happened over the past 100 years.

1898 – Military Established English Language Instruction

Puerto Rico was ceded to the U.S. under the Treaty of Paris. Military government established English as the language of instruction. All subjects in public schools were to be taught in English.

1900 – English Language Instruction in Secondary Schools

English was the mandatory language of instruction in Puerto Rican high schools between 1900 and 1948. Commissioner of Education Brumbaugh decided that English would be the language of instruction only in the secondary schools. Educators had to learn English in order to teach their classes.

1902 – Official Language Act

The Official Language Act granted official status to Spanish and English. The island was declared officially bilingual. All public business would be conducted in Spanish and English.

1903 – Official Language Act (Amended)

The United States Commissioner of Education revoked the Official Language Act and reestablished English as the language of instruction in all grades.

1917 – Spanish Language Back in Public Schools

The Spanish language was reinstated as the language of instruction for the first four grades.

1920 – Efforts to Improve English Instruction

Teachers from the United States were employed on the island to enforce and improve the quality of English instruction.

1921–1930 English as Spoken Language in Schools

Commissioner of Education John B. Huyke emphasized that English be spoken by English professors and students in and outside of classrooms. Books were published in English and Spanish only and any other printed materials were banned.

1930 – New Language Policy (English as a Second Language, or ESL)

José Padín established English as a foreign language from a pedagogical perspective. He encouraged using Spanish as the means of instruction. English was taught and used as a second language from first through eighth grades.

1934–1936 Language Policy Changes

During Franklin Roosevelt’s administration, Commissioner of Education Blanton S. Winthrop imposed English as the language of instruction in all grades.

1941 – Winthrop’s Policy Modified

English was reestablished as the language of instruction only in secondary schools.

1942 – Spanish as First Language through Sixth Grade

Spanish Language was the language of instruction through sixth grade. English was taught as a special course.

1948 – First Governor of Puerto Rico: Luis Muñoz Marín

Luis Muñoz Marín, the first elected governor of Puerto Rico, established that the Spanish language was to be used as the official language from first through ninth grade. English was to be taught as a second language for one period a day.

1949–1950 Teaching in the Vernacular

Commissioner of Education Dr. Mariano Villaronga decreed that teaching would be in the vernacular at all public-school grade levels. This rule prevails today.

1968 Bilingual Education Act

President Johnson signed the U.S. Bilingual Education Act, or Title VII.

1970–1980 “Nuyoricans” Trained

The Department of Education in Puerto Rico trained migrants or "Nuyoricans" who came from the United States to teach English to students. Educational funding was requested by the island’s public system and universities for this purpose.

1972–1976 Bilingual Education Projects

Projects were developed for Bilingual Education in schools.

1978 – United States Funds

The United States provides funding for the purpose of establishing bilingual education programs, such as Title VII, Migrant Students Programs, Bilingual Vocational Programs, Adult Education Programs, and Special Programs for Disadvantaged Students at University Level.

1989 – Projects Approved by the Puerto Rico Department of Education

The Department of Education in Puerto Rico approved projects at the Metropolitan University, Sacred Heart University, and the University of Turabo for the development of Bilingual Education.

1991 – “Spanish Only” Legislation (Law # 4)

In 1991 the island's legislature voted to revoke Puerto Rico's official bilingualism and replaced it with Spanish as the sole official language. Governor Rafael Hernández Colón declared Spanish the main language of Puerto Rico.

1991 – 1992

Project Success and Project CEMI are created to strengthen language-arts skills for students with limited proficiency in Spanish and English using computers in classrooms.

1993 – Pro-Statehood Party Language Policy

A new law revoked and replaced Law # 4 of April 5, 1991, to once again recognize both English and Spanish as official languages of Puerto Rico. Projects from Bilingual Education become autonomous.

1997 – 1998 Bilingual Citizen Project

In an official act, Governor Pedro Roselló proclaimed English and Spanish as the official languages of Puerto Rico. The Bilingual Citizen Project was established in various schools across the island.

2001 – No Child Left Behind Act

U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act; it included Title I provisions applying to disadvantaged students.

2011 – First Curriculum Maps

2012 – Bilingual Projects

Puerto Rico's academic year began with the launching of a pilot project to teach several courses in English in 32 schools, with the intention of encompassing the entire educational system within 10 years. New bilingual schools and initiatives were established in Puerto Rico. These initiatives included proposals BEC-21 and ES-21 projects.

2013 – Pilot Projects Concluded

Pilot project initiatives BEC-21 and ES-21 proposals concluded.

2014 – New Core Standards Mandatory

New Puerto Rico Core Standards and revised Curriculum Maps for all public schools under the Department of Education are made mandatory.

2015 – Curriculum Framework for English Revised; Gender Equity Added

In September 2015, State Senate bill 1177 approved Spanish as the sole official language on the island, with English to be taught in schools as a second language. The Curriculum Framework for the English Program was revised. A Gender Equity Curriculum Module was established.

2016 – Dual Language Model Proposed

A new proposal is established based on the Dual Language Model: Bilingual Proposal Building Language Enriched Educational Program (BLEEP). It aims for proficiency in literacy and content in two languages, English and Spanish. The program’s goal is geared toward bilingualism (the ability to speak fluently in two languages) and biliteracy (the ability to read and write in two languages).

2022 – Core Competencies Added to Curriculum

The Curriculum Framework, Content Standards and Grade Level Expectations, and Curriculum Maps of the English Program are revised. The Core Competencies document is introduced into the curriculum.

Every Student Succeeds Act (ESSA) 2015

The **Every Student Succeeds Act (ESSA)** is the federal K–12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” ESSA extended more flexibility to states in education and laid out expectations of transparency for parents and for communities.

ESSA requires every state to measure performance in reading, math, and science. Each state determines the way students are assessed. Every school in each state must inform parents about their standards and their results.

ESSA requires every state to develop a concise and easily understandable “State Report Card” that is accessible online and provides parents with valuable information on test performance in reading, math, and science. **The report cards must also provide data on graduation rates, suspensions, absenteeism, teacher qualifications, and many other factors.**

ESSA increases transparency to empower parents with information to help them make the best choices for their children. For the first time ever, states are required to report how much money, on average, they spend per student. This is called “per pupil expenditures.” ESSA also requires states to list their lowest performing 5% of schools. These schools require “comprehensive support and improvement.”

ESSA extends flexibility **for funds to be invested in career and technical education and even toward transportation for students to attend higher-performing schools.**

WHAT IS THE CURRICULUM FRAMEWORK?

The Curriculum Framework is the most effective tool to implement the philosophical principles and the focus of each study program from Kindergarten through Twelfth grade. The Curriculum Framework assembles and enhances the principles, foundations, and focuses of the English program. It is designed to incorporate the vision, mission, goals, and depth of knowledge, including general recommendations of strategies. It presents the core concepts, teaching approaches, techniques, and strategies, ways in which students learn, and assessment strategies that teachers can use to meet the Department of Education standards for the English Program. This document is a reference frame to interpret the curriculum design.

The Curriculum Framework describes the principles pertaining to each level that outline the theoretical foundations upon which the principles are based. The Department of Education views the curriculum from a three-stage perspective focusing on a) desired results (alignment to learning objectives, essential questions, transfer and acquisition goals, content focus, and content vocabulary); b) assessment evidence (performance tasks and other evidence); and c) learning plan (learning activities) outlined in the constructivist-humanistic and sociological theories of learning brought forth in neuroscience findings from recent research, which presents the student as the center and constructor of knowledge.

Purposes of the Curriculum Framework

The primary purpose of a curriculum framework is to have students achieve the Department of Education's vision, which is a graduate learner who knows, knows how to do, knows how to be, and knows how to live together. The Curriculum Framework implements the philosophical principles and the focus of each study program from Kindergarten through Twelfth grade. It is designed to incorporate the vision, mission, and goals of the English program. It presents the core concepts, teaching approaches, techniques, strategies, ways in which students learn, and the assessment that teachers can use to meet the Department of Education standards for the English Program.

Scope and Use of the Curriculum Framework

The curriculum framework is a guide that aids both evaluators and curriculum technicians to perfect the curriculum and work on other aspects of significance in supervision. It is intended to be used by college-bound professionals designing teacher training. It presents the skills, attitudes, and knowledge of content matters required, fundamental for the teachers to comply in accordance with the expected goals.

THE REVISION OF THE CURRICULUM FRAMEWORK

Social and Academic Changes that Pose New Educational Needs

As a community of a public school system, the Department of Education of Puerto Rico (DEPR) recognizes the importance of the development of knowledge and academic skills, in harmony with the emotional and social development of the student. This is done to prepare students to be sensitive, competent, creative, self-managed, and entrepreneurial, and able to perform successfully in society, in the context of a globalized economy, so that they can meet the challenges as individuals and as citizens of a collective world.

The essential principles of management in the DEPR are based on three basic premises:

1. The student is the main reason of the educational system, and the teacher is the main facilitator.
2. The interaction between students and teachers is the principal function of the school. Other school activities should be designed to facilitate teaching and to improve and strengthen education management services to the community school.
3. Schools belong to the communities they serve, which must participate in school governance.

Values, Social Changes, and Educational Trends

Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows:

Values

1. The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities.
2. The DEPR values justice, solidarity, equity, fairness, goodness, legality, prudence, objectivity, truth, and freedom.
3. The DEPR values teamwork, by hypothesis; decision-making that is participatory and, as far as possible, democratic; respect for creative work and for truthful and cordial dialogue; and confrontation and debate of ideas, with no diminution of professionalism, harmony, and respect for divergence.
4. The DEPR values human beings in terms of their educational and professional needs, and as individuals in the system.

A central argument is that if education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be.

Educational Needs of Our Society

Aspirations

1. The DEPR aspires to unite in collective effort with the school system, society, and citizenry to transform education in Puerto Rico while viewing the graduate student as a transformer of society and our teachers as facilitators of transformation.
2. The DEPR aspires to anticipate the needs of our school communities and exceed their expectations by providing an infrastructure that allows them to perform successfully and offering support services of the highest quality to teachers and administrators in the shortest time possible, giving particular attention to individual students and their different educational needs.
3. The DEPR aspires to think systematically, in terms of connections, relationships, and contexts, and function as an open system that tends to transform constantly in regard to method or form school communities that interact with the elements of the system, with the aim of generating emergent properties that seek to obtain results such as meeting the needs of the organization and of society in general.
4. The DEPR aspires to raise awareness of nature and the laws or principles that govern it, capture the harmony, and develop attitudes about life and the environment. It also seeks to pursue the good life and the well-being of individuals and society, humanize decision making, pursue justice and compassion focused on restoration and prior transactions, and prioritize lasting relationships.

Creed

1. The DEPR believes that our system is a living and complex entity consisting of a highly valued staff that is creative and innovative, in keeping with the organizational philosophy and ideals: committed and supportive, highly qualified and efficient, responsible, honest, and disciplined.
2. The DEPR believes in continuous pursuit of academic excellence and permanence of ethical and moral values that should govern our conduct.
3. The DEPR believes in the importance of system thinking and the applicability to daily work, the study and planning within a complex system of which we are part of; as well as the open organization, sustained learning, surrounded by change and transformation of pedagogical, curricular, administrative, and educational policy dimensions.
4. The DEPR believes:

- a) In providing the student with powerful tools for various social functions assumed by each human being, based on sustained learning within traditional and nontraditional ways of learning through a system of acquisition and transference of thought and through the development of their life project, family, and country's plan.
- b) That the human being is a systemic entity.
- c) That the human being is unique and unrepeatable.
- d) That the design of our school should be one that develops learners—children and youth and adult participants.
- e) That it is essential for students to develop the skills and competencies that enable them to have a comprehensive view of events and the world around them, in a place where they may learn while they are producing and, in the process, learn from each other.
- f) That from within their community, students must take the responsibility to create and develop socio-economical, educational, and cultural growth (and growth in other areas as well), in order to ensure the quality of life and promote the good life.
- g) That systematic questioning, research, and dissemination are essential to sustain the development of individuals, organizations, and society by producing new knowledge and new ways of thinking and interacting.

EDUCATIONAL NEEDS RELATED TO THE TEACHING OF ENGLISH

The English program provides students with an encouraging environment to improve the standards and expectations of the language with the components of the graduate student profile. English-language teachers' efforts are to facilitate a good education for students by providing the necessary tools to become independent language learners and to honor the differences in backgrounds, learning styles, differentiated instruction, and essential competencies to succeed in the language.

Students' individual needs are as diverse as the students themselves (Tomlinson, 2015). The necessity of being flexible and sensitive to the students' needs in class is an initiative for language learning and differentiating instruction. It is a goal to provide courses that improve English language skills, differentiated instruction, and academic success in all areas. The expectations encourage learning while developing awareness of essential competencies to attain a good life.

The English program recognizes that students' needs change as they develop lifelong experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking, foundational skills, reading, writing, and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language. Each level of learning, therefore, fortifies students' personal, social, and academic responsibilities in life.

Students arrive with preexisting knowledge. Each person's mission is to access and capitalize on this knowledge. By understanding a student's background, we can encourage students to become teachers themselves. Allowing students to realize their strengths and weaknesses creates lifelong language learners; therefore, teaching extends beyond the class. We are not preparing students to be "native" English speakers, but rather self-motivated, proficient language learners to achieve a good life.

Bilingual Education

Law 85 of March 29, 2018, as amended and known as the "Puerto Rico Educational Reform Law," establishes that the school must seek for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. This includes the development of other languages whose mastery is considered essential in the near future. In addition, Article 9.01, on the rights of students, indicates that all students in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which

they are taught to communicate fluently in at least the two official languages of Puerto Rico, English and Spanish.

Bilingual education is defined as the use of two or more languages as instructional media for teaching content classes such as science or social studies (Cambridge, 2017). Students will be immersed in the culture of both languages, Spanish and English, and the focus is on promoting biliteracy through language skills (reading, writing, and verbal expression). The primary goal of teaching English to all students is to enhance opportunities for all students to become bilingual in Spanish and English by providing enriching language instruction at grade-level content. Therefore, academic skills, content knowledge, intellectual curiosity, cultural identity, civic responsibility, and lifelong learning as fully biliterate Puerto Ricans will be developed.

Models of Bilingual Education

- English Plus: This modality teaches one additional class in English. For example, science or math is taught in English.
- Dual Language: This modality teaches two content classes in English, such as math and science, and the other subjects in Spanish, such as social studies, physical education, fine arts, and health.
- Immersion: This modality teaches all content classes in English except the Spanish class.

The primary purpose of bilingual education is to provide opportunities for all students to achieve high levels of proficiency in speaking, writing, and reading in two languages. The operational manager of the English Program will be in charge of bilingual education. She will provide academic advice, mentoring, and technical assistance to existing bilingual schools in coordination with the Spanish Program and will be in charge of expanding such schools to other municipalities in Puerto Rico. In addition, the bilingual education program will guide regular schools in the implementation of special bilingual projects if they request it.

Technology in the DE English Program Curriculum

Technology is a tool that can change the nature of learning. Primarily, educators want students to learn. It is certainly not enough to tell educators that they need to use the boxes and wires that have invaded their schools simply because they are expensive or because students need to know how to use the latest widget. If technological tools will help them achieve that primary goal, educators will use those tools.

Technology lends itself to exploration. But before technology can be used effectively, exploration must be valued as important to both teaching and learning. In a technology-rich classroom, for example, students might search the Web for information, analyze river water, chart the results, and record what they've learned on the computer.

In such an environment, acquiring content changes from a static process to one of defining goals that the learners wish to pursue. Students are active, rather than passive, producing knowledge and presenting that knowledge in a variety of formats. Educators can encourage a diversity of outcomes rather than insisting on one right answer. They can evaluate learning in multiple ways, instead of relying on traditional paper-and-pencil tests. Perhaps most importantly, teachers and students can move from pursuing individual efforts to being part of teaching and learning teams, which may include students from all over the world. Of course, active learning is rarely a clean, neat process. Students engaged in such a process can create busy, noisy, and messy classrooms. It's important to recognize that this kind of learning takes practice—for both the teacher and the students.

Activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning. Students must learn that exploration doesn't mean just running around doing what they want and ending up who knows where. Educators must recognize that if students are investigating and asking questions, writing about what they're learning, and doing those things in an authentic context, then they are learning to read and write and think.

The definitions of both terms (technology and integration), whether broad or limited, drive the problem. Computer technology is merely one possibility in the selection of media and the delivery mode—part of the instructional design process—is not the end but merely one of several means to the end. Integration does not mean the mere placement of hardware in classrooms. If computers are merely add-on activities or fancy worksheets, where is the value (Hadley & Sheingold, 1993)? Technologies must be pedagogically sound. They must go beyond information retrieval to problem solving; enable new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction—in sum, improve the pedagogy.

Wager (1992) argued that “the educational technology that can make the biggest difference to schools and students is not the hardware, but the process of designing effective instruction” (p. 454), which incorporates computer technology and other media appropriately.

As 21st-century teacher educators, we consider literacy to be more than simply the reading and writing of printed text. Literacy includes every aspect of language: reading and comprehending what one reads, writing and using written language to express important and original ideas, speaking, listening, viewing, critiquing, and so much more (Madda, Griffio, Pearson, & Raphael, 2011). Similarly to Leu and his colleagues (2013), we argue that 21st-century technologies transform literacy; because technology is now ubiquitous in the developed world, children read, write, and learn in ways not imagined just two decades ago (Prensky, 2001). We share the views of the International Reading Association (2009) that literacy includes the ability to use information and communication technologies to communicate and learn. These technology

tools allow teachers to embrace the sociocultural nature of literacy learning and bring the world into the classroom, just as Dewey (1911) advocated at a time when today's technologies could not be imagined. This sociocultural perspective is, we believe, at the heart of artistic technology integration.

Effective integrators make the most of the digital tools and resources available to them— that is, artistic technology-integrated instruction is not necessarily the use of cutting-edge technology. Rather, in most cases, teachers use available tools in sophisticated ways to differentiate instruction, create opportunities to build language and literacy, and build bridges between the classroom and the global community.

In classrooms where technology integration is evident, teachers select the tools most appropriate for their instructional purpose and leverage the tools to support the range of emerging skills demonstrated by their students. Technology is used to create opportunities for learners to engage in developmentally appropriate yet challenging language and literacy activities. These teachers use technology to scaffold learning by using a gradual release of responsibility approach. Instruction is characterized by language-rich discourse, both digital and verbal, which supports the development of emerging language and literacy skills, problem solving, comprehension, and communication.

VISION, MISSION, PRINCIPLES, GOALS, AND OBJECTIVES

Vision

Develop students who can communicate effectively and creatively, reflectively, and critically in the English and Spanish languages to maximize their opportunities for competitiveness and social mobility in a changing and dynamic 21st century. Empower students to face their transition to the life of university studies and employment in the current world of work. Students learning English as a second language should feel committed to their mother tongue, their Hispanic culture, and their second language, simultaneously developing a high sense of solidarity, respect, and appreciation for other cultures in a modern and globalized world.

Mission

The English Program aims to enable students to develop effective reading, writing, language, oral communication, and listening comprehension skills in the English language. The program encourages the concept that by mastering these essential communication skills the student will be able to successfully face the challenges of the 21st century. It will offer enriching educational experiences that cultivate appreciation for learning the English language. The program's curriculum will focus on developing in students the critical and creative thinking necessary to meet the expectations and demands of a contemporary global society.

Statement of Principles

The correct use of linguistic concepts that facilitate the application of knowledge is essential for mastering a second language. For this reason, the lessons must be developed using the normative documents: the Content Standards and Expectations by Grade, the Curriculum Framework, the curriculum maps, the current circular letters (both the English Program, Planning of the teaching process, and Evaluation and Assessment of Student Learning), and the Design of School Excellence.

The Basic Principles of the English Program

1. Develop and foster all foundations in language skills for the enrichment of the student's English language repertoire. Foster a positive environment with language learning (Krashen's Affective Filter, 1981). The right environment increases students' prior knowledge and experiences (Cummins, 2001). A good environment affirms the existence of pedagogical equity with the unique and diverse needs of each student, so that all have a high-quality education that responds to their linguistic needs.

2. Apply multiple intelligences (Gardner, 1983) tied to language skills (reading, writing, speaking, and language) to develop different skills in the communicative frameworks of the language for the complete formation of the student.
3. Expand the student's knowledge of English by providing adequate linguistic challenges (Vygotsky, 1978). The teacher will serve as a linguistic mentor in their communicative development so that the student can become an independent agent of English (competent in all areas of academic and social language).
4. Empower students with the necessary tools to become independent learners by honoring diversity, learning style, differentiated instruction, and essential competencies for success in work life.
5. Train and facilitate the student until he becomes a productive entrepreneurial agent through learning the English language.

Promote significant experiences in which the students can use English in their communities (among friends and family) to develop and perfect their linguistic knowledge within authentic experiences.

Goals of the English Program

The English Program seeks:

1. to develop in students the ability to use the English language effectively and appropriately in their entire social environment.
2. to facilitate students to develop effective strategies in learning to read, write, and speak the English language.
3. to promote the integration of the English Programs as a cardinal aspect for the effective learning of the English language.
4. to promote an environment in the classroom that fosters positive English language-learning experiences for students.
5. to offer an enriching integrated curriculum that is challenging, taking into consideration each student's social, economic, cultural, and personal background, including their knowledge and skills.

In this way, they will be able to face new challenges, enabling them to face the opportunities of the global world and the educational approach of the 21st Century by aspiring to master English or more languages.

General objectives

To understand language, it is necessary to divide it into its main components: form, content, and use. The form of language refers to its structure in which sounds, and symbols connect in a certain order. Content comprises the meaning of words. The use determines the pragmatics and constitutes the codification of ideas (semantics), or the way a speaker chooses to transfer information. By using a symbol, a sound, or a word, we can present an event, an object, or a relationship.

Within the components of language there are five distinct features; syntax, morphology, phonology, semantics, and pragmatics—establish the system of language development as a cumulative process that occurs at various stages of a child's growth and is learned by interacting with others (Brice & Brice, 2009). The five linguistic features are:

- Phonology, the discipline that studies the organization of sounds, determining the structure, distribution, sequence of speech sounds, and pronunciation.
- Morphology, examining the structure of words, which can be broken down into smaller parts called affixes, prefixes, and suffixes.
- Syntax, the part of grammar that describes the structure of language and includes rules for combining words to form sentences. These rules define word order and the organization of words, phrases, and clauses into sentences.
- Semantics, establishing the meaning of signs and their influence on what people do and say.
- Pragmatics, which studies the functioning of language in social, situational, and communicative contexts.

ACQUISITION OF ENGLISH AS A PROCESS: CONSTRUCTIVIST APPROACH OVERVIEW

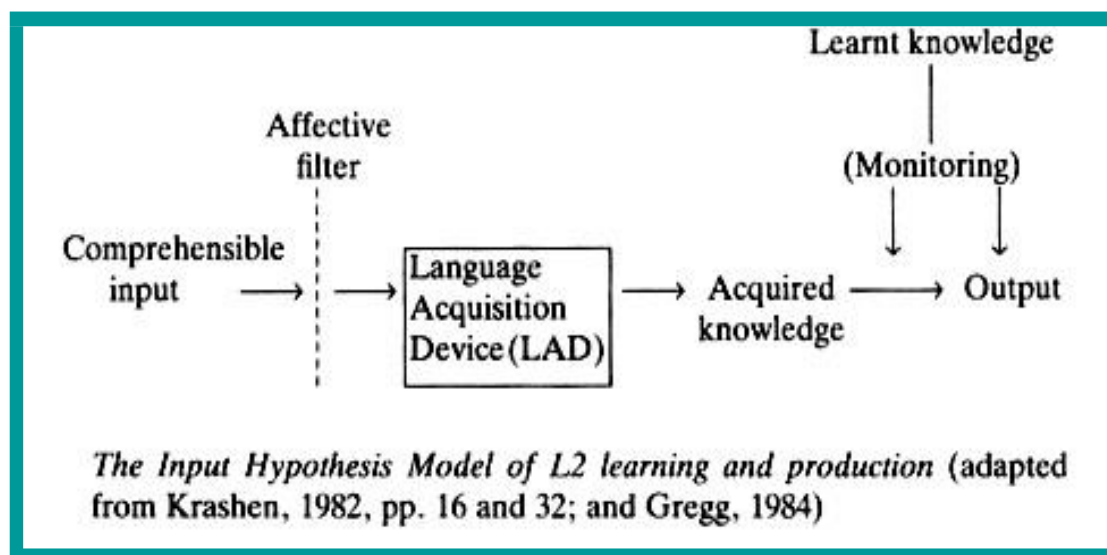
Approach refers to the beliefs and theories about language, language learning, and language teaching that underlie a method. Pedagogic approaches are typically informed by both a theory of language and a theory of language learning.

In the constructivist approach, the learner is an active constructor of knowledge, and this is one of the most important tenets of second-language acquisition. The basic belief of the constructivist teaching considers learning as an active and subjective process for the construction of meanings and knowledge. It therefore emphasizes the action of the learner as an active constructor and not a passive reproducer of externally transmitted information (Chun & Plass, 2000; Mandl & Reinmann-Rothmeier, 1998, as cited in Wai-Meng, 2006). Educators cannot therefore hope to directly transfer their knowledge to students and expect their students' minds to become a second collection of the same knowledge. Teaching practices should instead seek methods to activate learners and to support the construction of meaningful new knowledge on the basis of their existing cognitive structures (Perkins, 1992). It is also important to help students develop skills to engage in independent learning, for which competence in metacognition and learning strategies are of great importance (Bednar, Cunningham, Duffy & Perry, 1992). Second-language-acquisition research has shown that learners' attitudes, their motivation, and the degree of their involvement in the learning process play a major role in and are extremely important for the learners' success in improving their second-language skills (Celce Murcia, 2001; Brown, 2000; Lightbown & Spada, 1999; Ellis, 1997, 1994; Barasch & Vaughn James, 1994; Krashen, 1987, 1982 as cited Wai-Meng, 2006).

Exposure to (i.e., input of) authentic, learner-centered communication in the target language has been identified as a key factor for successful second language (L2) acquisition (Krashen, 1988). Success in L2 learning seems to be achieved when the L2 learner demonstrates a positive attitude toward the first language and culture as well as the second language. Success is also achieved when the learner is highly motivated and involved in the learning process, focusing on meaning and communication within the group. Successful L2 learning occurs in a social context that is free of threats and full of opportunities for L2 learners to practice using the language in meaningful situations.

The aspects that are, for the most part, incorporated in Stephen Krashen's Second Language Acquisition Theory consist of a number of hypotheses concerning (a) the distinction between L2 acquisition (subconscious) and L2 learning (conscious); (b) the Monitor which is active in L2 learning, yet not part of L2 acquisition; (c) the Natural Order in which language rules are acquired in a predictable or "natural" way; and (d) the Input hypothesis, which stresses the importance that the learner comprehend target language input (through

listening and reading) and that the input be slightly beyond the learner's current L2 level ($i + 1$). This caveat is necessary so that the learning situation is challenging enough to keep the L2 learner interested and cognitively active. Last, yet certainly not least, is (e), the Affective Filter hypothesis. This hypothesis emphasizes that successful L2 learning environments must be free from stress and anxiety. The context must be reassuring while respecting the L2 learner's desire to learn and acquire the target language. For a conceptualization of Krashen's L2 Acquisition Theory, see Figure 1 below.



Cook (1993) as cited in 2015 in <http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>

Michael Long (1996 as cited in *Departamento de Educación de Puerto Rico*, 2003) takes this acquisition model one step further when he emphasizes the pivotal role of interaction and input in the L2 acquisition process. According to Long, conversation and other forms of interactive communication are the key to success in acquiring linguistic rules in the target language. Brown (2000 as cited in *Departamento de Educación de Puerto Rico*, 2003) points out that through “the curriculum . . . principles of awareness, autonomy, and authenticity lead the learner into Vygotsky’s (1978 as cited in *Departamento de Educación de Puerto Rico*, 2003) zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction” (p. 287).

According to Lugo & Medina (2003 as cited in *Departamento de Educación de Puerto Rico*, 2003), “students should be taught from a contextualized approach and the content of study should reflect the student’s environment and pertinent reality” (p.11).

Whenever possible, classroom work is enriched and complemented with voluntary, challenging extra-curricular activities that respond to students’ interests and talents and where students are “immersed” in the language experience. The learners’ different learning strategies and multiple intelligences are taken into consideration and addressed as well as

further developed through a variety of teaching technique, activities, and appropriate materials.

Language learning should be an enriching experience, broadening our minds and enabling us to meet the ever-increasing professional demands in a global world” (Buhring 1999).

THEORETICAL APPROACHES AND METHODS

Standards-Based Approach:

The Standards-Based Approach addresses what students should know and be able to do and demonstrate at the end of the process of the language study. There are three types of standards:

- **Content standards:** what learners should know and be able to do with English.
- **Performance standards:** how the learners have achieved the targeted standards.
- **Proficiency standards:** how learners should perform.

Standards Based Approach (SBA) is concerned with developing the following five areas (C5):

- **Communication:** learners will communicate in both oral and written forms, understand, and interpret both oral and written messages to various audiences for a variety of purposes. The three modes of communication are interpersonal, interpretive, and presentational communication.
- **Culture:** learners will gain a deeper understanding of their culture and the target culture in terms of their perspectives (ideas, attitudes, etc.), practices, and products like books, laws, music.
- **Connections:** learners will make connections with other subject areas such as history, Arabic, etc.
- **Comparison:** learners will gain awareness of cross-cultural similarities and differences in culture that exist between the target culture and language and their own through comparing.
- **Communities:** learners will extend their learning experiences from the ESL classroom to the outside world through activities such as the use of the internet.

Some characteristics of a standards-based classroom:

- Classroom climates are characterized by respectful behaviors and routines.
- The teacher ensures that all the components of the lesson (learning activities, assessments, homework) contribute to the lesson objectives and to the student's proficiency in the standards.

Competency-Based Approach:

This approach is adopted for secondary school. It focuses on the competencies of students; it aims at teaching and mastering one skill and then moving to another skill. It measures skills and learning rather than time spent in a classroom. Students progress through courses as soon as they can prove they have mastered the material.

Practical Benefits of Competency-Based Education:

- Greater understanding of learning outcomes throughout the academic institution
- Courses, learning resources, and assessments aligned to well-defined goals.
- Motivated and engaged students.
- Increased student retention and completion rates, particularly when prior learning can be applied to degree progress.
- Learners' improved ability to recognize, manage, and continuously build upon their own competencies and evidence of learning.
- Outcome-based frameworks for continuous improvement at course, program, and institutional levels.

Key Characteristic: Learner-Centric

First and foremost, competency-based learning focuses on the learner as an individual. It provides opportunities for everyone to develop skills at their own pace, collaborate with others, collect evidence of learning, and become a successful lifelong learner. Competency-based learning empowers learners to:

- Understand the competencies they need to master to achieve their goals.
- Progress through learning processes without time constraints
- Explore diverse learning opportunities.
- Collaborate in learning activities with communities of peers and mentors.
- Create learning artifacts that represent their competencies.
- Reflect on their own learning achievements.
- See what they've mastered, what they still need to accomplish, and where to improve.
- Develop an online academic identity, including the ability to manage competencies and portable evidence of learning from multiple sources.

Key Characteristic: Differentiation

Differentiation refers to competency-based learning practices that recognize and adjust to meet the needs of individual learners. Differentiation is multifaceted and applies to learner support, communications, and interventions, as well as learning processes.

- **Prescriptive/Diagnostic:** providing different learning materials or assessments to learners based on what they have already mastered.
- **Affiliation:** learners receive varied materials or delivery based on their relationship to the curriculum or program in cohorts or groups.
- **Adaptive:** content that is designed with learning alternatives and branching closely tied to the learner’s specific interactions with the content.
- **Choice:** learners select from among different learning resources and pathways based on their own choices and preferences.
- **Personalized messages & notifications:** relevant, timely communications tailored to learners’ individual activities and needs.
- **Appropriate interventions:** feedback, guidance, activities, or tasks designed to help individuals progress along their learning paths.

There are four general orientations to modern second-language methods and approaches given by Mora (2014):

1. **Structural/Linguistic:** Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much metalinguistic content or “learning about the language” to learn the language.
2. **Cognitive:** Based on theories of learning applied specifically to second-language learning. Focus is on the learning strategies that are compatible with the learner’s own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization, and “competence” leading to “performance.”
3. **Affective/Interpersonal:** Focuses on the psychological and affective predispositions of the learner that enhance and inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students’ motivation for learning. Based on concepts adapted from counseling and social psychology.
4. **Functional/Communicative:** Based on theories of language acquisition, often referred to as the “natural” approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the “message” of language, and student involvement at the students’ level of competence.

The following ESL approaches were stated by Mora (2014), a helpful guide for English teachers in Puerto Rico.

Structured Literacy Approach

Structured Literacy instruction addresses all the foundational elements that are critical for reading comprehension, including both word recognition/decoding and oral language skills.

Structured literacy is an approach to teaching oral and written language. It's based on the science of how kids learn to read.

With structured literacy, teachers introduce new concepts and skills in a logical order. They teach in an explicit way that fully explains concepts and skills. Teachers also continually check in on students' understanding.

Structured literacy covers the following concepts:

- **Phonology:** the study of sounds in spoken words
- **Sound-symbol (orthography):** how to map sounds (phonemes) to letters (graphemes)
- **Syllables:** knowing the types of syllables and how to divide words into syllables
- **Morphology:** the study of base words and affixes (prefixes and suffixes)
- **Syntax:** understanding the grammatical order of words (like sentence structure)
- **Semantics:** understanding the meaning of words and sentences

Process-Based Writing Approach

The process approach to writing instruction is one of the most popular methods for teaching writing. Process writing instruction improves the quality of students' writing and motivation to write.

In the process writing approach, language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to better understand themselves, and find how to work through writing. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) states that writing is a thinking process: a writer produces a final written product based on their thinking after the writer goes through the thinking process. In *A Study of the Process Writing Approach*, Research Note 153 Onozawa, C. (2010), states the following in regard to process writing, Brown quotes Elbow (1973: 14–16) as saying that writing should be thought of as an organic, developmental process . . . not as a way to transmit a message but to grow and cook a message. Kroll (1990) also quotes Applebee (1986) as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)” (p. 96).

In the Process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration.

Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages [sic] by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the teacher.

The Natural Approach

The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses:

1. The *acquisition-learning distinction hypothesis*

Students can “get” a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different and often nonessential process.

2. The *natural order of acquisition hypothesis*

L2 learners acquire forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language.

3. The *monitor hypothesis*

Fluency in L2 comes from the acquisition process. Learning produces a “monitoring” or editor of performance. The application of the monitor function requires *time, focus on form and knowledge of the rule*.

4. The *input hypothesis*

Language is acquired through comprehensible input. If an L2 learner is at a certain stage in language acquisition and he/she understands something that includes a structure at the next stage, this helps him/her to acquire that structure. Thus, the *i+1* concept, where *i* = the stage of acquisition.

5. The *affective hypothesis*

People with certain personalities and certain motivations perform better in L2 acquisition. Learners with high self-esteem and high levels of self-confidence acquire L2 faster. Also, certain low-anxiety pleasant situations are more conducive to L2 acquisition.

6. The *filter hypothesis*

There exists an affective filter or “mental block” that can prevent input from “getting in.” Pedagogically, the more that is done to lower the filter, the more acquisition can take place. A low filter is achieved through low anxiety, relaxation, and non-defensiveness.

7. The *aptitude hypothesis*

There is such a thing as a language-learning aptitude. This aptitude can be measured and is highly correlated with general learning aptitude. However, aptitude relates more to *learning* while attitude relates more to *acquisition*.

8. The *first language hypothesis*

The L2 learner will naturally substitute competence in L1 for competence in L2. Learners should not be forced to use the L1 to generate L2 performance. A silent period and insertion of L1 into L2 utterances should be expected and tolerated.

9. The *textual hypothesis*

The event-structures of experience are textual in nature and will be easier to produce, understand, and recall to the extent that discourse or text is motivated and structured episodically. Consequently, L2 teaching materials are more successful when they incorporate principles of good story writing along with sound linguistic analysis.

10. The *expectancy hypothesis*

Discourse has a type of “cognitive momentum.” The activation of correct expectancies will enhance the processing of textual structures. Consequently, L2 learners must be guided to develop the sort of native speaker “intuitions” that make discourse predictable.

The **Natural Approach** is designed to develop basic communication skills. The development stages are (1) Comprehension (preproduction), (2) Early Production, and (3) Speech Emergence. This approach to teaching language has been proven to be particularly effective with limited English-proficient students.

Stage 1. Comprehension

To maximize opportunities for comprehension experiences, Natural Approach instructors must (1) create activities designed to teach students to recognize the meaning in words used in meaningful contexts, and (2) teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

1. Always Use Visual Aids (pictures, realia, gestures).
2. Modify Your Speech to aid comprehension: speak more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, do not talk out of context.
3. Do Not Force Production. Students will use English when they are ready. They sometimes experience a “silent period” which can last days or weeks.
4. Focus Attention on Key Vocabulary.

Stage 2. Early Speech

In non-threatening environments, students move voluntarily into Stage 2. Stage 2 begins when students begin using English words to give:

1. yes–no answers.
2. one-word answers
3. lists of words
4. two-word strings and short phrases

During the Early Speech Stage, the instructor must give a meaningful and understandable input, which will encourage the transition to Stage 3. Therefore, all student responses should be expanded if possible.

Stage 3. Speech Emergence

In the Speech Emergence Stage, speech production will normally improve in both quantity and quality. The sentences that the students produce become longer, more complex; they use a wider range of vocabulary. Finally, the number of errors will slowly decrease.

Students need to be given the opportunity to use oral and written language whenever possible. When they reach the stage in which speech is emerging beyond two-word strings, many sorts of activities can be used to foster better comprehension and more speech. Some suggestions are:

1. preference ranking
2. games of all sorts
3. problem solving using charts, tables, graphs, maps.
4. advertisements and signs
5. group discussion
6. skits (finger plays, flannel boards, puppets)
7. music, radio, television, filmstrips, slides
8. writing exercises (especially Language Experience Approach)
9. reading
10. cultural activities

In general, we may classify language acquisition activities as those in which the focus is on the message, i.e., meaning. These may be of four types:

1. content (culture, subject matter, new information, reading)
2. affective-humanistic (student's own ideas, opinions, experiences)
3. games (focus on using language to participate in the game)
4. problem-solving (focus on using language to locate information)

Language Experience Approach (LEA)

The Language Experience Approach (LEA) is a literacy development approach that has been used for early reading development with language learners. Although the LEA was developed primarily as a tool for reading development, this approach can be used successfully to develop listening, speaking, and writing as well. It combines all four language skills: listening, speaking, reading, and writing. Working on the four-language skills side by side aids fluency. This integrated approach is unique in that it begins with students' individual or shared experiences as a basis for discussion, writing, and finally reading, which makes it perfect for diverse learners. In a class with learners at different proficiency levels, the teacher can use more basic activities with the learners at lower levels while the more proficient learners work on more advanced activities individually or in groups with less teacher assistance.

As students see their individual experiences transcribed into the written word, they also gain a greater understanding of the processes of writing and reading and can make the bridge to reading and writing independently.

Rationale:

The rationale of LEA is that materials with familiar vocabulary and ideas are more meaningful and accessible than texts found in pre-prepared books. (Ashton Warner, S., 1963)

- **Step # 1: A Shared Experience**
 - The LEA process begins with something the class does together, such as a field trip, an experiment, or some other hands-on activity. If this is not possible, a sequence of pictures that tell a story can be used, as can a student describing a sequence of events from real life.
- **Step # 2: Creating the Text**
 - Next, the teacher and students, as a group, verbally recreate the shared experience. Students take turns volunteering information as in a large-group discussion. The teacher transcribes the student's words on the board in an organized way to create the text.
- **Step # 3: Read and Revise**
 - The class reads the story aloud and discusses it. The teacher asks if the students want to make any corrections or additions to the story. Then she marks the changes.
- **Step # 4: Read and Reread**
 - The final story can be read in a choral or echo style, or both. Students can also read in small groups or pairs, and then individually.

- **Step # 5: Extension**
 - This text can be used for a variety of literacy activities such as illustrations or creating comprehension questions.

The Communicative Approach

Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Communicative competence involves the negotiation of meaning between two or more persons sharing the same symbolic system. It applies to both spoken and written language. It is context specific based on the situation, the role of the participants, and the appropriate choices of register and style. For example, the variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate.

Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language, i.e., the functions of language and the process of discourse. It requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner.

Characteristics of the Communicative Classroom

1. The classroom is devoted primarily to activities that foster the acquisition of L2. Learning activities involving practice and drill are assigned as homework.
2. The instructor does not correct speech errors directly.
3. Students are allowed to respond in the target language, their native language, or a mixture of the two.
4. The focus of all learning and speaking activities is on the interchange of a message that the acquirer understands and wishes to transmit, i.e., meaningful communication.
5. The students receive comprehensible input in a low-anxiety environment and are personally involved in class activities. Comprehensible input has the following major components:
 - a. a context.
 - b. gestures and other body-language cues.
 - c. a message to be comprehended.
 - d. knowledge of the meaning of key lexical items in the utterance.

Stages of language acquisition in the communicative approach

1. Comprehension or preproduction
 - a. Total physical response
 - b. Answer with names—objects, students, and pictures
2. Early speech production

- c. Yes–no questions
 - d. Either–or questions
 - e. Single/two-word answers
 - f. Open-ended questions
 - g. Open dialogues
 - h. Interviews
3. Speech emerges
- i. Games and recreational activities
 - j. Content activities
 - k. Humanistic-affective activities
 - l. Information/problem-solving activities

Functional-Notional Approach

Finocchiaro and Brumfit (1983) state that this method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of the communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs. The use of notions depends on three major factors:

1. The functions.
2. The elements in the situation.
3. The topic being discussed.

A situation may affect variations of language such as the use of dialects, the formality or informality of the language, and the mode of expression. It includes the following elements:

1. The persons taking part in the speech act.
2. The place where the conversation occurs.
3. The time the speech act is taking place.
4. The topic or activity that is being discussed.

Exponents are the language utterances or statements that stem from the function, the situation, and the topic.

- Code is the shared language of a community of speakers.
- Code switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, display language prestige,

or express other elements of interpersonal relations between the speakers.

Functional Categories of Language

Mary Finocchiaro (1983, pp. 65–66) has placed the functional categories under five headings as noted below: *personal, interpersonal, directive, referential, and imaginative*.

- **Personal:** clarifying or arranging one’s ideas; expressing one’s thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual, and social concerns, and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.
- **Interpersonal:** enabling us to establish and maintain desirable social and working relationships:
 1. greetings and leave-takings
 2. introducing people to others
 3. identifying oneself to others
 4. expressing joy at another’s success
 5. expressing concern for other people’s welfare
 6. extending and accepting invitations
 7. refusing invitations politely or making alternative arrangements
 8. making appointments for meetings
 9. breaking appointments politely and arranging another mutually convenient time
 10. apologizing
 11. excusing oneself and accepting excuses for not meeting commitments
 12. indicating agreement or disagreement
 13. interrupting another speaker politely
 14. changing an embarrassing subject
 15. receiving visitors and paying visits to others
 16. offering food or drinks and accepting or declining politely
 17. sharing wishes, hopes, desires, problems
 18. making promises and committing oneself to some action
 19. complimenting someone
 20. making excuses
 21. expressing and acknowledging gratitude

Directive: Attempting to influence the actions of others; accepting or declining direction:

1. making suggestions in which the speaker is included.
2. making requests; making suggestions.
3. refusing to accept a suggestion or a request but offering an alternative.

4. persuading someone to change his point of view.
5. requesting and granting permission
6. asking for help and responding to a plea for help
7. forbidding someone to do something, issuing a command
8. giving and responding to instructions
9. warning someone
10. discouraging someone from pursuing a course of action
11. establishing guidelines and deadlines for the completion of actions
12. asking for directions or instructions

Referential: talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language (what is termed the *metalinguistic function*):

1. identifying items or people in the classroom, the school, the home, the community.
2. asking for a description of someone or something.
3. defining something or a language item or asking for a definition.
4. paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
5. explaining or asking for explanations of how something works
6. comparing or contrasting things
7. discussing possibilities, probabilities, or capabilities of doing something
8. requesting or reporting facts about events or actions
9. evaluating the results of an action or event

Imaginative: Discussions involving elements of creativity and artistic expression

1. discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.
2. expanding ideas suggested by others or by a piece of literature or reading material.
3. creating rhymes, poetry, stories, or plays.
4. recombining familiar dialogues or passages creatively.
5. suggesting original beginnings or endings to dialogues or stories
6. solving problems or mysteries.

Total Physical Response (TPR)

James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills using the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

The basic tenets are:

- Understanding the spoken language before developing the skills of speaking.
- Imperatives are the main structures to transfer or communicate information.
- The student is not forced to speak, but he or she is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

Technique:

Step 1:

The teacher says the command while performing the action.

Step 2:

The teacher says the command as both the teacher and the student perform the action.

Step 3:

The teacher says the command but only the students perform the action.

Step 4:

The teacher tells one student at a time to perform the action.

Step 5:

The roles of teacher and student are reversed. Students give commands to the teacher and to other students.

Step 6:

The teacher and student allow for command expansion or produce newsentences.

Balanced Literacy Approach

The Balanced Literacy Approach establishes a balance between whole language and phonics. The elements of reading and writing are incorporated into a literacy program that aims to guide students toward becoming proficient and lifelong readers. Spiegel has defined Balance as a “decision making approach through which the teacher makes thoughtful choices each day about the way to help each child becomes a better reader and writer.” (Spiegel, 1998). Its focus is on building up the student’s independence in the meaning and structure of information.

Balanced Literacy provides structure and support that will enable students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed standards in reading, writing, listening, and speaking. Teachers should consider the initial abilities of the learners, the instructional goals, and complex tasks. Explicit instruction is best when it proceeds in the direction of cognitive development and arouses those functions that are in the process of maturing.

According to the Zone of Proximal Development (ZPD), “Instruction is most effective when

the teacher identifies the zone of levels at which students can perform with some assistance and guides them to higher level of performance and then to the point of independent learning” (Vygotsky, 1978). The role of the teacher is to model, guide, and coach before students work independently through a gradual release of responsibility over time.

Components of Balanced Literacy

Reading:	Writing:
Read Aloud	Modeled / Shared Writing
Shared Reading	Interactive Writing
Guided Reading	Independent Writing
Independent Reading	

Project- and Problem-Based Learning

In project-based learning, students tackle a local problem. Some schools call this problem-based learning or place-based learning. According to Chard (1998), planning project-based curriculum involves three steps:

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

Studies of project-based programs show that students go far beyond the minimum effort, make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).

LANGUAGE-LEARNING THEORIES

In teaching, there are some theories that explain how children or adults learn or how the process of teaching is done. Here are some of them:

- a) **Behaviorism:** Founded by B. F. Skinner. According to this theory, the process of learning is based on imitation. Namely, the learners try to imitate how others pronounce words. For example, students try to imitate how their teachers pronounce words and how they act. In another example, a baby imitates his parents and siblings in trying to say “mama, papa”; in this way a child learns words and tries to speak. Skinner claimed that learning is related to positive and negative reinforcement. For instance, if a student answers a question and a teacher responds by saying, “That’s good, excellent,” be sure that the student will make every effort to answer next time and hear those encouraging words.
- b) **Cognitivism:** Founded by Noam Chomsky. It serves as a reaction to behaviorist thought, which ignores a human’s innate ability to acquire language. Cognitivism considers that humans are creative, not just imitative. Learners are viewed as very active participants in the process of learning. This theory emphasizes the idea of making knowledge meaningful and helping learners organize new information and relate it to the existing knowledge in memory. The best way to apply this theory is to ask questions that help students refine their thinking.
- c) **Constructivism:** Founded by Piaget. This depends on self-recognition as children grow up and are exposed to the world and to languages; they take in knowledge and use it to construct their own model of the world. Experiences and interactions with others are the first way of learning, according to this theory.
- d) **Social Constructivism:** Founded by Vygotsky. The process of learning is based on interacting with people who know the language and through engaging within the society.
- e) **Krashen’s Monitor:** Founded by Stephen Krashen. Language is acquired through natural communication with others. Most of us learn languages through this theory. The idea is that we are learning languages through hearing and speaking to others without going to school.

DISTANCE LEARNING

Distance learning is a form of learning in which the students and the teacher do not meet in a classroom, but use a variety of tools including email, mail, and the internet for the purposes of learning. How these tools are used and how the students attend the remote classes varies widely, depending on the course and the type of distance learning.

Benefits of Distance Learning

It is important to note that even with its myriad of challenges, remote learning has numerous benefits. These include the following:

- Remote learning allows students to study at any location around the world without having to travel.
- You may also find remote learning particularly beneficial to you if you cannot attend classes due to illness, busy work schedules, severe social anxiety, or other reasons.
- Remote learning can also be widely affordable. You do not need to spend on travel and living expenses to attend your university of choice if you choose remote learning.
- With some forms of remote learning, you can set your own learning schedule and in all forms of remote learning, you can review the course material more than once. This makes learning and understating the course material that much easier since you understand your capacity to learn and how many times you must go through the course material before you can understand it.

Types of Distance Learning

Remote learning is not rigid and comes in different forms, designed to accommodate the needs of the student. The following are some of the forms that distance learning can take:

Online Courses

Most schools and universities will offer online classes to complement in-person classes. Online classes of this nature are designed to add more content to their course and are in no way complete courses. Any student of the class can easily access the online courses on any computer with internet access.

Hybrid Courses

Hybrid courses combine in-classroom learning with online learning at home. In this form of learning, the students can go through the study material at home on their own time, but also meet for in-person lectures at pre-determined intervals during the course. The amount of time a

student can spend studying online at home or at the in-person lectures often depends on the course and sometimes even on the lecturer.

Conference Classes

In conferencing classes, students and their teacher utilize conferencing software like Skype or Zoom to meet up for class in real time. This can be done either in a group or one-on-one with the instructor. This type of distance learning makes it possible for anyone to attend class in real time despite distance.

Correspondence Courses

In this type of remote learning, the student engages with the course material without the presence of the teacher. Any communication between the teacher and the student is done by correspondence only. The teacher shares the course materials with the student via email and the student also shares their assignments with the teacher via email.

CONTENTS OF THE CROSS-CUTTING AND INTEGRATIVE THEMES IN THE CURRICULUM OF THE DEPARTMENT OF EDUCATION

Transversal themes are described by UNESCO (2013) as critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, and physical and psychological health. In addition, many terms are interchangeably used to describe cross-curricular abilities across different countries as transversal skills, key competencies, 21st-century skills, and so on.

Themes Description and Themes Generating the Subject

Transversal themes	Brief Description	Purpose	Generating Themes
Equity and Respect among All Human Beings	The integration of this cross-cutting theme into the DEPR curriculum is a means of preventing violence in any of its manifestations. Its integration will enable the transformation of contents and the implementation of strategies and curricular practices that enable the provision of educational services that promote equity and respect among all human beings. In this way, each workspace in schools (classrooms, offices, school lunchrooms, playground) becomes the microcosm of that desired inclusive society, a place where all students are taught (directly or by modeling) to seek collective well-being and to learn with and from human plurality.	<p>1. Reconstruct the educational experience through three fundamental principles: development of critical thinking, development of human values, attention to human plurality.</p> <p>2. Integrate—as has been done to this date—the experiences and situations that arise in the day-to-day of our school communities, literary works, historical anecdotes, figures of history, works of art, and personalities that stand out positively in their social or intellectual work and in their achievements.</p> <p>3. Create the conditions and provide learning experiences that consider human plurality to develop in</p>	<ul style="list-style-type: none"> -Peace Education -Human rights -Anti-racism -Gender -Functional diversity -Xenophobia -Social justice -Ethics in education -Ethics in daily life -Morality -Civility -Cohabitation -Citizen participation -Social responsibility in democracy -Peaceful family and community coexistence -Education for human rights, identity, and ethical training -Civics and ethics -Community social education -Education for citizenship and human rights

Transversal themes	Brief Description	Purpose	Generating Themes
		<p>our students the necessary skills that allow them to assume—consciously and responsibly—their life in society by discovering, assuming, and transforming ideas, values, beliefs, and roles in search of collective well-being.</p>	<ul style="list-style-type: none"> -Participatory democracy -Global interdependence and universal social responsibility -Social responsibility (healthy coexistence) -Altruism -Education for problem solving and decision making -Gender equity -Empathy and respect -Orientation to the common good -Civics and Community Development -Awareness of rights and duties -Awareness of rights, freedom, and responsibility -Inclusive approach or attention to diversity
<p>Cultural Identity and Interculturality</p>	<p>This transversal theme has two components: (1) Cultural Identity relates to the knowledge and appreciation of the history and culture of our country in all its manifestations and its diversity and (2) Interculturality seeks to</p>	<p>1.Promote greater knowledge and appreciation of the historical-cultural elements that define our identity and allow its permanent construction.</p>	<ul style="list-style-type: none"> -Solidarity -Migration -Ethnicity -Vulnerable groups -Urban environment and coexistence -Diaspora

Transversal themes	Brief Description	Purpose	Generating Themes
	<p>break with the hegemonic history of a dominant culture and others subordinated to recognize the equality and importance of all cultures and the people who individually or collectively represent them to build a coexistence of respect and legitimacy. Martínez (2006) points out that interculturality affirms that diversity or plurality is not an exclusive characteristic of those groups from outside or minorities but is also found in our particular society.</p>	<p>2.Promote the appreciation of indigenous cultural elements and the understanding of their historical evolution in their relationship and contact with other cultures.</p> <p>3. Promote respect and appreciation for the diversity of the cultural manifestations of Puerto Ricans and commitment to the strengthening, presentation, and transmission of our historical and cultural heritage.</p> <p>4.Promote respect and appreciation for the diversity of the cultural manifestations that coexist in Puerto Rico.</p> <p>5.Recognize the positive aspects of cultural diversity and languages in school and society.</p> <p>6.Prepare each student to live in a society where cultural diversity is recognized as legitimate.</p>	<p>-Social capital and community</p> <p>-Inclusive approach or attention to diversity</p> <p>-Cultural diversity</p>

Transversal themes	Brief Description	Purpose	Generating Themes
Education for Environmental and Ecological Awareness	<p>Education for environmental and ecological awareness is a lifelong process that aims to sensitize our children and young people to develop knowledge, attitudes, and values toward the environment to make a commitment to actions and responsibilities that aim at the rational use of resources and thus be able to achieve an adequate and sustainable development.</p> <p>The only actor in the environment who has the possibility of directing its actions voluntarily is the human being; therefore, the responsibility of promoting a cultural change linked to a new ethical-environmental perspective of humanity is centered on it, which may be the only way out of this crisis from a new educational approach (Villalobos, 2009).</p>	<p>1. Sensitize our children and young people to the environment and ecosystems to develop the will to defend, protect, restore, and conserve them.</p> <p>2. Develop a sense of responsibility to adopt appropriate environmental and ecological restoration and preservation measures.</p> <p>3. Encourage a critical and self-critical attitude toward the relationships we establish daily with the environment and ecosystems, especially those that affect the individual and collective quality of life.</p>	<ul style="list-style-type: none"> -Environmental education -Ecological awareness -Sensitivity to nature -We need water, plants, and soils -We love and protect animals -Respect for the phenomena of nature -Agriculture -Ecological awareness and environmental justice -Ecological education, sustainable development goals -Caring for the environment -Ecological awareness and self-sustainability -Ecoculture -Environment and society -Ecological footprint -Ecological attitude
Entrepreneurship and Innovation	<p>Entrepreneurship and innovation are characterized by developing in people capacities to create from meaningful ideas, to raise problems and situations that allow learning to generate the solution to</p>	<p>1. Foster attitudes and skills fundamental to the process of transforming ideas into action in our children and young people.</p> <p>2. Develop our children and young people as</p>	<ul style="list-style-type: none"> -Consumer Education -Work -Self-management -Finance -Economy -Data reporting -Citizen participation

Transversal themes	Brief Description	Purpose	Generating Themes
	<p>problems based on emotions, creativity, attitudes, personal values, etc., which enables adaptation to a context and taking advantage of those opportunities of the same. (Cabrera, 2015). The goal is for entrepreneurship to be a daily occurrence; the desire is for our children and young people to undertake and innovate day by day, for them to go through the processes of planning, organizing, preparing a budget, performing, monitoring, and controlling, but above all, projecting and demonstrating commitment.</p>	<p>sensitive, collaborative, self-taught people, with a sense of effort, motivation, and perseverance, who take intellectual risks so that they can become entrepreneurial professionals, able to insert themselves into a dynamic global economy.</p> <p>3.Foster skills to establish alliances and networks.</p> <p>4.Link social reality and the labor market.</p> <p>5.Learn to take responsibility for your own decisions and commitments.</p> <p>6.Contribute to the development of people aware of the primary role of work as an element of improvement.</p>	<p>-Consumerism and responsible citizenship -Production, knowledge development, creativity, and research -Leadership Training -Labor responsibility -Education for work -Professions of the future -Entrepreneurship -Consumer Education -Financial education -Economic awareness -We work for the well-being of humanity -We study to achieve our vocation -Perseverance -What do I want to study? -Decision making</p> <p>-My preparation: training resource for my future work -Let's work for our nation -Different jobs -Work: essential activity of our lives</p>

Transversal themes	Brief Description	Purpose	Generating Themes
			-Ecological economy
Health Awareness	The World Health Organization defines health education as any combination of information and education activities that leads to a situation where people want to be healthy, know how to achieve health, do what they can individually and collectively to maintain health, and seek help when they need it (WHO, 1983). By educating in health, we act on individuals in the phase of physical, mental, and social formation in which they are very receptive to learning and assimilating new habits. Health promotion implies, therefore, that the population is responsible and actively involved in aspects of their daily lives and makes use of different "tools" aimed at improving health, including education and information, community development and organization, and legal and health defense actions.	<p>1. Make decisions that favor their own health and that of those around them, based on knowledge of self and others, as well as the environment in which they operate.</p> <p>2. Provide knowledge necessary for the promotion and protection of health, both individual and collective and of the environment.</p> <p>3. Develop attitudes that motivate the individual to obtain the highest possible degree of health and well-being.</p> <p>4. Promote the establishment of habits and practices essential for health, valuing healthy behaviors as one of the basic aspects for quality of life.</p>	<ul style="list-style-type: none"> -Social-emotional education -Education for problem solving and decision making -Physical health -Mental health -Sex education -Comprehensive health -Road safety education, safety, and accident prevention -Health promotion and disease prevention -Mental and emotional health -Social skills -Affective sexuality education -Personal care and hygiene -Drug education -Environmental health -Health services -Community participation
Information and Communications Technology (ICT)	The development of the Information Society, characterized by the massive and growing use of Information and Communication Technologies (ICT) in	1. Promote the integration of ICT as a tool for lifelong and continuous learning and as a means of personal and social development.	<ul style="list-style-type: none"> -Plan and manage a virtual project -Digital Discipline -Technology -Digital transformation -Research

Transversal themes	Brief Description	Purpose	Generating Themes
	<p>every aspect of daily and professional life and by a strong trend toward economic and cultural globalization, requires that people develop new skills to be able to successfully face the vertiginous changes of our Puerto Rican and world society.</p> <p>ICT has become a transversal axis of any training action where it will almost always have a triple function: (1) as a facilitating instrument of learning processes, (2) as a tool for the information process, and (3) as implicit learning content. Competence in the use of ICT is based, in the first place, on digital literacy, on the interactive mediation of virtual environments and social networks, and on the selection and production of knowledge from the complexity of data and large volumes of information (Guarniz Vargas, 2021).</p>	<p>2.Promote a positive attitude toward the knowledge, mastery, and application of ICT for the solution of individual and social problems, both in the school scenario and in everyday life.</p> <p>3.Promote understanding of social, ethical, legal, and human issues related to the use of ICT.</p> <p>4.Prepare all people with the ability to search, select, value, structure, and incorporate information into their own body of knowledge with ethics.</p> <p>5.Sensitize and train our children and young people to interpret and understand the image and to analyze and build new messages, which implies that teaching and learning must become a continuous process of translation of languages, codes, and channels—from visual to verbal, from audiovisual to written, and vice versa.</p>	<ul style="list-style-type: none"> -Technological awareness -Technology in society -Digital Literacy -Technology, research, and creativity -Technology in our daily lives -Science and technology -Cyber Security -Technology brings us closer -Electronic means of communication -Electronic games -Advertising -Film, television, radio, and other technological media

Content Standards and Grade Expectations for English

The standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in previous grades.

A standard is:

1. Research- and evidence-based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top-performing countries in order to prepare all students for success in our global economy and society

The standard also provides a vision of what it means to be a literate person who is prepared for success in the 21st century.

Listening/Speaking

The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.

Listening is a process in which learners need practice and guidance. Students must be encouraged to make inferences and verify these guesses against the evidence as they process what a speaker is communicating. When listening students should receive authentic materials and a specific purpose for listening in order to add pertinence and guidance to their efforts. Some activities students can accomplish for listening are:

- Filling out a form
- Completing a map
- Answering authentic questions
- Writing/Speaking a personal response

“Two models of listening can be identified: bottom-up and the top-down processing models. The bottom-up states that listening is a linear, data-driven process. Comprehension occurs to the extent that the listener is successful in decoding the spoken text. The top-down model of listening, by contrast, involves the listener in actively constructing meaning based on

expectations, inferences, intentions, and other relevant prior knowledge.” (Richards & Renandya, 2013)

Speaking is used for many different purposes and each purpose involves a range of different skills. Some of these purposes are to make social contact with others, to express opinions or persuade someone, to clarify information or provide instructions, describe things, feelings, behaviors or to simply entertain one another. These purposes each come with a specific set of rules.

When teaching speaking, the teacher must consider the age, abilities, prior knowledge, and affective factors that are involved when speaking. The teacher must also consider how learners will receive feedback on the language they use during speaking tasks.

Skills developed through listening and speaking are interconnected. Early speaking and listening skills are foundational to develop proficiency in reading skills, the ability to understand, analyze, and evaluate others’ words and express self to others.

The recommended approach for developing the listening/speaking standard in elementary level is the Natural Approach, while in secondary level the recommended approach is the Communicative Approach.

Foundational Skills

The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills. Brice & Brice (2009) cite Torgesen (1998) in stating that children who have poor start in reading abilities rarely catch up because, “the consequences of a slow start in reading become monumental as they accumulate over time” (p.32). Some of the most basic skills needed to begin decoding words are phonological awareness, phonemic awareness, and phonics skills (National Reading Panel, 2000). Through the direct and systemic instruction of the foundational skills as needed by students of any educational level according to their specific needs influences their understanding and reading abilities.

Systematic, explicit foundational skills instruction provides a strong base for students as they are learning to read and write in English. “Reading the words on the page is not just an end goal in and of itself, but a steppingstone that allows us to interact with and learn about the world.” (achievethecore.org) Foundational skills are divided into four main areas that are essential for children to master reading concepts and become proficient readers:

- **Print Concepts:** Letter recognition, understand the organization and basic features of print and word correspondence.
- **Phonological Awareness:** Identify and manipulate units of oral language – such as words, syllables, onset/rime, and phonemes.
- **Phonics and Word Recognition:** Know and apply sound and spelling patterns and word analysis skills in order to recognize, decode (read) and encode (spell) words.
- **Fluency:** Read with sufficient accuracy, rate appropriate to text and task, and expression to support comprehension.

In the classroom teachers should:

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students how to decode words, analyze word parts and write and recognize words.
- Ensure that each student reads connected text daily to support accuracy, fluency, and comprehension.

A fluent reader will read as if he or she were speaking naturally. Fluency in reading is essential because the reader must accurately and automatically decode words to read sentences in a text. As readers can identify words in a text, their attention can focus on comprehension rather than decoding words.

The Structural Literacy Approach is recommended for teaching Foundational skills in all levels incorporating RTI for students who need additional support.

Reading

The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.

Reading is an essential skill that affects students' outcomes in other subject areas, therefore there is a need to support reading decoding and comprehension strategies through instructional strategies and activities. Students who are English Language Learners (ELLs) and students with disabilities, who lack proficiency in reading should be monitored for their development of foundational skills strengths and weaknesses. Reading intervention should be integrated when needed in combination with differentiated strategies directed to the student's learning styles and needs. Diagnostic and formative reading assessments should be administered to document student progress.

Comprehension strategies are thinking tools, mental actions, or routines that are used before, during or after reading a text. They involve deliberate effort- on the part of the reader to better understand or remember what is being read. Some strategies to help improve readers' comprehension are:

- Activating prior knowledge, relating personal experience, making predictions
- Asking questions while reading
- Visualizing what is read
- Checking for understanding
- Inferencing
- Summarizing or retelling what has been read

Teachers should teach these skills in a manner consistent with their students' level and reading abilities. Students should be encouraged to use these strategies while they read by explaining how they help improve reading comprehension. In a reading classroom students should be involved in discussions about text, teachers should model thinkalouds, and use informed strategies for learning. Language Experience and Balanced Literacy are reading approaches that are recommended for use during instruction in the elementary and secondary levels in addition to differentiating instruction as needed in the classroom.

Writing

The Writing Standard develops the student's capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading–writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.

The purpose of theoretical frameworks is to bring order to phenomena and provide a context for both research and practice. However, it has been only in the last four decades that theoretical frameworks have guided writing research. Before the 1980s, writing research focused more on mechanics and grammar than on cognitive thought processes related to writing. Since the 1980s, writing researchers have modified theories to define writing ideas, concepts, and relationships. Cognitive processes should also be included in writing theories because of their importance in knowledge construction. During the mid-1990s, theories shifted to a more sociocultural view of writing (Leggette, Holli R.; Rutherford, Tracy; Dunsford, Deborah; and Costello, 2015).

Writing is marked by four eras—Flower & Hayes' work on text production, Bereiter and Scardamalia's work on the development of writing expertise, Levelt's work on speaking, and both Hayes' and Kellogg's work on the relationship of text writing and working memory (Alamargot & Chanquoy, 2001).

Flower and Hayes establish that writers move through units of mental processes situated within a hierarchical structure with embedded components. They refer to this process as a mental toolkit in which the writer will generate ideas as part of a subprocess of writing according to specific goals. This goal-directed process is also a hierarchical structure, and writers often refer back to their goals. As writers write, knowledge develops, and they create, retrieve, modify, and consolidate goals based on the discovery of new knowledge.

Bereiter and Scardamalia (1987) envision writing as psychological constructs of writing, which follows the constructivist theories of learning, believing that writers are engaged when there is an active goal-driven and meaningful intent in writing. In Bereiter and Scardamalia's (1987) model writing is commonly characterized as a knowledge-transforming process, in which writers actively transform their thought in order to satisfy rhetorical goals.

Writing helps students reinforce their knowledge of grammatical structures, idioms, and vocabulary. Writing also helps our students become involved with the English language and go beyond speaking in a more comfortable manner, thus helping them to overcome oral communication barriers. In order to achieve instructional goals for writing, teachers use methods and techniques to guide students in the development of their writing skills. In the classroom, the technique must be consistent with the method, and therefore respond to the approach that is used to teach language. Knowing that techniques are an actual of-the-moment practice in response to learning styles and behaviors, it is the method that establishes how the language program will develop and what techniques will be used.

Based on research and review of the literature, the English Program of the DEPR recommends the Process-Based Writing Approach for the teaching of Writing at the Elementary and Secondary levels.

Methodology for Teaching Writing at the Elementary and Secondary Levels

Process-Based Writing Approach

Process writing is based on teaching writing skills in structured steps. This approach provides students with the space to plan, edit, publish, and have the support of their teacher and peers during the review process of their work. It is more than having students write merely to demonstrate their mastery of language; instead, its focus relies mainly on the communication of ideas, feelings, and experiences.

There are three main stages involved in process writing:

Stage 1. Prewriting:

The teacher needs to stimulate students' creativity, to get them thinking about how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not

always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. During this stage the students will:

- a) Brainstorm
- b) Plan
- c) Generate Ideas
- d) Question
- e) Discuss
- f) Debate

Stage 2. Focusing ideas:

During this stage, students write without much attention to the accuracy or organization of their work. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of the writing. Is it coherent? Is there anything missing? Anything extra?

During this stage students can engage in:

- a) Quick writes
- b) Cooperative writing
- c) Exchanging viewpoints
- d) Varying text types

Stage 3. Evaluating, structuring, and editing

Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organizational advice.

- a) Ordering
- b) Self-editing
- c) Peer editing
- d) Proofreading

Writing is a complex task for students learning a language, so their writing should be responded to in a suitable manner. Positive comments can build student confidence and willingness to further develop their writing. Technological resources can also be included to assist in the conventions of writing. An additional help is to provide a real audience for the students' writing.

Language

The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases. Language standards are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Language is not learned absent of context. Rather, individuals learn the kinds of language needed for participation in the situations that they encounter. A functional approach to language, with its emphasis on a communicative purpose, focuses attention on the language features relevant to a particular instructional activity. Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, i.e., comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema), they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983). Research in language development, content learning, and sociocultural theory is implicit in the standards framework and is made explicit in the principles of language development.

Language is organized around its communicative purpose. Language analyzed by a functional model serves as a vehicle to enable us to accomplish what we need to do with language to make sense of the world. Students use language in functional and communicative ways that vary according to context (Schlepppegrell, 2004; Finocchiaro & Brumfit, 1983; Halliday & Hasan, 1976), as cited in "The WIDA Standards Framework and Its Theoretical Foundations" (n.d.). The advantage of a functional approach is that language is not taught for its own sake.

Language is used within a communicative context. It is well established that students learn language through meaningful use and interaction in contexts which are both socially and culturally contingent (Brown, 2007; Damen, 1987; Díaz-Rico & Weed, 1995; García & Hamayan, 2006; García, 2005; Kramsch, 1998; Halliday & Hasan, 1985) as cited in "The WIDA Standards Framework and Its Theoretical Foundations" (n.d.).

Language development occurs over time and depends on many factors. Second language and literacy skills develop interdependently but at different rates and in different sequences ("The WIDA Standards Framework and Its Theoretical Foundations," n.d.). A variety of individual and environmental factors impact second-language acquisition, including age, time in the country, and educational background (Lightbown & Spada, 2006, Spolsky, 1989; Collier, 1987). Varied experiences and backgrounds, in addition to program type, curriculum, and the number and quality of opportunities for learning in and out of school, shape their entry points into language development.

In school, frequent direct opportunities to interact in English are needed for language development (Wong Fillmore & Snow, 2002), and it is through negotiation of meaning that English language learners extend their productive capabilities (Ellis, 1985; Swain, 1995).

A language-rich environment that surrounds students with oral and written text provides opportunities for ongoing interaction and engagement in academic conversations (Frey, Fisher, & Rothenberg, 2008; Zwiers, 2008) and writing for a variety of purposes. Teachers must consider each student's stage of language development so as to provide relevant instructional practices. Since language development is a complex long-term process, students should have access to authentic curriculum concurrent with language instruction. The standards help educators understand what language development might look like in K–12 classrooms, with linguistic scaffolds, and are used to fully describe possible student progress in academic language development.

Methodology for Teaching Language at the Elementary and Secondary Levels

Language teaching has a long, fascinating, but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Teaching Method, etc.) are familiar enough, yet the methods are not easy to grasp in practice because a method, however well-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods are derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (latest changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness.

Grammar-Translation Method

The grammar-translation method, just as the name suggests, emphasizes the teaching of the second-language grammar and its principal technique is the translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as authority; in other words, it is a teacher-centered model.

Direct Method

The direct method is a radical change from the Grammar-Translation Method, using the target language as a means of instruction and communication in the language classroom and avoiding the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the

learning of languages was viewed as analogous to the first-language acquisition, and the learning process involved was often interpreted in terms of an association's psychology.

The Audio-Lingual Method

The audio-lingual method was the first to claim openly to be 'derived' from linguistics and psychology. Audio-linguicism reflects the descriptive, structural, and contrastive linguistics of the 1950s and '60s.

Its psychological basis is behaviorism, which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement, with an emphasis on successful error-free learning. It assumes that learning a language entail mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the skills—listening, speaking, reading, and writing—and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry, and so on. Listening and speaking were now brought right into center stage in this method; tape recordings and language laboratory drills were offered in practice.

Communicative Teaching Method

This communicative teaching method aims to make communicative competence the goal of language teaching and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language that is meaningful to the learner supports the learning process. Language learners are expected to be negotiators and the teacher to be an organizer, a guide, an analyst, a counselor, or a group process manager.

GENERAL PRINCIPLES OF TEACHING AND LEARNING

The Instructional Planning Process

Planning the teaching and learning process

During the planning of teaching and learning, the following documents will be used:

- Curriculum Framework
- Content Standards and Grade Level Expectations
- Core Competencies
- Curriculum Maps and tools
- Innovative strategies, initiatives, or projects
- Public policies of the academic programs and Student Assessment
- Lesson planning format

The plan is an official working document, is used as evidence of teaching work, and is part of the teacher's professional evaluation. It will be always accessible and when administrative officials require it, either online or in print. For this, the Teacher's Lesson Plan will be completed.

This document must have at a minimum, the following elements:

1. Header
 - a. Teacher Name
 - b. Degree
 - c. Subject
 - d. Date
 - e. Unit
 - f. Theme
2. Standards
3. Expectations and indicators
4. Objectives
 - a. The development of learning objectives is a fundamental process in planning. The objectives are propositions that describe the direction of change that teachers promote in students (Márquez, 2006). These focus on the outcomes that teachers want students to achieve and guide the instructional process by synchronizing the planning and implementation of teaching, learning, and assessment activities.
 - b. There are various ways of formulating objectives and various taxonomies. However, for the purpose of this public policy, teachers will write specific objectives focused on observable actions. According to Gronlund (2009), the specific objectives are defined as a list of tasks that can be taught and tested sequentially; they present in detail the results that are intended to be achieved during the lesson.

- c. The wording of the learning objectives should be student centered, grounded in Content Standards and Grade-Level Expectations, based on a taxonomy to develop learning.
- d. The teacher will use Bloom’s Taxonomy to seek a coherent progression toward higher levels of thought during the teaching and learning process.
- e. Teachers will write one or more objectives for each lesson, depending on the progression of learning during the week. These will be conceptual, procedural, or attitudinal, although they do not have to be classified in the weekly plan. In addition, they may be written in the present or future and in the singular or plural. The wording of the objective should present the situation, the audience, and the observable action.

Example:

After reading the poem *The Road Not Taken*, the student will write a reflective journal entry about making an important choice.

- 5. Sequence of learning activities (diverse, stimulating, motivating). The activities should be aimed at promoting the constructivist approach.
 - a. **Beginning.** Its purpose is to focus students on the day's lesson, establishing activities that serve as motivation and interest in learning. It includes daily reflection, introduction of ideas and learning objectives, brief review of the previous class, discussion of assignments, as well as expectations regarding the student's work.
 - b. **Developing.** Its purpose is to achieve the objectives through varied activities that are relevant to students (according to multiple intelligences or learning styles) and stimulating (so that they provoke curiosity and desire to continue learning).
 - c. **Closing.** Its purpose is to determine whether the learning objectives were achieved. The student's opinion is sought regarding the topic and the activities that were carried out, with which the construction of knowledge that each student performed (metacognition) can be established. It is fundamental since the planning of the next class depends on this.
- 6. Integration with other subjects
- 7. Initiative or innovative project
- 8. Evaluations (appraisal)
- 9. Reasonable accommodations or curricular adaptations
- 10. Differentiated Instruction
- 11. Materials
- 12. Reflection on the lesson or observations

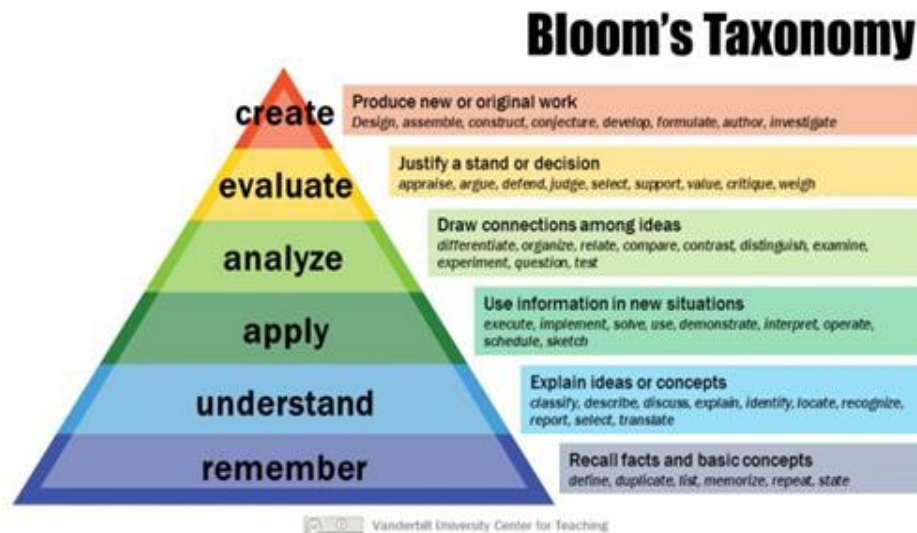
Bloom's Taxonomy

(Brief summary adapted from a publication written by Patricia Armstrong from the Center for Teaching at Vanderbilt University)

This framework was created in 1956 by Benjamin Bloom and collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl with the purpose of categorizing educational goals. Known as Bloom's Taxonomy, this framework consists of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

In the appendix of the original Taxonomy of 1956: Taxonomy of Educational Objectives (Handbook One, pp. 201–207), the authors offer a brief explanation of the main categories.

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”
- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”



Why Use Bloom’s Taxonomy?

Bloom’s Taxonomy is used for instructional design because the levels can help move students from the most fundamental of skills—remembering and understanding—to the more complex—evaluating and creating. The levels of the taxonomy help the teacher develop assessments that match instruction at any given level.

Using Bloom’s Taxonomy to Plan Instruction

Instructional objectives are more effective if they include specific verbs that can tell students what they are expected to do. The verbs listed in the table featured on page 1 of the appendix, are linked with each level of thinking. To further develop effective and meaningful instruction, design activities and assessments that challenge students to move from the basic skill of remembering to the more complex learning: the higher order thinking skill of creating.

Curriculum Maps

The use of the curriculum maps fosters standardization of instruction and a guide for lesson planning, through the inclusion of the following elements:

- Pacing Calendar
- Curriculum Alignment Tool
- Content vocabulary
- Performance Tasks
- Other evidence (assessments)
- Learning activities
- Suggested literature
- Instructional Resources

The Instructional curriculum maps are designed based on a three-stage perspective focusing on: a) desired results (alignment to learning objectives, essential questions, transfer and acquisition goals, content focus, and content vocabulary; b) assessment evidence (performance tasks and other evidence); and c) learning plan (learning activities).

Backward Design

As stated in the Glossary of Education Reform, backward design, also called backward planning, is a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Beginning with what students are expected to learn and be able to do, the educator will then proceed to create lessons that will achieve those goals.

The basic rationale motivating backward design is that starting with the end goal, rather than starting with the chronologically first lesson delivered during a unit or course, helps teachers

design a sequence of lessons, problems, projects, presentations, assignments, and assessments that results in students achieving the academic goals of a course or unit.

The basic backward-design process might take the following form:

1. The teacher will review the learning standards that students are expected to learn by the end of a course or grade level.
2. The teacher identifies the essential knowledge, skills, and concepts that students need to learn during a specific unit (Learning objectives).
3. The teacher then designs a test, assessment, or other evidence to demonstrate learning that students will complete to show that they have learned. A final assessment will measure whether they have achieved the unit goals.
4. The teacher will create a series of lessons, projects, and supporting strategies intended to progressively move students to understanding and skill acquisition.
5. The teacher then determines the formative assessment strategies that will be used to check understanding and progress over the duration of the unit. (It is recommended that a broad variety of methods and techniques be utilized.)
6. The teacher will review and reflect on the unit plan to determine whether the design is likely to achieve the desired learning goals.

The English program of the DEPR has provided the curriculum maps following this design for the teachers to use for instruction. According to the realities of each individual instructional situation and student needs, the curriculum maps can be adapted, as long as the target goals are not affected.

Core Competencies

In the Curricular Revision Project of Academic Services 2022, the Core Competencies of each grade in each subject have been identified to:

- establish the essential knowledge that must be known and mastered by each student in each grade, according to the subject.
- support the satisfactory performance of students so that they progress in the deep understanding of the essential contents.
- favor teaching to accelerate learning with the objective of closing the learning and academic achievement gaps to reduce educational lagging.
- support the planning process of the teaching and learning process, so that the contents during the school year are reviewed, and in emergency situations due to force majeure are prioritized to ensure that the student masters the essentials of the grade in each subject upon promotion.

Teaching Strategies

Listening Strategies

❖ Visual Aids

- Visual aids such as photographs, drawing, posters, and videos provide an opportunity for students to explore known images as well as to develop new mental images to discuss in the context of previewing text and setting the purpose for learning.

❖ Realia

- Realia is using real objects and materials to explicitly demonstrate a concept that is abstract. Students can then relate the instruction to real life experiences and prior knowledge.

❖ Manipulative Materials

- Hands-on activities and materials build background and context. Manipulatives may include gestures, body language, and supportive speech patterns.

❖ Repetition and Oral Routines

- Repetition helps build vocabulary as students are provided ample time to hear correct pronunciation and a time to practice words.

❖ Small-Group Discussions

- Discussing learned concepts provides time for students to have adequate practice speaking the language in a controlled, safe environment.

❖ Role Playing

- Role playing is a simulation technique that enables the student to practice language and behavioral skills in a safe environment that is motivating and relevant to the age of the learner.

Reading Strategies

❖ Making Connections

- Making connections begins with activating prior knowledge in order for the reader to connect to the topic, theme, characters, or situation. There are three types of connections:
 - Text-to-self
 - Text-to-text
 - Text-to-world

❖ **Questioning**

- Questioning is the strategy a reader uses to clarify understanding, question the author, establish a response, and build meaning throughout a piece of text. Questions help move reading along as readers search for the answers to their own questions.

❖ **Visualizing**

- Creating pictures as a reader progresses through text supports bringing life to the words on the page. Visualizing is most often described as creating mental images.

❖ **Making Inferences**

- Making inferences is the strategy of using text clues with prior knowledge to comprehend an underlying idea or theme. This strategy is most often known as reading between the lines.

❖ **Determining Importance**

- Determining importance is more than reading for details. As a reader thinks through the text, relevance is determined as the reader evaluates the text to make the decision of what has to be retained based on the purpose set for the reading.

❖ **Synthesizing Information**

- Synthesizing is the strategy that enables readers to change their thinking after reading further into a piece of text or reading several different texts. Synthesizing is a process of creating new meaning by combining new information with prior knowledge.

Writing Strategies

❖ Six Traits

- Six Traits is the writing approach based on the premise that students who learn to “read” their own writing gain the devices to revise with a purpose and edit with focus. The six traits are as follows:
 - Ideas: information to support writing
 - Organization: The structure of the writing
 - Voice: The writer’s personality and individuality
 - Word Choice: The task of selecting words that fit the audience, topic, and purpose.
 - Sentence Fluency: The sound and rhythm of language created by the way sentences are woven together and the effects of tone and voice.
 - Conventions: Spelling, grammar, and usage; capitalization, punctuation, and presentation.

❖ Writer’s Workshop

- Writer’s Workshop builds a student’s fluency in writing through systematic, continuous exposure to the writing process. This is an interdisciplinary writing technique. The process can begin at the elementary grade level and continue to develop throughout high school.

❖ Descriptive Writing

- Descriptive writing is a style of writing that describes a person, place, or thing in such a way that a picture is formed in the readers mind, capturing an event that attracts close attention to details by using all the five senses.
 - Paragraph
 - Essays
 - Poetry
 - Biographies
 - Diary

❖ Writing Process

- While the writing process may be different for each person and for each assignment, follow the general workflow of prewriting, organizing, and revising. Common Writing Assignments require prewriting (invention), developing research questions and outlines, composing thesis statements, and proofreading.

- The writing process—prewriting, drafting, revising, editing, rewriting, publishing—mirrors the way proficient writers write. In using the writing process, your students will be able to break writing into manageable chunks and focus on producing quality material. The final stage, publishing, ensures that students have an audience. Students can even coach each other during various stages of the process for further emphasis on the audience and greater collaboration during editing.
- Studies show that students who learn the writing process score better on state writing tests than those who receive specific instruction only in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects.

Teaching Techniques

Technique Implementation—which takes place in a classroom—is used to accomplish an immediate objective. It must be consistent with a method, and therefore in harmony with an approach as well.

❖ Mimicry—Memorization

- The Mimicry – Memorization method was developed first for military personnel during World War II. This method was successful because of high motivation, intensive practice, small classes, and good models. Some basic sentences are memorized by imitation. When the basic sentences have been over-learned, the students can practice the dialogue. Then they can vary the dialogues within the material the student has already learned. Finally, the students act out the dialogue in front of peers, class, and other students.

This method is used not only for the purpose of training the students how to pronounce the words, phrases, and statement correctly, but also to control the language classes. The students are expected to focus their attention on the lessons. This method can be used to mim-mem the dialogues for all levels: elementary, junior-high, or high-school students.

❖ Scaffolding

- Scaffolding is a method that helps teachers provide students with individualized instruction. While engaged in scaffolding, teachers become facilitators of learning in an instructional dialogue based on flexibility. Scaffolding fosters the student’s individual academic growth, self-esteem, and social skills.

With scaffolding, a teacher concentrates on developing student competencies. In the classroom, the teacher explains, step-by-step, how a decision was made or a conclusion was reached. This explanation often takes the form of group discussions. The discussion is a stream-of-consciousness interaction with students and teachers. Later, the instructor shifts from teacher to coach as the students take over the skill. The performance of the student is coached until proficiency in the skill develops.

At this stage, the student's role resembles that of the apprentice, working under the guidance of the instructor. Gradually, the instructor reduces support, a process known as fading. Support is no longer needed. Scaffolding is a highly individualized approach to teaching: "Almost all classroom teachers believe that instructional approaches which are attentive to the differences among individual learners will be superior to those schemes which are oblivious of such differences" (Popham and Baker, 1970).

The objective of scaffolding is to give students just enough support to help them achieve their current goal. Too much support can be stifling, whereas in scaffolding students can learn at their own pace. The teacher is the coach, facilitator, and tutor. After demonstrating and modeling a task to students, the teacher assigns the tasks, and offers feedback where necessary. When first taught, a skill might be meaningless to a student, but by the time the student has progressed through the integration of the skill in complex problems and in interaction with teachers and fellow students, an interpersonal connection results that enhances learning. The foundation of the scaffolding process is communication.

▪ **Scaffolding Instruction Activities:**

1. activating prior knowledge
2. offering a motivational context to capture student's interest or curiosity regarding the subject at hand.
3. breaking a complex task into easier, more "doable" steps to facilitate student achievement.
4. showing students an example of the desired outcome before they complete the task.
5. modeling the thought process for students through "think-aloud" talk.
6. offering hints or partial solutions to problems
7. using verbal cues to prompt student answers
8. teaching students chants or mnemonic devices to ease memorization of key facts or procedures.

9. facilitating student engagement and participation
10. displaying a historical timeline to offer a context for learning.
11. using graphic organizers to offer a visual framework for assimilating new information.
12. teaching key vocabulary terms before reading.
13. guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action.
14. asking questions while reading to encourage deeper investigation of concepts.
15. suggesting strategies for the students to use during independent practice.
16. modeling an activity for the students before they are asked to complete the same or similar activity.
17. asking students to contribute with their own experiences that relate to the subject at hand.

❖ Role-Play

- There are several reasons for using role-play in the classroom and some tips for getting the most out of role-play.
 - Introduction
 - What is role-play?
 - Why use role-play?
 - Tips on successful classroom role-play
 - Bibliography

Incorporating role-play into the classroom adds variety, a change of pace, and opportunities for a lot of language production and a lot of fun! It can be an integral part of the class and not a one-off event. If the teacher believes that the activity will work and the necessary support is provided, it can be successful.

What is role-play? Role-play is any speaking activity when you either put yourself into somebody else's shoes or stay in your own shoes but put yourself into an imaginary situation!

Why use role-play? It is widely agreed that learning takes place when activities are engaging and memorable. Teachers make use of role-play for the following reasons:

- It is fun and motivating.
- Quieter students get the chance to express themselves in a more forthright way.
- The world of the classroom is broadened to include the outside world—thus offering a much wider range of language opportunities.

❖ Collaborative Language Learning

- Collaborative learning is a situation in which two or more people learn or attempt to learn something together. More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and taking on asymmetrical roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where everyone depends on and is accountable to each other. Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve a joint intellectual effort by students or by students and teachers.

Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student–teacher relationships in the classroom, which results in controversy over whether this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, studyteams, and other activities. The approach is closely related to cooperative learning.

Collaborative Learning is a relationship among learners that requires positive interdependence (a sense of failing or succeeding entirely together), individual accountability (each of us must contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face time to promote interaction, and processing (reflecting on how well the team is functioning and how to function even better).

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

There are many approaches to collaborative learning:

1. Learning is an active process whereby learners assimilate the information and relate this new knowledge to a framework of prior knowledge.
2. Learning requires a challenge that opens the door for the learner to actively engage their peers, and to process and synthesize information rather than simply memorize and regurgitate it.

3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.
4. Learning flourishes in a social environment where conversation between learners takes place. During these intellectual gymnastics, the learner creates a framework that gives meaning to the discourse.
5. In a collaborative learning environment, learners are challenged both socially and emotionally as they listen to different perspectives and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework.

Thus, in a collaborative learning setting, learners could converse with peers, present, and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

❖ Four Collaborative Learning Strategies

- **Think-Pair-Share:** Students work together to solve a problem or answer a question about an assigned reading.
 - The instructor poses a question, preferably one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. This "think time" can be spent writing.
 - Students then turn to a partner and share their responses.
 - During the third step, student responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion.
 - The caliber of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.
- **Three-Step Interview:** Common as an icebreaker or a team-building exercise, this structure can also be used also to share information such as hypotheses or reactions to a film or article.
 - Students form dyads; one student interviews the other.
 - Students switch roles.
 - The dyad links with a second dyad. This four-member learning team then discusses the information, or insights gleaned from the initial paired interviews.
- **Simple Jigsaw:** The faculty member divides an assignment or topic into four parts with all students from each Learning Team volunteering to become "experts" on one of the parts. Expert Teams then work together to master their fourth of the material and also to discover the best way to help others learn it. All experts then

reassemble in their home Learning Teams where they teach the other group members.

- **Numbered Heads Together:** Members of learning teams, usually composed of four individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring higher-order thinking skills. Students discuss the question, making certain that every group member knows the agreed-upon answer. The instructor calls a specific number, and the team members originally designated by that number during the count-off respond as group spokespersons. All team members have a personal stake in understanding the appropriate response because no one knows which number the teacher will call.
- **Collaborative Learning Structures and Techniques**
 - Three-step Interview
 - Roundtable
 - Focused Listing
 - Structured Problem Solving
 - Paired Annotations
 - Structured Learning Team Group Roles
 - Send-A-Problem
 - Value Line
 - Uncommon Commonalities
 - Team Expectations
 - Double Entry Journal
 - Guided Reciprocal Peer Questioning
 - Sample Question Stems

❖ **Cooperative Language Learning**

- Cooperative Learning is a specific type of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group is also assessed. Cooperative groups work face to face and learn to work as a team.

In small groups, students can share strengths and develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of the subjects under exploration.

To create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to

be small enough that everyone can contribute. Third, the task that that students will work on together must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

- a. learners actively participate.
- b. teachers become learners at times, and learners sometimes teach.
- c. respect is given to every member.
- d. projects and questions interest and challenge students.
- e. diversity is celebrated, and all contributions are valued.
- f. students learn skills for resolving conflicts when they arise.
- g. members draw upon their past experience and knowledge.
- h. goals are clearly identified and used as a guide.
- i. research tools such as internet access are made available.
- j. students are invested psychologically in their own learning.

▪ **Three-Step Interview**

Three-step interviews can be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students.

- a. Faculty assigns roles or students can “play” themselves. Faculty may also give interview questions or information that should be “found.”
- b. A interviews B for the specified number of minutes, listening attentively and asking probing questions.
- c. At a signal, students reverse roles and B interviews A for the same number of minutes.
- d. At another signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his or her partner, highlighting the most interesting points.

▪ **Roundtable**

Roundtable structures can be used to brainstorm ideas and to generate many responses to a single question or a group of questions.

- a. Faculty poses question.
- b. One piece of paper and pen per group.
- c. First student writes one response and says it out loud.
- d. First student passes paper to the left, second student writes response, etc.
- e. Action continues around group until time elapses.
- f. Students may say “Pass” at any time.

- g. Group stops when time is called.

The key here is the question or the problem you've asked the students to consider. It must be one that has the potential for a few different "right" answers. Relate the question to the course unit but keep it simple so every student can have some input.

Once time is called, determine what you want to have the students do with the lists. They may want to discuss the multitude of answers or solutions, or they may want to share the lists with the entire class.

❖ **Focused Listing**

- Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. Focused listing asks the students to generate words to define or describe something.

Once students have completed this activity, you can use these lists to facilitate group and class discussion.

Example: Ask students to list 5–7 words or phrases that describe or define what a motivated student does. From there, you might ask students to get together in small groups to discuss the lists, or to select the one that they can all agree on. Combine this technique with a few of the other techniques and you can have a powerful cooperative learning structure.

❖ **Structured Problem Solving**

- Structured problem solving can be used in conjunction with several other cooperative learning structures.
 - a. Have the participants brainstorm or select a problem for them to consider.
 - b. Assign numbers to members of each group (or use playing cards). Have each member of the group be a different number or suit.
 - c. Discuss task as a group.
 - d. Each participant should be prepared to respond. Each member of the group needs to understand the response well enough to give the response with no help from the other members of the group.
 - e. Ask an individual from each group to respond. Call on the individual by number (or suit).

❖ **One-Minute Papers**

- Ask students to comment on the following questions. Give them one minute and time

them. This activity focuses them on the content and can also provide feedback to you as a teacher.

- a. What was the most important or useful thing you learned today?
- b. What two important questions do you still have; what remains unclear?
- c. What would you like to know more about?

You can use these one-minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in on understanding the material.

❖ Paired Annotations

- Students pair up to review/learn the same article, chapter, or content area and exchange double-entry journals (see below) for reading and reflection. Students discuss key points and look for divergent and convergent thinking and ideas. Together students prepare a composite annotation that summarizes the article, chapter, or concept.

❖ Structured Learning Team Group Roles

- When putting together groups, you may want to consider assigning (or having students select) their roles for the group. Students may also rotate group roles depending on the activity.

Potential group roles and their functions include:

- a. **Leader** - The leader is responsible for keeping the group on the assigned task at hand and also makes sure that all members of the group have an opportunity to participate, learn, and have the respect of their team members. The leader may also want to check to make sure that all the group members have mastered the learning points of a group exercise.
- b. **Recorder** - The recorder picks and maintains the group files and folders daily and keeps records of all group activities including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentations to the class.
- c. **Reporter** - The reporter gives oral responses to the class about the group's activities or conclusions.
- d. **Monitor** - The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
- e. **Wildcard (in groups of five)** - The wildcard acts as an assistant to the group leader

and assumes the role of any member that may be missing.

❖ **Send-A-Problem**

- Send-A-Problem can be used as a means to get groups to discuss and review material or potential solutions to problems related to content information.
 - a. Each member of a group generates a problem and writes it on a card. Each member of the group then asks the question to other members.
 - b. If the question can be answered and all members of the group agree on the answer, then that answer is written on the back of the card. If there is no consensus on the answer, the question is revised so that an answer can be agreed upon.
 - c. The group writes a Q on the side of the card with the question on it and an A on the side of the card with an answer.
 - d. Each group sends its question cards to another group.
 - e. Each group member takes one question from the stack of questions and reads one question at a time to the group. After the first question is read, the group discusses it. If the group agrees on the answer, they turn the card over to see if they agree with the first group's answer. If there is consensus, they proceed to the next question. If they do not agree with the first group's answer, the second group writes their answer on the back of the card as an alternative answer.
 - f. The second group reviews and answers each question in the stack of cards, repeating the procedure outlined above.
 - g. The question cards can be sent to a third, fourth, or fifth group, if desired.
 - h. Stacks of cards are then sent back to the originating group. The sending group can then discuss and clarify any question.

- **Variation:** A variation on the send-a-problem format is to use the process to get groups to discuss a real problem for which there may not be one set answer.
 - a. Groups decide on one problem they will consider. It is best if each group considers a different problem.
 - b. The same process is used, with the first group brainstorming solutions to a single problem. The problem is written on a piece of paper and attached to the outside of a folder. The solutions are listed and enclosed inside the folder.
 - c. The folder is then passed to the next group. Each group brainstorms for 3–5 minutes on the problems they receive without reading the previous group's work and then places their solutions inside the folders.
 - d. This process may continue to one or more groups. The last group reviews all the solutions posed by all of the previous groups and develops a prioritized list of possible solutions. This list is then presented to the group.

❖ Value Line

- One way to form heterogeneous groups is to use a value line.
 - a. Present an issue or topic to the group and ask each member to determine how they feel about the issue (could use a 1–10 scale, with 1 indicating strong agreement and 10, strong disagreement).
 - b. Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example).
 - c. Form your groups of four by pulling one person from each end of the value line and two people from the middle of the group (for example, if you had 20 people, one group might consist of persons 1, 10, 11, 20).

❖ Uncommon Commonalities

- Uncommon Commonalities can be used to foster a more cohesive group.
 - a. Groups get together and first list individual things about themselves that define them as people).
 - b. Groups then discussed each item, finding things that 1, 2, 3, or 4 of them have in common.
 - c. When the group finds an item that all of them have in common, they list that item under 4; when they find something that 3 of them have in common, the list that item under 3, etc.

❖ Team Expectations

- Some of the common fears about working with groups include student fears that each member will not pull their weight as a part of the group. Students are scared that their grade will be lower as a result of the group learning vs. learning they do individually. One way to address this issue is to use a group activity to allow the group to outline acceptable group behavior. Put together a form and ask groups to first list behaviors (expectations) they expect from everyone, each pair, and the group as a whole. Groups then can use this to monitor individual contributions to the group and as a way to evaluate group participation.

❖ Double-Entry Journal

- The Double-Entry Journal can be used as a way for students to take notes on articles and other resources they read in preparation for class discussion.
 - a. Students read and reflect on the assigned reading(s).
 - b. Students prepare the double-entry journal, listing critical points of the readings (as they see them) and any responses to the readings, in general,

- or specific critical points.
- c. Students bring their journal notes to class.
- d. Once in class, students may use their double-entry journal to begin discussion, to do a paired annotation, or for other classroom or group activity.

❖ **Guided Reciprocal Peer Questioning**

- The goal of this activity is to generate discussion among student groups about a specific topic or content area.
 - a. Faculty conducts a brief (10–15 minutes) lecture on a topic or content area. Faculty may assign a reading or written assignment as well.
 - b. Instructor then gives the students a set of generic question stems.
 - c. Students work individually to write their own questions based on the material being covered.
 - d. Students do not have to be able to answer the questions they pose.
 - e. This activity is designed to force students to think about ideas relevant to the content area.
 - f. Students should use as many questions stems as possible.
 - g. Grouped into learning teams, each student offers a question for discussion, using the different stems.

- **Sample Question Stems:**
 - a. What is the main idea of...?
 - b. What if...?
 - c. How does...affect...?
 - d. What is a new example of...?
 - e. Explain why...?
 - f. Explain how...?
 - g. How does . . . relate to what I've learned before?
 - h. What conclusions can I draw about...?
 - i. What is the difference between...and...?
 - j. How are...and...similar?
 - k. How would I use...to...?
 - l. What are the strengths and weaknesses of...?
 - m. What is the best...and why?

THE LEARNING ASSESSMENT PROCESS IN THE ENGLISH PROGRAM

The Purpose of the Assessment

Student's evaluation is one of the fundamental elements for school transformation. It is a systematic process by which necessary judgment is executed in relation to classroom instruction and student's academic outcomes. The evaluation process is an orderly, methodical, and progressive process, integrated with the teaching and learning activities that foster the improvement of academic achievement. It is designed in a coherent and consistent way considering the standards and goals of the subject. In the classroom it allows teachers and students to analyze the extent to which they have achieved the established learning objectives.

The main purpose, first and foremost, is to encourage and enhance student learning. Evaluation is designed to recognize achievements and help identify teaching needs according to the developmental level of each student. It is planned and implemented so that students can (1) demonstrate previous and new knowledge, (2) collaborate with each other to face the challenges of learning, and (3) reflect on how they perceive their achievements and learning challenges to redirect their efforts.

Principles of Assessment

The evaluation of learning is a continuous and intentional process that consists of comparing student learning outcomes with learning objectives previously established based on the official curriculum. DEPR promotes the development of a culture of use of academic data for decision making in the planning of teaching, learning, and evaluation. As a result of this culture, educators are expected to:

- implement a teaching, learning, and assessment process aligned with the standards of each subject or program.
- improve the quality of the means of assessing student learning in the classroom when considering the principles of differentiated instruction.
- Increase the motivation and participation of students in the teaching and learning process.
- identify the strengths and challenges of the academic programs to establish priorities and action plans aimed at implementing strategies and innovative projects to improve them.
- Obtain data to serve as a starting point for reviewing and making necessary changes; provide information to the student body, faculty, and administration of the achievement of DEPR's academic goals and objectives.

- provide evidence, to the community and to the agencies that provide funds to DEPR, about student achievement.

Promotion by Levels and Grades

Student promotion will follow the policies established in the current Evaluation Circular Letter.

It is the teacher's responsibility to document the student's progress in the *Sistema de Información Estudiantil* (SIE). The student's final grade and GPA are automatically calculated by the SIE platform.

Types of Evaluation

DEPR uses the following types of evaluation according to their respective purposes:

1. Diagnostic Evaluation

- a. Student strengths and difficulties are identified within a given content, in addition to the recurring academic needs in a group, to determine possible strategies and interventions. A comprehensive diagnostic evaluation includes other modalities of observation, such as interviews with students and parents. It also allows for the exploration of aspects such as learning styles and the determination of possible factors that could interfere with learning.

2. Formative Evaluation

- a. With this evaluation, it is determined whether the student is progressing in the achievement of previously established objectives. If progress is not reflected, reinforcement in teaching will be offered as a follow-up to the learning process.
- b. Formative evaluation enables, in addition to identifying problems or difficulties, the validation of strategies during the teaching and learning process.
- c. It is important to recognize that formative assessment is directly tied to daily instruction in the classroom. It is implemented by the teacher as part of the planned activities.
- d. The assessment and the performance or execution tasks carried out by the student (designed by the teacher or established in the curriculum maps) demonstrate the level of academic achievement through a complex, structured task. These are evaluated with rubrics that guarantee that the minimum required indicators demonstrate the level of achievement and the application of knowledge by the student. They represent a formative or summative evaluation of a unit and validate whether the learning objectives have been met.

3. Summative Evaluation

- a. This type of evaluation determines the achievement of the student at the end of a unit, semester, course, or program in relation to the expected and previously established objectives. The accumulation of test scores, assessment techniques, and assignments performance or execution, together with other formative evaluations, constitute the summative evaluation of the student to award the final grade.
- b.

Factors That Should Not Be Used as Criteria When Awarding a Score



Student's Evaluation and Assessment

Evaluation of the student is one of the fundamental elements for school transformation. It is a systematic process by which necessary judgment is executed in relation to classroom instruction and the student's academic outcomes. The evaluation process is an integrated and necessary factor to guarantee the student's individual academic growth. Usage and appropriate interpretation of data analysis from student's evaluation and assessment significantly contributes to improving the learner's individual growth.

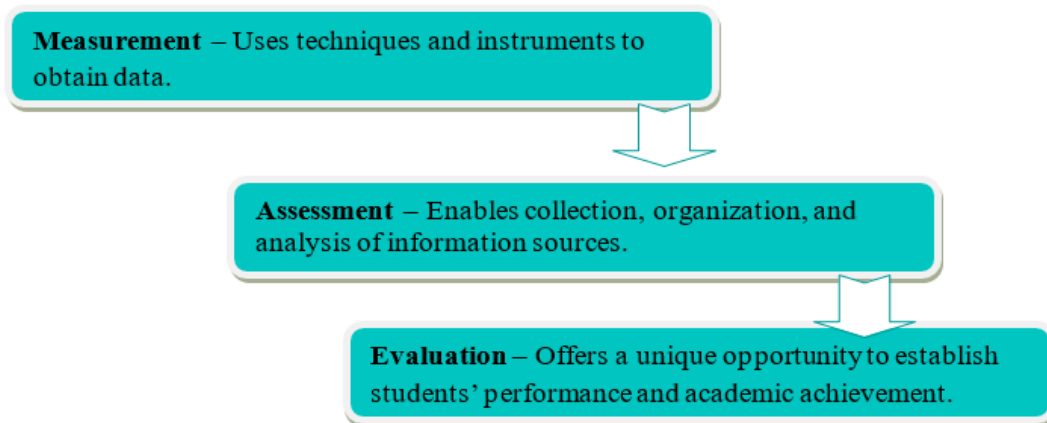
Benefits of Student Evaluation

Evaluation and assessment provide the opportunity for the teacher to:

1. corroborate students' mastery of transfer and acquisition targets.
2. obtain information about the process and the product of learning.
3. reflect on the process of teaching and student learning.
4. self-evaluate to determine progress.
5. make judgements about achievement and academic growth.

Recommended Assessment Strategies and Techniques

Measurement, Assessment, and Evaluation:



Planning the Evaluation Process:

- At the beginning of the school year, the teacher must prepare a course syllabus that includes all the content and assessment techniques to be used to evaluate the student.
- Students should know the criteria by which their performance will be evaluated; for this reason, the course syllabus must be given at the beginning of each school year.
- The instruments used by the teacher must be in accordance with the nature of the course content and resources, and a balance in the diverse levels of depth of knowledge must be evidenced.
- The teacher must report the results of evaluations and academic progress five days **after** administering the instrument.
- In the case of **special education students** evaluation will follow the policies established by the Special Education Program and be based on the student's specific needs as documented in the Individualized Educational Plan (IEP). Participation and adaptation of performance tasks and summative regular assessment may include administering grade-

level indicators considered appropriate for measuring the student’s progress as justified by the COMPU, IEP, and accommodations.

- For special education students that are integrated into regular classrooms, the formative evaluation scores of the special education teacher who provides services must be considered by the teacher from the regular classroom.
- ***The two teachers should discuss the outcome of the assessments accomplished*** by the student before awarding the score in the SIE.
-

Response to Intervention (RTI)

The RTI is a multi-tier approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner.

Components:

1. **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.
2. **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.
3. **Tiered instruction.** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
4. **Parent involvement.** Schools implementing RTI provide parents with information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

RTI Goals

1. Prevention of academic/behavior problems.
 - a. Attend early skill gaps.
 - b. Provide early interventions/instruction.
 - c. Close skill gaps to prevent failure.

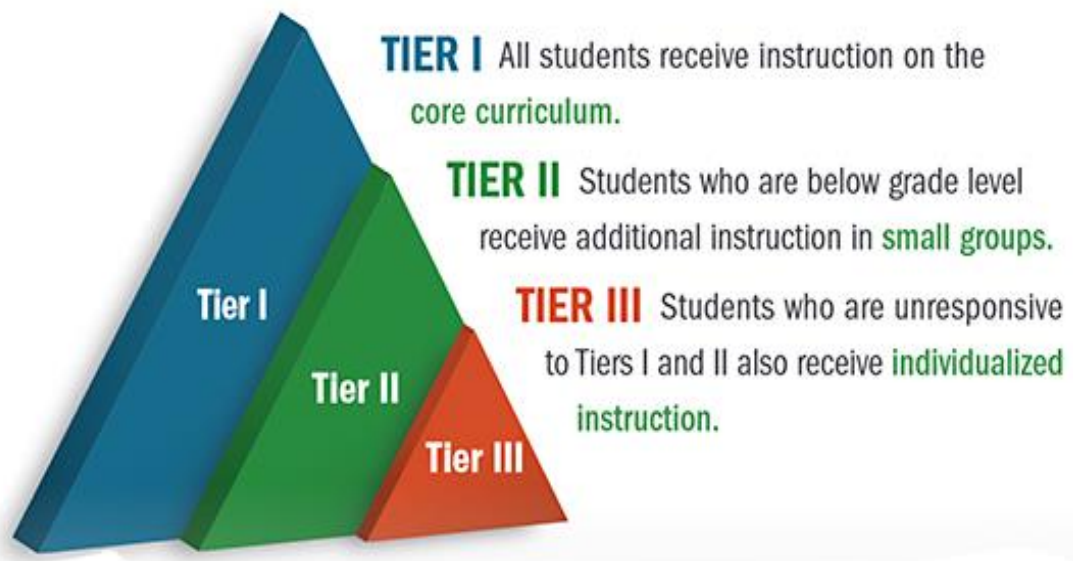
2. Determination of eligibility as a student with a specific learning disability.
 - a. Pattern of inadequate response to interventions may result in referral to special education.
 - b. Student intervention response data is considered for Specific Learning Disabilities (SLD) eligibility.

RTI Benefits

- Enhanced Student Performance
- Accountability - Ensure that the student receives appropriate instruction.
- Staff, parent, and student involvement.
- Time reduction before a student receives additional instructional assistance.
- Reduction of overall number of students referred for special education services while increasing the number of students who succeed within general education.
- Limited amount of unnecessary testing that has little or no instructional relevance.

RTI Barriers

- It's a different way of instruction for some students.
- It requires a new set of skills for some learners.
- Interventions are integrated (not done by team members or special educators only).
- It requires frequent data collection and analysis.
- Its focus is on how students are progressing within the intervention and not on where the student is going (special education).



Evaluation and Assessment for Students with Special Needs

Special Education (Current Circular Letter) Law 51 of 1996 "Integral Educational Services for Persons with Disabilities" 1997 and Law 105-17, " Individuals with Disabilities Education Act " (IDEA) state that the Department of Education is responsible for assessing and identifying all children and youth with disabilities or potential disabilities.

Special Education Program Participants

Participation and adaptation of performance tasks and Summative Regular Assessment may include administering grade level indicators considered appropriate for measuring the student's progress as justified by the COMPU, IEP, and accommodations.

The individualized decisions to be made by the COMPU and evaluations as to how and which mechanisms are to be used in measuring the progress of every student with disabilities must be based on careful reflection that considers the available information about the student as well as the following considerations:

1. Students with disabilities, just like all other children and youth, need for teachers to have elevated expectations of what they can achieve.
2. The assessment process in which a student with disabilities participates should be challenging.
3. The curriculum to which students are exposed in self-contained classrooms should be varied and reflect the different areas of the general curriculum to which all other non-disabled students are exposed, except when this is clearly inappropriate.
4. No student participating in the Regular Academic Program and competing for promotion should be excluded from participating in the Regular Assessment Program corresponding to their level and grade indicator.

Gifted Students

The DEPR recognizes the importance of differentiated instruction and individual development of each student according to their particular needs. Students identified as gifted, according to law 159-2012 in Article 3.02, must be provided a variety of services that meet the educational, social, and emotional needs of the student.

Curriculum for Gifted Students

The curriculum for gifted students should be rich, consistent, relevant, authentic, meaningful, rigorous, and differentiated. You should lead the student beyond the zone of proximal development in the skills, knowledge, understanding, thinking, production and

independence.

This curriculum should encourage vertical (acceleration) and horizontal (amplitude and depth in a subject) movement. Focus on complex thinking skills, emphasis on the development of self-direction, risk taking, curiosity, imagination, and interpersonal relationships. The curriculum should be differentiated in content, process and based on the level of readiness and skill domain, interests, and profile of student learning product.

Renzulli (2000) and Davis and Rimm (1998) presented three service options that schools can offer in response to the needs of gifted children and youth. These educational intervention strategies are acceleration, enrichment, and grouping.

Acceleration Strategies:

1. Entry to school early
2. Grade level or full acceleration.
3. Acceleration by subject
4. Early admission to college
5. Credit for exams
6. Dual or concurrent enrollment in high school and college
7. Radical Acceleration

Enrichment Strategies:

1. With this model the student is not accelerated but remains with peers of the same chronological age.
2. The curriculum with these students should not be given as a collection of activities or games; the learning should be planned and organized appropriately.
3. Everything the student masters should be eliminated from the curriculum.
4. The enrichment of the curriculum can be specified in three basic axes:
 - a. Curricular extension: Adding additional content to the curriculum.
 - b. Curricular adaptation: Designing individualized educational programs.
 - c. Random enrichment: Planning a series of themes and activities that include curriculum content and other external content.

Grouping Strategies:

1. This strategy offers to the student the opportunity to interact with theirpeers in order to be able to receive social and academic support.
2. The option of grouping is divided into three categories:
 - a. Homogeneous classes
 - b. Heterogeneous classes

- c. Temporary or partial time groups (pull-outs).

Strategies for Gifted Students:

1. Identify the needs of gifted students
2. Adapt the teaching
 - a. Tasks respond to a level of sophisticated thinking.
 - b. Ask questions and give tasks that answers are open-ended.
 - c. Use materials or ideas to explore with the aim to discern.
 - d. To organize, encourage and provide opportunities that allow students to Promote their ideas through more than one mode.
 - e. Identify highly developed teaching skills.
 - f. Self-directing their own learning.
 - g. Work quickly with learning material.

Students with Limited Spanish Proficiency

Learners of Spanish and Immigrants (AEI) comprise a very diverse group of students who bring with them valuable cultural and linguistic assets. With effective support, based on the Research, and access to excellent educators, participating learners of the program will be able to achieve mastery of the Spanish language and the academic achievement in the same way as their peers who are not participants. In addition, they will be able to share their culture and native language with the school community in which they participate, particularly with their peers.

Students with Limited Spanish Proficiency should receive support from all subject matters as follows:

1. Evaluation by means of a standardized test that identifies the student's proficiency in each of the four language arts.
2. Application of differentiated instruction in the classroom.
3. Preparation of a comprehensive language development plan that includes accommodations tailored to the student's individual needs.
4. Acquisition of equipment, teaching materials and programs to supplement the acquisition of Spanish.
5. Participation in follow-up and innovative projects of the AEI Program
6. Interpreter Scheduling Services.
7. AEI Student Assistants
8. Training for the family of the participating AEI student.

Section 504

The Individuals with Disabilities Education Act (IDEA) provides services to students with disabilities who do not need special education. Other students with disabilities may not need special education services but might require accommodations and services to participate in and benefit from regular education. These students are protected by Subpart D, Section 504 of the Vocational Rehabilitation Act of 1973, which applies to program and educational activities of the preschool, elementary, secondary, and post-secondary level. The Vocational Rehabilitation Act, since its origin, is intended to protect civil rights and prevent discrimination in federally assisted programs, providing protection to students with disabilities whether they receive special education or not. Section 504 differs as follows:

1. It focuses on people with learning disabilities or whose educational development is adversely affected.
2. It includes people who need regular education, but do not need special education services.
3. A student must receive those accommodations and services that guarantee equal access and participation in educational activities in which students who are not disabled participate, although not eligible for special education services.
4. Services must be determined based on individual analysis of their particular needs and be met as adequately.
5. Some of these services may include the relocation of programs and activities to accessible places, accommodations in the regular classroom, special equipment, or other school activities that are necessary to achieve equitable access and participation in the school environment.
6. The school prepares a service plan to ensure that it is attuned to meeting the needs identified in the assessment process.
7. Teachers of the child or young person should be part of the group that identifies needs and develops the Section 504 services.
8. Teachers and school resources guarantee accommodations in the regular classroom and school activities to students who receive services under the Section 504 Plan.
9. Teachers are to prepare a summative assessment based on performance tasks and other evidence to comply with grade-level expectations.
10. Evaluation is based on student's School Service Plan for Section 504 prepared by teachers considering needs, available resources, and equitable participation.

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The English Program is grateful for the commitment and valuable contributions of all the stakeholders who were part of the curriculum revision process. Their efforts and expertise contributed to the revision of the English Curriculum Framework document.

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APPENDIX

ESL Teaching Professionals

Responding to the challenges of teaching English, each teacher must be a highly trained and qualified professional; a very creative, thoughtful, and reflective educator. The following characteristics are required:

- Excellent command of the English language, including fluent oral and written communication skills.
- Solid academic preparation in the teaching of English as a Second Language in a multicultural environment (*Prueba de Certificación de Maestros (PCMAS)*, DE English Teacher License
- Understanding of language-learning approaches.
- Ability to develop student’s critical thinking skills through meaningful learning experiences.
- Capability of working with parents, involving them in the teaching/learning process of their children, and with the school community in general.
- Ability to design educational lessons and evaluations to enhance the performance of the student following the Content Standards and Grade-Level Expectations according to depth of knowledge and taking into consideration differentiated instruction of subgroups.
- Ability to collect, analyze, and interpret quantitative and qualitative data in order to identify the student’s needs as the foundation of lesson planning, thus to acquire a higher level of academic proficiency.
- Positive attitude toward the teaching and learning of English in Puerto Rico, for both students and schools.

The teacher must provide and promote a teaching and learning atmosphere free of fear and pressure where students feel comfortable and not threatened by the acquisition of a new language, along with the support of their school colleagues, parents, and community inside and outside of the classroom.

In addition, the teacher must promote bilingualism as an opportunity for student’s intellectual enrichment and growth. As a result, the potential for future college and career opportunities are greater.

Teachers must be willing to participate in ongoing public, private, and/or personal professional development and continuous education through grant offers, advanced studies, weekend seminars, workshops, immersion programs, and teacher training programs in Puerto Rico, United States, or abroad during the summer, on sabbatical, online, on study leave, etc., for the purpose of staying up to date with the newest educational trends.

A mentor system, established by regional facilitators and/or school principal, will be provided for assistance to new teachers. Authentic facilitator interventions such as job-

embedded, coaching, workshops, observations, class demonstrations, study groups, panels, and learning communities will be provided.

Teaching Styles

English in Puerto Rico is taught as a Second Language and as a required subject matter in schools. Therefore, English teachers acquire special teaching skills to deliver academic instruction. Teachers' teaching styles should be synchronized with the learner's learning styles. It's not merely lecturing or spelling and grammar drills. Sheikh and Mahmood (2014) state that teaching style is more than methodology and subject knowledge. Teaching style is a multidimensional phenomenon, which explains how a teacher presents information, interacts with the students, manages classroom tasks, supervises coursework, and socializes with the students. Teaching styles have greater impact when a language is taught. They also have a great impact on students' motivation and their achievement in the subject. Sheikh and Mahmood (2014) have established various teaching styles for second language learners. These teaching styles are the following:

Expert Style

The teacher has certain knowledge and skills that students require. Teacher tries to keep status as a specialist among students by exhibiting detailed facts and figures. He/she also motivates students to enhance their competence through knowledge sharing. The teacher is generally concerned with passing on information and ensures that students are well prepared.

Formal Authority Style

This style is a teacher-centered methodology in which instructors are responsible for provision and control of contents. The teacher is concerned with obtaining constructive feedback and with developing learning objectives, opportunities, and rules for students.

Facilitator Style

This is considered a student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible for achieving goals for different tasks. This style helps autonomous as well as two-way learning. The teachers typically devise group activities, which need active learning, student-to-student cooperation, and troubleshooting.

Delegator Style

This is also a student-centered style in which the teacher passes on the control and the obligation for learning to student. The teacher is concerned with increasing students' capability to work in a self-directed fashion. In this way, the students move autonomously on plans or as part of independent teams.

Role Model Style

This type is also a teacher-oriented style in which the teacher displays the skills that students should learn. This teaching methodology encourages student's involvement in class and adaptation of their presentation to include different learning styles. The teacher believes in teaching by personal example and establishes a code of conduct for students on how to think and

behave. The teacher supervises, motivates, and directs by demonstrating how to do things, cheering students to examine and then to follow “the teachers approach.”

Bloom’s Taxonomy levels for lesson planning

Definitions	I Remembering	II Understanding	III Applying	IV Analyzing	V Evaluating	VI Creating
Bloom’s Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory
Anderson, L.W., & Krathwohl, D.R. (2001). A taxonomy for learning, teaching, and assessing. Abridged Edition. Boston, MA: Allyn and Bacon.						

Difference between Approach, Strategy, and Techniques



An approach reflects a theoretical model or research paradigm. It provides a broad philosophical perspective on language teaching including the theory, nature of language learning, psychological and pedagogical principles.



Strategies are the conscious actions used by teachers to help learners improve their language learning. Teachers must develop and model the strategy in order to facilitate it being used by the students. The use of a strategy requires a plan of action to accomplish a specific goal.



Techniques are specific classroom activities that represent the most specific and concrete parts of a method used in teaching a second language. This involves the actual practices and procedures of teaching the educator prefers.

Foundational Skills Resources

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them “sight” words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

Students who are not proficient in reading should be assessed and their progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions. (Florida’s B.E.S.T. Standards: English Language Arts)

It is highly recommended that teachers incorporate sight and high-frequency words into daily instruction. Having a vast knowledge of vocabulary aids in developing students’ communication, reading, and writing skills. The K-5 curriculum maps contain the grade level high frequency word lists.

Included are checklists to aid in the development of the foundational skills standard.

Phonological Awareness Checklist

Content	Observed (v)
Discriminating words or sounds	
Rhyming	
Blending syllables	
Blending phonemes	
Isolating initial sounds	
Isolating medial sounds	
Isolating final sounds	
Segmenting words in sentences	
Segmenting syllables in words	
Segmenting phonemes in words	
Deleting or substituting syllables/phonemes in words	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Independent work	
Partner work	
Materials Used	
Oral language	
Manipulatives	
Pictures	
Connected to print?	
Other:	
Total Time Spent on Phonological Awareness	
National Council for Special Education Observation Checklist: Phonological Awareness (sess.ie)	

Phonics/Decoding/Word Study Checklist

Content	Observed (v)
Matching letters to sounds accurately	
Matching letters to sounds fluently	
Producing sounds for digraphs/letter combinations (“ee,” “sh,” “oo”)	
Blending/spelling sounds in simple words	
Decoding/spelling words with consonant blends (“tr,” “sl”)	
Reading/spelling one-syllable words fluently	
Reading/spelling words with common word parts (“all,” “igh,” “ble”)	
Reading/spelling compounds, contractions, possessives	
Reading/spelling multisyllabic words	
Using word meaning and context to confirm decoding	
Using word structure to recognize words (prefixes, suffixes)	

Reading/spelling irregular words accurately and fluently	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work	
Reading activities	
Spelling activities	
Materials Used	
Letter tiles, letter cards, plastic letters, other _____	
Word cards, families, other _____	
Word wall	
Decodable text	
Other: _____	
Total Time Spent on Phonics/Decoding/Word Study	
National Council for Special Education Observation Checklist: Phonological Awareness (sess.ie)	

Fluency Checklist

Content	Observed (v)
Naming letters accurately and fluently	
Reading sounds accurately and fluently	
Blending and reading individual words accurately and fluently	
Reading common phrases accurately and fluently	
Reading connected text accurately and fluently	
Purposefully focusing on increasing fluency toward grade-level goal	
Reading attending to punctuation, expression, intonation, etc.	
Self-correcting word-recognition errors	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Choral reading	
Echo reading	
Partner reading	
Independent reading	
Timed reading	
Reader's theater	
Materials Used	
Letter tiles, letter cards, or plastic letters	
Word wall or word cards	
Phrase cards/pages	
Decodable text, leveled text, other _____	

Taped readings or computer-assisted readings	
Other: _____	
Total Time Spent on Fluency	
National Council for Special Education Observation Checklist: Phonological Awareness (sess.ie)	

Vocabulary Checklist

Content	Observed (v)
Naming and using basic concepts	
Identifying and sorting pictures of words into categories, sets, or groups	
Categorizing words hierarchically	
Using semantic maps/organizers to show word relationships	
Learning new vocabulary across a variety of contexts	
Reviewing new and previously learned vocabulary	
Using new/previously learned vocabulary (in oral and written language) and across contexts	
Understanding common synonyms and antonyms	
Using word structure and use in sentence to infer word meaning	
Identifying multiple-meaning words	
Using dictionary to infer word meaning	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work/reading	
Teacher read-aloud	
Materials Used	
Oral language	
Pictures, models, demonstrations, other _____	
Graphic organizers	
Dictionaries	
Narrative text/ Informational text	
Other: _____	
Total Time Spent on Vocabulary	
National Council for Special Education Observation Checklist: Phonological Awareness (sess.ie)	

Comprehension Checklist

Content	Observed (v)
Making predictions about text	
Confirming predictions based on information from text	
Answering/asking questions about stories & relating to personal experience	
Answering/asking questions about characters, setting, events in story	
Answering/asking higher-level questions (if, why, how, inferential)	
Retelling story including important information (e.g., characters)	
Sequencing events from story or passage	
Telling the main idea of a story or informational text	
Summarizing most important information from story or passage	
Analyzing characters' actions, motives, feelings, etc.	
Identifying and discussing theme of text	
Monitoring comprehension	
Connecting text to personal experience, prior knowledge, other texts	
Distinguishing main idea/details, facts/opinions, cause/effect	
Using charts, tables, diagrams, or maps to learn about topic	
Following multiple-step written instructions	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work/reading	
Materials Used	
Oral language	
Think-aloud	
Graphic organizers	
Narrative text/ Informational text	
Other: _____	
Total Time Spent on Comprehension	
National Council for Special Education Observation Checklist: Phonological Awareness (sess.ie)	

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