

Virtual Course

Pedagogical and disciplinary knowledge for teaching practice

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***At the secondary education
level - English Area***

Unit 1:

**General pedagogical knowledge for
teaching practice in Secondary
level in the English area**

Session 1:

**Social Constructivism, Cross
Curricular Approaches and
the Profile of the Graduated**



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Unit 1

General pedagogical knowledge for teaching practice in
secondary level in the English area.

Session 1

Social Constructivism, Cross Curricular Approaches and the
Profile of the Graduated.

This fascicle dives into the concept of social constructivism, a learning theory that highlights the crucial role of social interaction in knowledge acquisition. Specifically, it explores how this theory applies to teaching English as a foreign language (EFL). We will delve into the significance of cross-curricular approaches, aligning instruction with the Graduated Profile outlined in the National Curriculum. Additionally, we will examine the central role of the Communicative Approach in fostering effective EFL communication.



Reflection of the pedagogical practice

Let's start by reflecting on the following case:

Teacher Ruth is planning a learning experience based on Peruvian legends, this topic responds to the meaningful situation of the first term of the school year. She has already set the product or evidence of learning for the first term: A Peruvian legend. Students will have to write a Peruvian legend they like the most or have heard about. As there are four teachers of English at the school where she works, she has asked her colleagues to give her some ideas on the first activity to develop as part of the learning experience.

Here are some of her colleagues' advice or ideas for the first activity:

Nancy: Ask students to read some Peruvian legends to the class and ask them to prepare a summary of each to be shared in class. Then students improve each other's summary.

Sofía: Prepare a questionnaire of the most famous Peruvian legends to find out how much students know about the topic. You would consider it as an entrance test.

Rommel: Ask students to go to the library and get some Peruvian legends to be read in class. Then students could vote for their favorite legend and make a poster in groups.

Carlos: Show students some pictures related to Peruvian legends and ask them to relate the pictures with the ones they are familiar with. Then students would share with their partners the legends they know about and will be able to report what they learned from each other later.

Which option would be more appropriate?



Before answering the question, we could reflect on the following aspects:

- Which piece of advice is aligned to the social constructivism paradigm?
- Which piece of advice relates to the Cross-Curricular Approaches? Which one?
- How do these pieces of advice contribute to the development of the profile of the graduated from basic education?
- How do these pieces of advice foster communication among students?



Understanding knowledge

1.1. Social constructivism

First, it is crucial to grasp the concept of **social constructivism** as a pedagogic paradigm. This implies that it is not merely a method or approach but a prevailing current that can be subtly integrated into a teaching curriculum. The Peruvian National Curriculum of Basic Education embraces social constructivism as one of the guiding principles for teaching practices.

Consequently, the teaching-learning process revolves around students actively constructing their knowledge through interaction with their peers, rather than passively receiving it from the teacher. In this context, it is imperative for every educator to consider the following assumptions:

- Knowledge is not passively received but actively constructed by learners through interaction with the environment and others.
- Learning is a social process that occurs through collaboration and interaction among individuals.
- The teacher's role is to facilitate and guide the learning process, not simply to transmit information.
- The teacher identifies the zone of proximal development of students so that they can provide effective guidance or assistance to help students perform different tasks.

By adhering to these assumptions, teachers can foster a learning environment conducive to deep understanding, critical thinking, and collaborative problem-solving. Social constructivism empowers students to take ownership of their learning journey and develop the skills necessary to thrive in an increasingly interconnected world.

Let's revise the implications of this theory for a classroom. This chart has been adapted from Libretexs.org (n.d) Constructivism and Social Constructivism in the Classroom.

Chart 1. The Implications of social constructivism in the classroom

Teacher's role	
Theory	Implications for classroom
The educator should consider the knowledge and experiences students bring to class.	The teacher activates students' prior knowledge.
Learners construct their knowledge through a process of active inquiry.	The teacher predicts questions students might ask themselves to contrast the new information with the knowledge they already have.
The educator should consider the knowledge and experiences students bring to class.	The teacher activates students' prior knowledge.
Learners construct their knowledge through a process of active inquiry.	The teacher predicts questions students might ask themselves to contrast the new information with the knowledge they already have.
'Discovery' is facilitated by providing the necessary resources.	The teacher selects useful and appropriate resources for students to search for information.
Knowledge is actively constructed and learning is presented as a process of active discovery.	The teacher designs activities that foster students' active participation throughout the learning experience.
Assist with the assimilation of new and old knowledge.	The teacher supports students and clarifies any doubts regarding the new knowledge.
The learning program should be sufficiently flexible to permit development along the lines of student inquiry.	Teacher assess his or her teaching and the activities he or she designs to adapt them to his or her students' learning needs.
Due to its interpretive nature, each student will interpret information in different ways.	The teacher accepts that there are different ways to solve a problem and every student can give different solutions to one problem.
Create situations where the students feel safe questioning and reflecting on their processes.	The teacher fosters a safe and non-threatening environment for learning. Encourage students to respect and tolerate everybody's ideas. The teacher poses questions to make students reflect on the way they learn.
Encourage development through intersubjectivity.	The teacher designs collaborative tasks and activities in which students share their viewpoints.
Providing scaffolding at the right time and the right level.	The teacher considers students' level of English and provides students with opportunities to go from easy and guided to more difficult or demanding tasks.
Provide opportunities for more expert and less expert participants to learn from each other.	Teacher pairs or group students taking into consideration their skills and knowledge so that expert students can help less expert students grow and learn.

Students also assume a role within a constructivist learning environment. Let's check out the implications of this theory for a classroom.

Teacher's role	
Theory	Implications for classroom
The role of the student is to actively participate in their education.	Students get involved in their learning process and actively participate during the class.
Students have to accommodate & assimilate new information with their current understanding.	Students integrate new knowledge or information into the existing. They also make changes to their beliefs based on the new knowledge.
One important aspect of controlling their learning process is reflecting on their experiences.	Students develop their reflective skills. They reflect on what they learn and how they learn.
Students begin their study with preconceived notions.	Students identify their current or prior knowledge about a topic and relate it with the new knowledge or information.
Students are very reluctant to give up their established schema/idea & may reject new information that challenges prior knowledge.	Students question continuously throughout their learning process and contrast new information or knowledge with pre-existing one.
Students may not be aware of the reasons they hold such strong ideas/schemata	Students break schemes when they understand that new knowledge is anchored to the pre-existing one.
Learners need to use and test ideas, skills, and information through relevant activities.	Students develop critical thinking skills to develop different learning tasks.
Students need to know how to learn or change their thinking/learning style.	Students can adapt their learning style to their learning needs and are aware of the importance of fulfilling the tasks that are set by the teacher.
Because knowledge is so communally based, learners deserve access to knowledge of different communities.	Students can research information from different sources, including from people around them.
For students to learn, they need to receive different 'lenses' to see things in new ways.	Students ask others for opinions to contrast the way they understand things or new knowledge to different perspectives.



Teacher's role	
Theory	Implications for classroom
Learners need guidance through the ZDP	Students value the teacher's guidance during the learning process and are conscious that they will improve every time they reach a learning goal with or without the teacher's assistance.
In social constructivism tutors and peers play a vital role in learning.	Students consider teachers and their partners as team members and allies in their learning process.

When understanding the implications of social constructivism for the classroom, teachers would be able to design more effective learning experiences that will lead students to learn and develop competencies.

1.2. Cross-curricular approaches in the National Curriculum

Even though cross-curricular approaches are outlined in the curriculum after the profile of the graduate, they should be understood and discussed beforehand. As stated in the National Curriculum of Basic Education, these approaches form the foundation of curriculum development. The National Curriculum itself explains the significance of cross-curricular approaches. These approaches provide fundamental concepts that help us grasp:

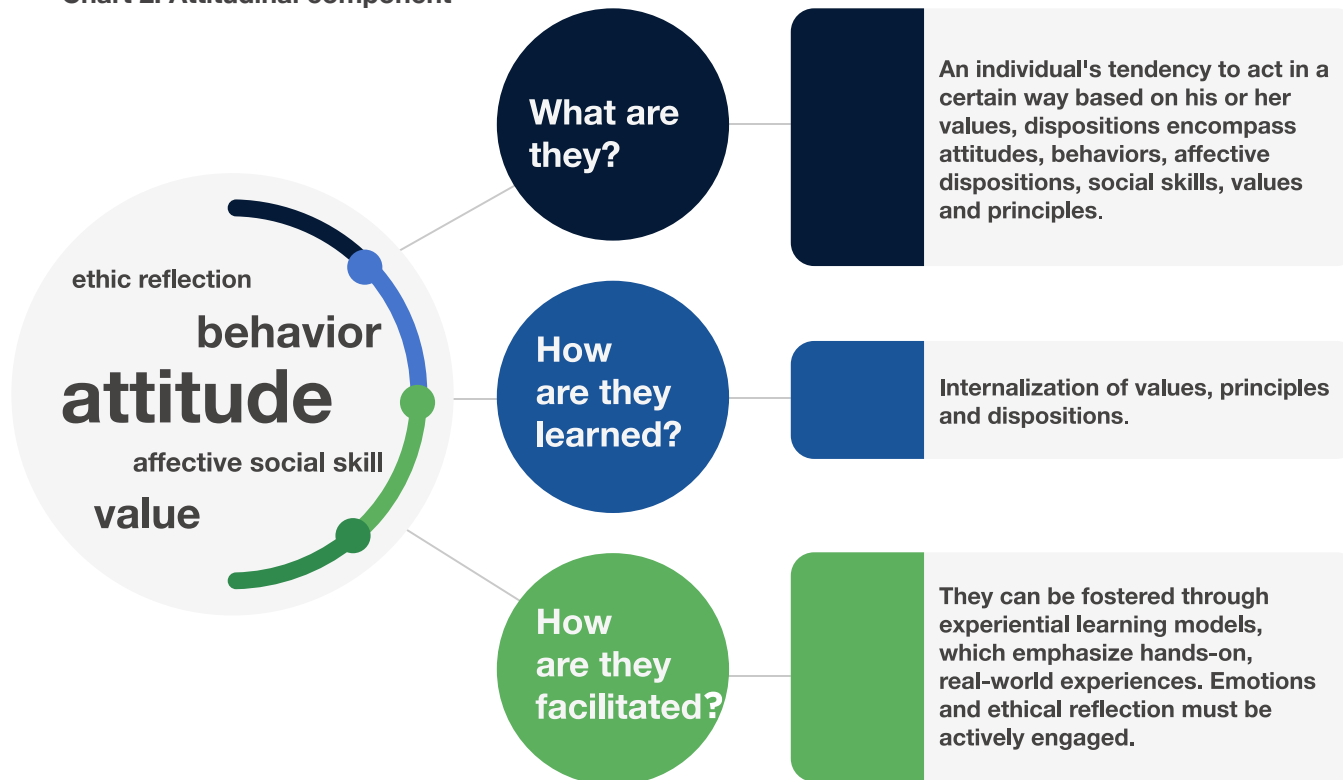
- **The human being:** For instance, the first cross-curricular approach, focusing on rights, establishes a framework for viewing students as rights holders rather than passive recipients of protection.
- **The relationship among people or citizens:** For instance, the intercultural cross-curricular approach aims to cultivate citizens who can engage in respectful dialogue and collaboration, valuing diversity and rejecting all forms of discrimination.
- **The relationship between people and the common environment:** For instance, the environmental cross-curricular approach promotes responsible environmental stewardship within the school community, emphasizing biodiversity conservation, soil and air protection, and sustainable resource management.

Going further, the National Curriculum recognizes that these three aspects permeate the profile of the graduate's traits and competencies. Therefore, cross-curricular approaches serve as a conceptual framework that defines the desired learning outcomes and competencies outlined in the curriculum. The curriculum is inextricably linked to every educational practice and the learning experiences that occur within the school environment. These cross-curricular approaches must be actively incorporated and manifested through tangible actions and behaviors that demonstrate respect for others and environmental responsibility.

Some values and attitudes are associated with the cross-curricular approaches and are seen in the profile of the graduates and the competencies. It is crucial to understand how students develop this type of learning which is known as knowledge and resources in the National Curriculum. This learning is developed from a very early age.

There is a chart that summarizes the attitudinal component (value resources, socioemotional, attitudinal, and behavioral).

Chart 2. Attitudinal component



Taking into consideration what is shown in the chart, the implementation of the cross-curricular approaches supposes a change in teaching and learning. Applying methodologies that allow students to reflect on the way they behave towards people and the environment. Bringing discussion about topics like rights, environmental issues, or gender equality into the classroom might make a change in the way students learn and develop competencies.



Chart 3. Cross-curricular approaches

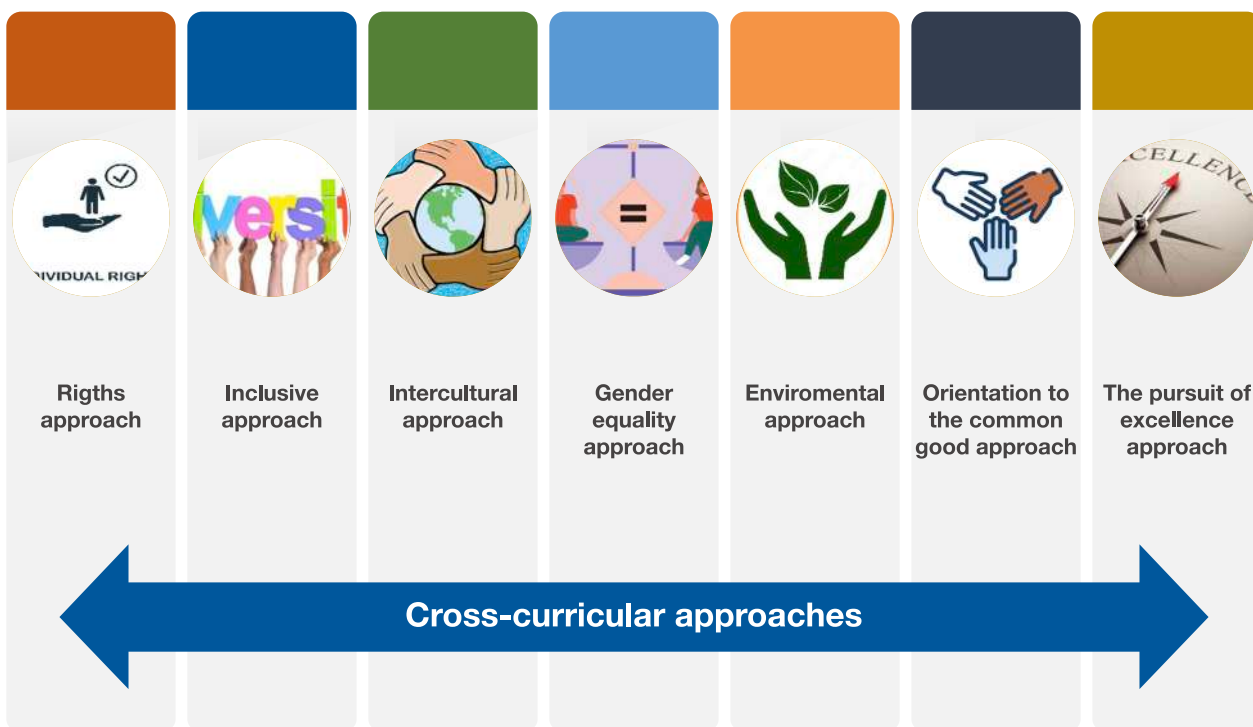


Chart 4. Rights Approach

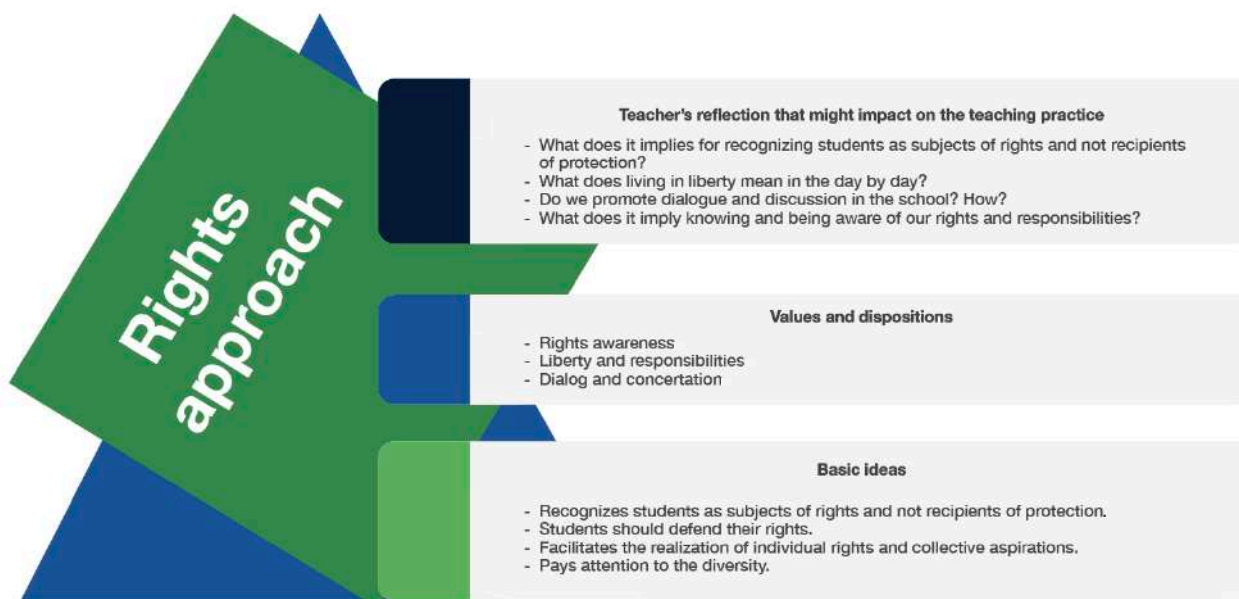


Chart 5. Inclusive Approach

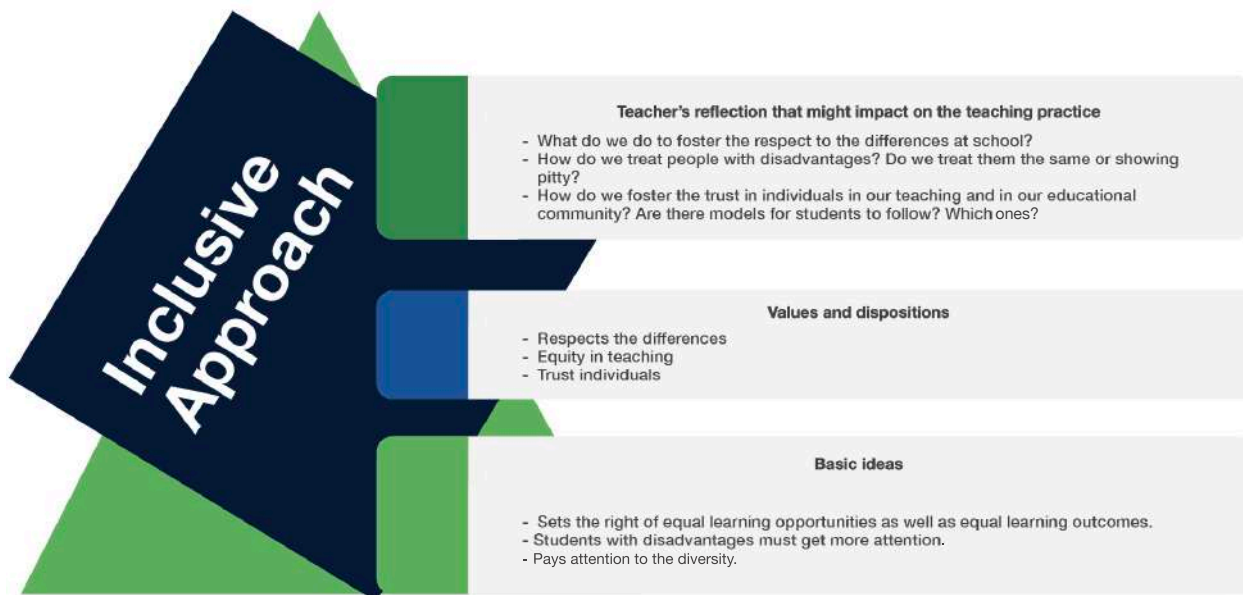


Chart 6. Intercultural Approach

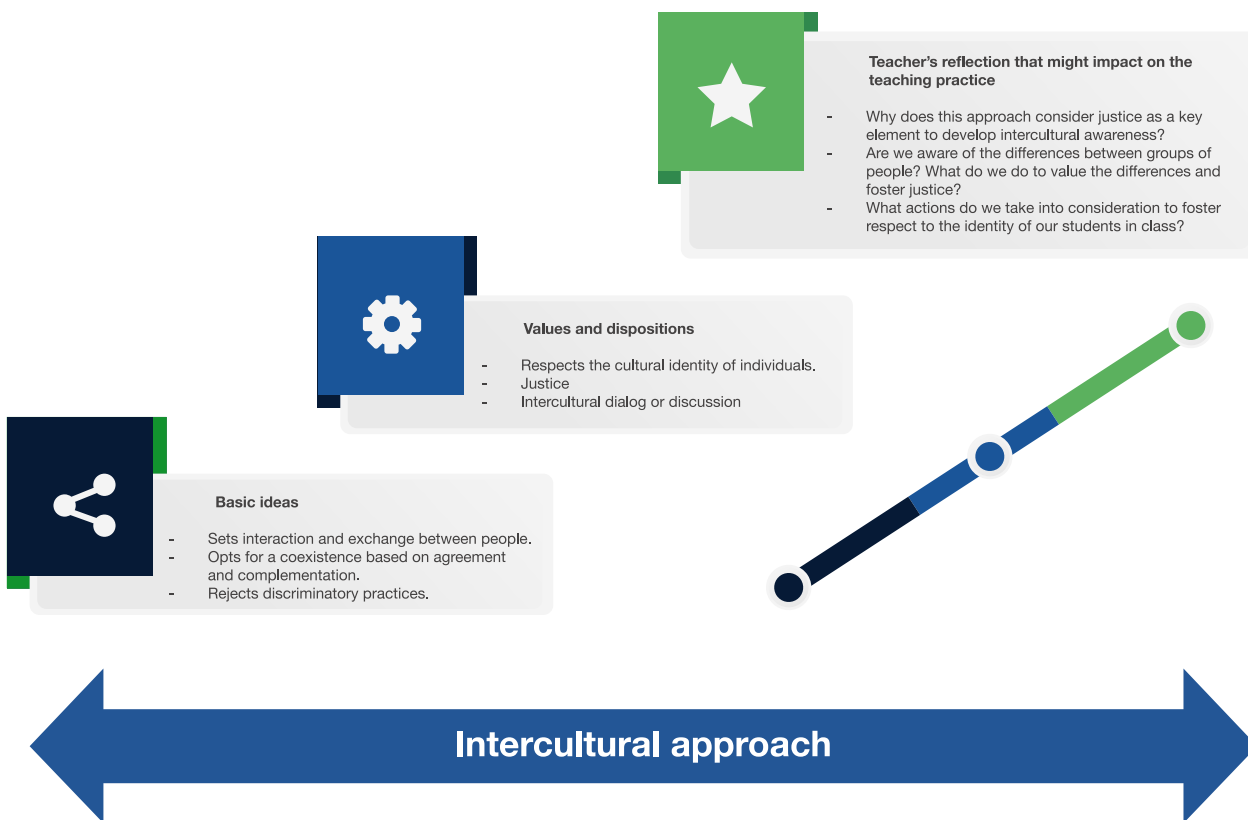


Chart 7. Gender equality Approach

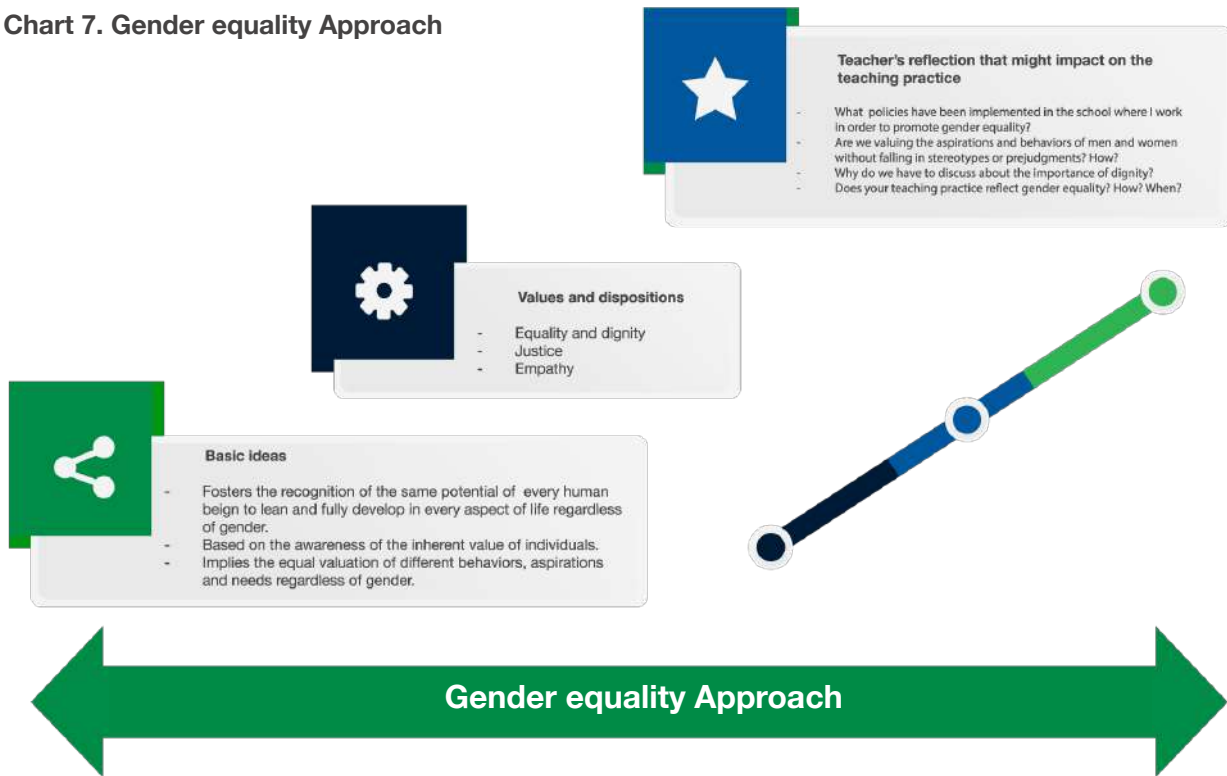


Chart 8. Environmental Approach

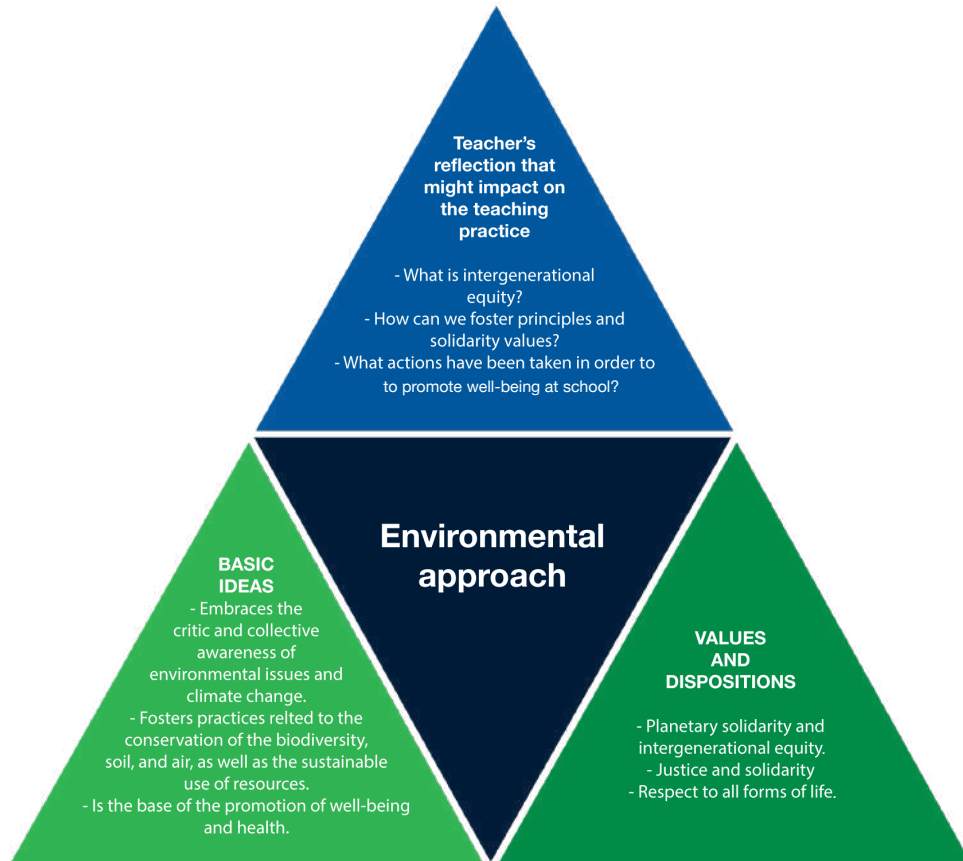


Chart 9. Orientation to the Common Good Approach

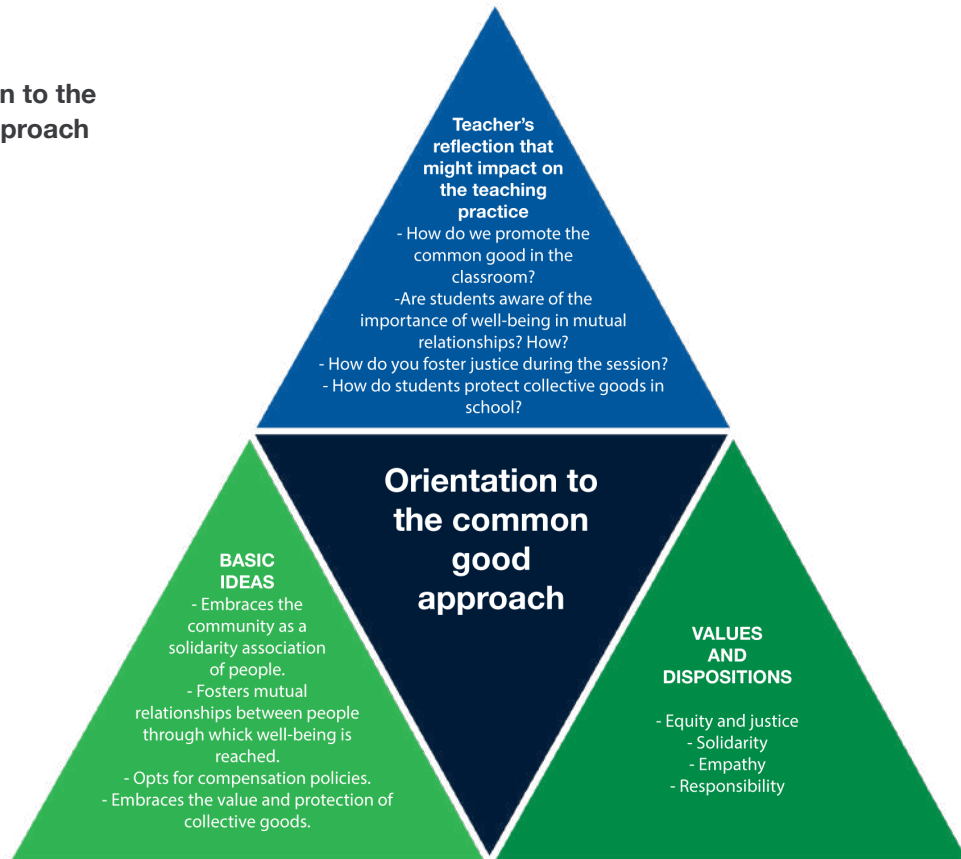
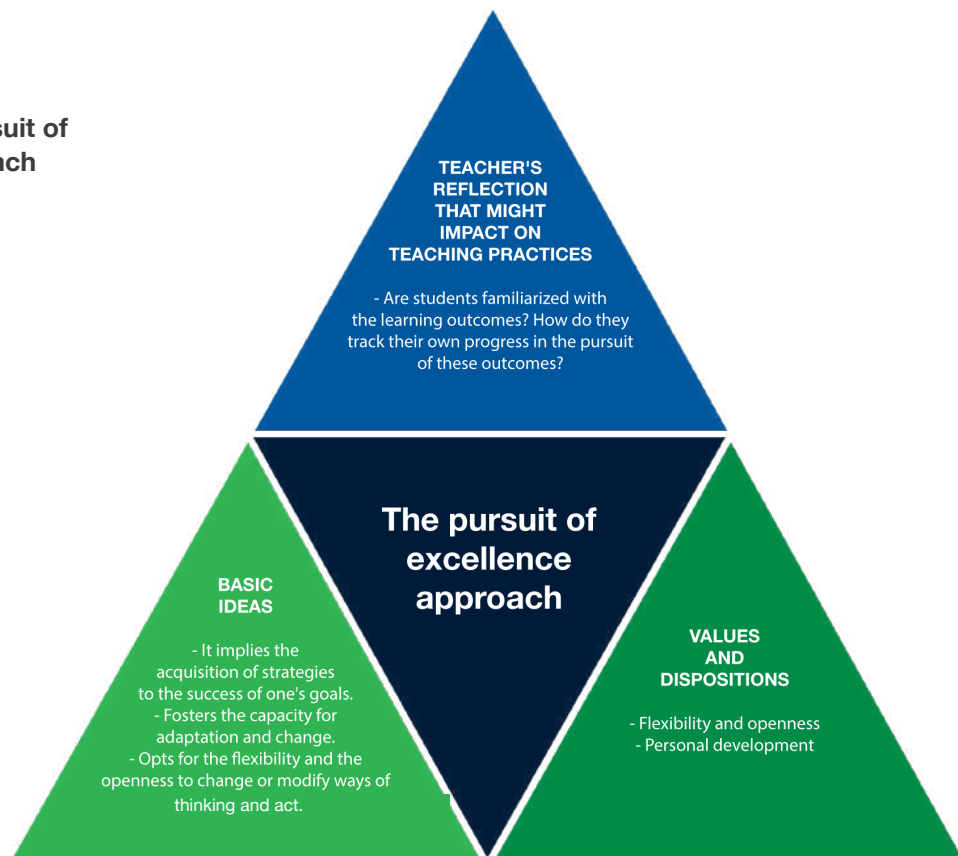


Chart 10. The Pursuit of Excellence Approach



As evident from the charts, cross-curricular approaches incorporate fundamental aspects, values, and dispositions that necessitate teacher reflection for continuous improvement. This reflective practice ensures that these approaches are seamlessly integrated into the classroom and educational settings, fostering the development of competencies that shape the profile of graduates. Given their relevance to today's students' learning needs, cross-curricular approaches should be nurtured from the very beginning of the educational process, empowering students to become the well-rounded citizens our ever-changing society demands.

1.3. The learning outcomes of the profile of the graduate

As we have stated before in this fascicle, the cross-curricular approaches and the profile of the graduates play a pivotal role in shaping our teaching practices. These two elements are inextricably linked, giving rise to the competencies and learning outcomes stipulated in the National Curriculum. Through diverse learning experiences across various areas, basic education students embark on a journey towards achieving the profile of the graduate at the culmination of their basic education program. This long-term goal, spanning approximately fourteen years, is a fundamental right and aspiration for every Peruvian citizen. The profile of the graduate encapsulates the nation's vision for its citizens, fostering harmonious coexistence, well-being, and environmental stewardship.

Eleven learning outcomes make the profile of the graduate of the basic education program. It is crucial to understand that any area could contribute to the profile of the graduate. The learning outcomes of the profile do not belong to a specific area or discipline. Every area can be related to each of the learning outcomes, so as teachers of English, we should embrace challenges in order to be more flexible and eager to contribute to any of these learning outcomes stated in the profile of the graduates. *Students could use English as a medium to develop different learning activities related to the other ten learning outcomes. For instance, "students can inquire and understand the natural and artificial world by using scientific knowledge in concordance with local knowledge to improve life quality and take into consideration the care of nature"* through an English learning experience that deals with the topic of water care.

The following chart is taken and adapted from Minedu (2022). *The guidance for the development and evaluation of the competencies- English area*, which was elaborated by the team of the English area from the Direction of Secondary Education (DES).



Chart 11. The graduate profile and the competencies of the English area



As illustrated in the previous chart, the English area plays an important role in nurturing the learning outcomes of the profile of the graduate through diverse learning experiences and activities. This necessitates creative thinking on the part of the teacher, who must design, plan, implement, and evaluate various learning experiences in collaboration with teachers from other disciplines. To this end, project-based learning is proposed as a pedagogical approach that fosters interdisciplinary teaching and facilitates the attainment of the competencies required to achieve the profile of the graduate.

1.4. The communicative approach

The English area is grounded in the communicative approach, emphasizing the social practices of language and the sociocultural context. This approach aligns with Minedu's Secondary Education Curricular Program (2016).

To fully grasp the Communicative approach, it's essential to understand the difference between an approach and a method. These two concepts are often confused. An approach refers to a broad philosophy or set of guiding principles that shape language instruction. On the other hand, a method is a specific set of techniques or procedures used to implement an approach.



Chart 12. Approach vs. Method

Feature	Approach	Method
Meaning	General philosophy or set of principles	Specific, concrete set of techniques or procedures
Focus	Overall goals and objectives	Day-to-day teaching activities
Flexibility	Can be adapted to different contexts and learner needs	More rigid and prescriptive
Examples	Communicative approach	Task-based method, flipped learning

The communicative approach was developed in the 1970s in response to the growing criticism of the traditional grammar-translation method, which was seen as being too focused on the teaching of grammar rules and vocabulary lists. Proponents of the communicative approach argued that this did not adequately prepare learners to use language in real-world situations.

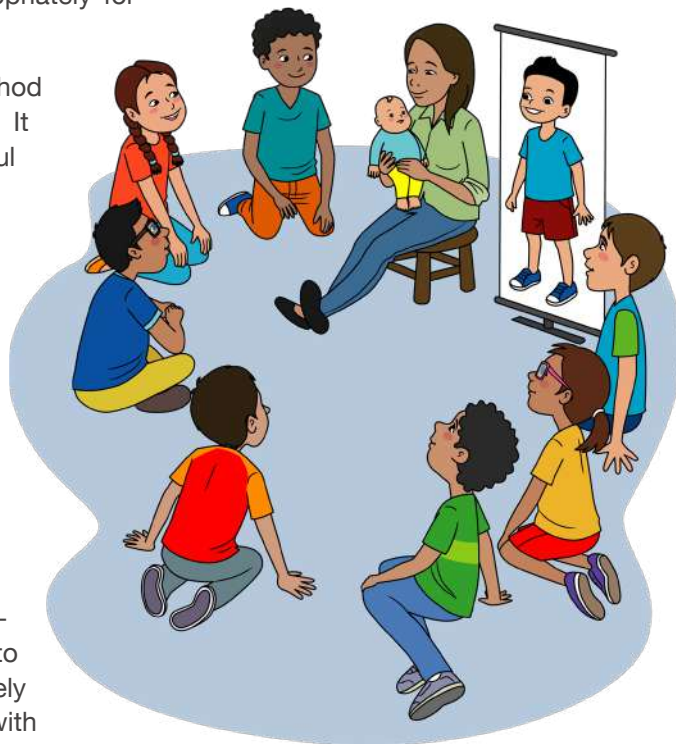
As outlined by Harmer (2015), the communicative approach encompasses a fundamental reassessment of both what aspects of language to teach and how to teach them. It marks a departure from the traditional focus on grammar and vocabulary, instead emphasizing the importance of language functions. The goal of the communicative approach is to equip learners with the ability to use language forms appropriately in diverse contexts and for various purposes.

This emphasis on real-world communication necessitates a shift in teaching methods. No longer does instruction revolve around rote memorization and rule-based drills. Instead, the communicative approach advocates for tasks and activities that simulate real-world language use, encouraging students to engage in meaningful interactions and apply their language skills to practical situations.

These activities should foster in students a genuine desire to communicate. Learners should engage in purposeful communication, such as making purchases, offering advice or composing emails, in which they employ a diverse range of linguistic expressions, avoiding reliance on a single pattern. The teacher should refrain from interrupting the activity and the materials used should not impose restrictions on the language forms employed by the students. In essence, these activities should strive to mirror real-world communication scenarios.

Implications for classroom practice

- 1. Focus on meaningful communication:** consider that language instruction should move beyond rote memorization and focus on using language to communicate effectively in real-world situations. This involves creating tasks and activities that simulate authentic communication scenarios (Richards & Rodgers, 2001).
- 2. Emphasis on language functions:** grammar and vocabulary instruction should be integrated into the context of language functions, such as requesting, expressing opinions or giving directions. Students should learn to use language appropriately for different purposes (Nunan, 1999).
- 3. Task-based instruction:** TBI is a prominent method aligned with the communicative approach. It involves providing students with meaningful tasks that require them to negotiate meaning, exchange information, and use language in a variety of ways (Willis, 2007).
- 4. Authentic materials:** the use of authentic materials, such as newspapers, magazines and films, exposes students to natural language use and provides context for understanding language functions (Lazarides, 1991).
- 5. Learner-centered approach:** the communicative approach shifts the focus from teacher-led instruction to a more learner-centered approach. Students are encouraged to take ownership of their learning engage actively in communication tasks, and collaborate with peers (Breen, 1987).
- 6. Fluency and accuracy balance:** the communicative approach emphasizes the importance of both fluency and accuracy. Students should develop the ability to communicate spontaneously while also striving for grammatical correctness (Larsen-Freeman, 2000).
- 7. Assessment of communicative competence:** the assessment should focus on students' ability to use language effectively in real-world situations, rather than solely grammatical knowledge and vocabulary recall (Bacman & Chapelle, 2001).



In conclusion, the communicative approach has revolutionized language teaching by emphasizing the importance of real-world communication, language functions, and learner-centered instruction. By implementing these principles, teachers can create and design more engaging and effective learning experiences for their students.



Key ideas

- a. At its heart, social constructivism emphasizes knowledge as an active and collaborative endeavor constructed through social interaction. Individuals do not passively receive information, but rather build meaning by engaging with others, sharing diverse perspectives, and negotiating understanding. This learning approach prioritizes active participation, collaborative tasks, and open-ended discussions, where teachers act as facilitators rather than sole transmitters of knowledge. Through this social process, learners develop critical thinking, communication, and problem-solving skills, ultimately gaining a deeper and more personal connection to the knowledge they acquire.
- b. Integrating National Curriculum's cross-curricular approaches into daily lessons plays a vital role in shaping students' learning in basic education. Through this approach, students can develop essential values and attitudes towards various issues like environmental awareness and striving for excellence. These interconnected learning strategies ultimately nurture students into well-rounded citizens equipped to meet the demands of society.
- c. Our basic education graduates are defined by eleven key learning outcomes. These outcomes aren't limited to specific subjects – any subject, including English can contribute to developing them. As teachers of English, we should embrace this challenge and actively seek ways to connect our lessons to all eleven outcomes. English itself can be the “tool” for engaging students in activities related to other areas, like science. Imagine using an English lesson about water conservation to help students “inquire and understand the natural world...” and learn about sustainable practices. By thinking creatively and incorporating these broader goals, we can ensure our English lessons contribute to creating well-rounded and responsible citizens.
- d. The communicative approach plays a pivotal role in English as a Foreign Language (EFL) learning, as it prioritizes real-world communication over isolated grammar drills. Unlike traditional methods that focused on memorization and accuracy, the communicative approach emphasizes using English for meaningful interaction, similar to how one uses their native language. This shift empowers students to develop fluency and confidence, improve comprehension, increase motivation, and promote critical thinking. Furthermore, the communicative approach encourages active participation, collaboration, and learner autonomy, fostering a more engaging and effective learning environment for EFL students. This approach ultimately prepares learners to use English for authentic communication in their personal and future professional lives.





Application in practice

Let's recall the case from the beginning of this fascicle in order to analyze and choose the best option.

Teacher Ruth is planning a learning experience based on Peruvian legends, this topic responds to the meaningful situation of the first term of the school year. She has already set the product or evidence of learning for the first term: A Peruvian legend. Students will have to write a Peruvian legend they like the most or have heard about. As there are four teachers of English at the school where she works, she has asked her colleagues to give her some ideas on the first activity to develop as part of the learning experience. Here are some of her colleagues' advice or ideas for the first activity:

Nancy: Ask students to read some Peruvian legends to the class and ask them to prepare a summary of each to be shared in class. Then students improve each other's summary.

Sofía: Prepare a questionnaire of the most famous Peruvian legends to find out how much students know about the topic. You would consider it as an entrance test.

Rommel: Ask students to go to the library and get some Peruvian legends to be read in class. Then students could vote for their favorite legend and make a poster in groups.

Carlos: Show students some pictures related to Peruvian legends and ask them to relate the pictures with the ones they are familiar with. Then students would share with their partners the legends they know about and will be able to report what they learned from each other later.

Which option would be more appropriate?

Now that you have read and understood the knowledge about social constructivism, cross-curricular approaches, the profile of the graduated, and the communicative approach, try to choose the best option for teacher Ruth.

Let's check each of them:

Option	Let's analyze
Nancy: Ask students to read some Peruvian legends to the class and ask them to prepare a summary of each to be shared in class. Then students improve each other's summary	Even though this option suggests certain interaction among students, it does not activate students' prior knowledge and it does not foster students to value the different backgrounds culture. This activity does not encourage students to communicate with a real purpose.
Sofía: Prepare a questionnaire of the most famous Peruvian legends to find out how much students know about the topic. You would consider it as an entrance test.	The questionnaire can activate students' prior knowledge, but this should not be considered as an entrance test. The diagnostic test should be done before the teacher starts the learning experience.
Rommel: Ask students to go to the library and get some Peruvian legends to be read in class. Then students could vote for their favorite legend and make a poster in groups.	This option lets students value different legends and this way they could learn about different cultures, but the activity does not foster the prior knowledge activation, collaborative work, or communicative activities.
Carlos: Show students some pictures related to Peruvian legends and ask them to relate the pictures with the ones they are familiar with. Then students would share with their partners the legends they know about and will be able to report what they learned from each other later.	This option fosters students' interaction, activation of prior knowledge and encourage students' interaction in a communicative setting. This would be a good first activity to aim the teacher's purpose. For this reason, this is the right answer.



Now is your turn!

Let's continue with teacher Ruth's class. She decided on the first activity to be related to the activation of prior knowledge by showing students some pictures related to Peruvian legends and asking them to relate the pictures with the ones they are familiar with, as well as asking them to share the legends with their peers so that they can report what they learned from each other later. Now she is thinking about the second activity to foster research on the topic and give the students the opportunity to explore sample narratives of Peruvian legends.

Which of the following activities would be suitable to aim the purpose?

- Teacher puts expert students in a group and less expert students form a different group and provides them with a Peruvian legend to be read. They have to answer some comprehension questions and later they share orally a summary of the legend with the class.
- The teacher groups students randomly and provides them with a Peruvian legend to be read by each of the groups. They have to answer some comprehension questions and later they exchange their answers.
- Teacher divides the class into six groups and assigns each group a Peruvian legend to be read. They answer some comprehension questions and later they read their answers to the class.
- Teacher put expert students with less expert students together to form groups of five then provides each group with a different Peruvian legend to be read. They answer comprehension questions to check their understanding and share orally a summary of the legend with the class. Later students vote for their favorite legend and support their choices.

Option	Feedback
a. Teacher puts expert students in a group and less expert students form a different group and provides them with a Peruvian legend to be read. They have to answer some comprehension questions and later they share orally a summary of the legend with the class.	Try again. This option would not be suitable to aim teacher Ruth's purpose. Grouping students with similar knowledge levels may limit their learning potential.
b. The teacher groups students randomly and provides them with a Peruvian legend to be read by each of the groups. They have to answer some comprehension questions and later they exchange their answers.	Try again. This option considers to group students randomly. It is important to mix students with diverse backgrounds and understanding so that the classroom becomes a dynamic environment where knowledge is actively shared and constructed.

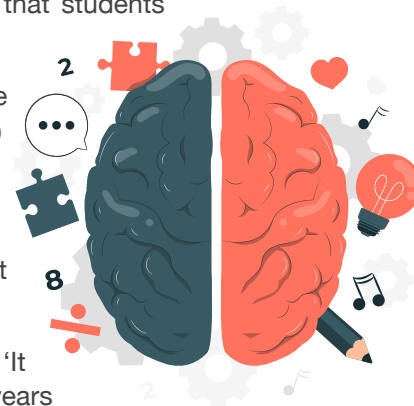


Option	Feedback
c. Teacher divides the class into six groups and assigns each group a Peruvian legend to be read. They answer some comprehension questions and later they read their answers to the class.	Try again. In this option it is not clearly stated the way a teacher would group students. Students just answer comprehension questions and share their answers. There is no opportunity for students to give an opinion so that they can develop their critical thinking skills.
d. Teacher puts expert students with less expert students together to form groups of five. Then provides each group with a different Peruvian legend to be read. They answer comprehension questions to check their understanding and share orally a summary of the legend with the class. Later, students vote for their favorite legend and support their choices.	Congrats! This is the right answer. Social constructivism emphasizes the role of social interactions in learning. Grouping students of varying expertise facilitates knowledge sharing and mutual learning. By assigning different legends to each group, students can engage with a diverse range of narratives. Sharing summaries further deepens their understanding, while voting and justifying their favorite legend fosters critical thinking skills.

Let's see one more case:

Teacher Ruth is thinking about the language to be introduced so that her students would be able to write a Peruvian Legend. Taking into consideration that her fifth-grade students have an A2 level of English. **What language should be introduced taking into consideration the zone of proximal development?**

- Teacher Ruth would introduce students to some expressions like 'It is known that...', 'Many people believe that...', 'It is a common story...', and also transition words like, 'First, Then, After that, and Finally'. Regarding the structures, she considers that it would be easier for students to write the legend in simple present tense because they know the structure very well and it could be difficult for them to use past tenses.
- Teacher Ruth would introduce students to some expressions like 'It all started when...', 'Many people believe that...', and '(Hundred) years ago...', and also transitions words like, 'First, Then, After that, and Finally'. Regarding the structures, she considers that students could use the tenses they already know whichever they are.
- Teacher Ruth would introduce students to some expressions like 'It all started when...', 'Many people believe that...', '(Hundred) years ago...', also transitions words like, 'First, Then, after that, and Finally', and vocabulary related to Peruvian legends. Regarding the structures, she considers that it would be a good opportunity for students to learn the use of past tenses like simple past and past continuous in narratives.
- Teacher Ruth would introduce students to some expressions like 'It all started when...', 'Many people believe that...', '(Hundred) years ago...', 'By the time they arrived...' also transitions words like, 'First, Then, after that, and Finally', and vocabulary related to Peruvian legends. Regarding the structures, she considers that it would be a good opportunity for students to learn the use of past tenses like simple past, past continuous, and past perfect.



Option	Feedback
<p>a. Teacher Ruth would introduce students to some expressions like ‘It is known that...’, ‘Many people believe that...’, ‘It is a common story...’, and also transition words like, ‘First, Then, After that, and Finally’. Regarding the structures, she considers that it would be easier for students to write the legend in simple present tense because they know the structure very well and it could be difficult for them to use past tenses.</p>	<p>Try again. Option a does not align with teacher Ruth’s purpose. It is not challenging and does not consider the zone of proximal development of students. They have already learned the use of simple present tenses and using them in a narrative text might not be a challenge</p>
<p>b. Teacher Ruth would introduce students to some expressions like ‘It all started when...’, ‘Many people believe that...’, and ‘(Hundred) years ago...’, and also transitions words like, ‘First, Then, After that, and Finally’. Regarding the structures, she considers that students could use the tenses they already know whichever they are.</p>	<p>Try again. This option does not align with teacher Ruth’s purpose. The teacher does not consider the zone of proximal development to drive students to the next level. The teacher does not even state the structures students already know.</p>
<p>c. Teacher Ruth would introduce students to some expressions like ‘It all started when...’, ‘Many people believe that...’, ‘(Hundred) years ago...’, also transitions words like, ‘First, Then, after that, and Finally’, and vocabulary related to Peruvian legends. Regarding the structures, she considers that it would be a good opportunity for students to learn the use of past tenses like simple past and past continuous in narratives.</p>	<p>Congrats! This is the right answer. This option aligns with teacher Ruth’s goal of introducing the past simple and past continuous tenses in narrative texts to A2 students. By considering the zone of proximal development, teachers can effectively scaffold learning by providing tasks that are within their students’ grasp while also challenging them to expand their linguistic abilities. Introducing these structures in the first term of the school year provides ample time for the student to learn and apply these concepts.</p>
<p>d. Teacher Ruth would introduce students to some expressions like ‘It all started when...’, ‘Many people believe that...’, ‘(Hundred) years ago...’, ‘By the time they arrived...’ also transitions words like, ‘First, Then, after that, and Finally’, and vocabulary related to Peruvian legends. Regarding the structures, she considers that it would be a good opportunity for students to learn the use of past tenses like simple past, past continuous, and past perfect.</p>	<p>Try again. Option d is not appropriate to reach teacher Ruth’s purpose. The past perfect tense is a more advanced grammatical concept that would be too challenging for students to grasp during the first term of the school year. Introducing this structure too early could hinder their overall progress and understanding of English grammar</p>

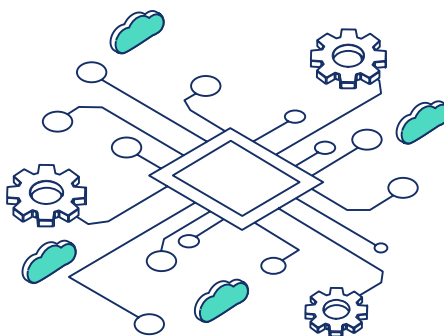
Let's see one more case:

Teacher Ruth wants her students to be aware of their rights and responsibilities in the school and specifically during her class. **What is the best action teacher Ruth could carry out to meet her purpose?**

- a. During the first week of class, teacher Ruth together with her students will elaborate on the English class norms. Since these norms will be elaborated democratically everybody must follow and respect the norms. There are some penalties for the ones who do not respect the norms.
- b. During the first week of class, teacher Ruth will show her students the English class norms to be followed during the time they spend together. There are some punishments for the ones who omit these rules during the class.
- c. During the first week of class, teacher Ruth introduces the school norms to her students. These norms were collaboratively developed with input from representatives of the entire school community. Ruth and her students engage in a discussion to determine if these norms apply to the English class environment and whether any additional norms are needed to foster a harmonious learning atmosphere. They also establish consequences for those who choose to disregard the established norms.



Option	Feedback
<p>a. During the first week of class, teacher Ruth together with her students will elaborate on the English class norms. Since these norms will be elaborated democratically everybody must follow and respect the norms. There are some penalties for the ones who do not respect the norms</p>	<p>Try again. Option a is not the best action to be carried out by teacher Ruth. Even though norms will be elaborated in a democratic manner. These norms just apply to the English class. The school norms were not taken into consideration so students are not aware of all the responsibilities nor their rights stated in the school norms, which is something that every member of the school community must know about to be aware of the rights and responsibilities.</p>
<p>b. During the first week of class, teacher Ruth will show her students the English class norms to be followed during the time they spend together. There are some punishments for the ones who omit these rules during the class.</p>	<p>Try again. Option b is not appropriate to be carried out by teacher Ruth because she just shares the school norms to be followed, she does not involve students in the elaboration, and she does not foster students' awareness of the rights and responsibilities.</p>
<p>c. During the first week of class, teacher Ruth introduces the school norms to her students. These norms were collaboratively developed with input from representatives of the entire school community. Ruth and her students engage in a discussion to determine if these norms apply to the English class environment and whether any additional norms are needed to foster a harmonious learning atmosphere. They also establish consequences for those who choose to disregard the established norms.</p>	<p>Congrats! This is the right answer. Option c is the best to be carried out by teacher Ruth. It can be seen that students are taken into consideration in the elaboration of Classroom norms, they also consider the school norms which were elaborated democratically. More over students will be aware of their rights and duties in the school and the English classroom environment. The cross-curricular approaches are present in this activity and we can point out that the right approach is being taken into account and shapes teaching practices.</p>



Let's see other case:

Teacher Ruth's class has implemented the Recycling project in the school. Students have learned to recycle different trash, plastic, glass, paper, and organic. They have trash cans of different colors. The project has been very successful at school but now they want to implement it in every classmate's home. They are thinking of a plan to do so. Teacher Ruth's students are discussing in groups and brainstorming some ideas. While teacher Ruth is monitoring her students' work, she hears some interesting ideas. **Which ideas would be more suitable for the class' purpose?**

Teresa: We could research the topic of recycling at home. Because there might be other aspects to be taken into consideration when recycling at home. I do not think this would be the same as recycling at school. When we get the information, we can make a brochure to inform families about the importance of recycling and the way they could carry it out at their homes. The information will be given in English in a very easy way so that students can explain it to parents in case they do not understand. We can also take turns to visit some families to help them implement recycling. If trash bins are expensive, we can suggest the use of biodegradable bags.

Antonio: We can send an invitation to parents to visit the school and see how we recycle. We can ask the teachers to give them tips to recycle. Teacher, do you want to help? Do you know how to recycle at home? What do we use to recycle at home? The same kind of trash bins we have at school?

Susana: It is going to be very difficult to make all families at school start recycling at their homes. We can ask the teachers to give extra points to the students whose families are recycling. They can send photos to the teacher's WhatsApp showing every time they recycle so that the teacher can track the project.

Which idea would be suitable to aim teacher Ruth's class purpose?

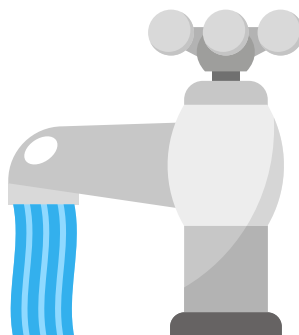
Option	Feedback
<p>Teresa: We could research the topic of recycling at home. Because there might be other aspects to be taken into consideration when recycling at home. I do not think this would be the same as recycling at school. When we get the information, we can make a brochure to inform families about the importance of recycling and the way they could carry it out at their homes. The information will be given in English in a very easy way so that students can explain it to parents in case they do not understand. We can also take turns to visit some families to help them implement recycling. If trash bins are expensive, we can suggest the use of biodegradable bags.</p>	<p>Congrats! This is the right answer. Teresa's idea would be suitable to aim teacher Ruth's class purpose and is the one that addresses the outcomes of the profile of the graduate. It is clearly stated that Teresa fosters the research before responsibly planning the project, also she takes into consideration the difficulties in understanding English by parents and suggests students help with that, fostering the active participation of all the people involved in the project. She also thinks about the use of biodegradable bags to contribute to the care of the environment. We can point out the following learning outcomes: "students can inquire and understand the natural and artificial world by using scientific knowledge in concordance with local knowledge to improve life quality and take into consideration the care of nature", "Students interpret reality and make decisions based on mathematical knowledge that contributes to their context." and "Students communicate in their mother tongue, in Spanish as a second language, and in English as a foreign language, assertively and responsibly to interact with others in diverse contexts with different purposes.", and "Students make good use of information technology and communication (ICT) to interact with the information, and manage their learning and communication" .</p>

Option	Feedback
<p>Antonio: We can send an invitation to parents to visit the school and see how we recycle. We can ask the teachers to give them tips to recycle. Teacher, do you want to help? Do you know how to recycle at home? What do we use to recycle at home? The same kind of trash bins we have at school?</p>	<p>Try again. Antonio's idea relies too much on the teacher. He thinks of the teacher doing much of the work. We have to take into consideration that the aim of teaching and learning is to empower students to form well-rounded citizens who can face future challenges in a real context taking into consideration the well-being and the environment.</p>
<p>Susana: It is going to be very difficult to make all families at school start recycling at their homes. We can ask the teachers to give extra points to the students whose families are recycling. They can send photos to the teacher's WhatsApp showing every time they recycle so that the teacher can track the project.</p>	<p>Try again. Susana's idea is formed based on a negative attitude towards challenge. It is important that the teacher helps her to become aware of the importance of dealing with challenges with a positive attitude and asking teacher's guidance without expecting the teacher to do the tasks for them.</p>

Let's see this case:

Dennis a fourth-grade secondary teacher of English is planning an activity related to the learning experience "Let's Save Water". He wants his students to develop their speaking skills. **What activity would aim at teacher Dennis' purpose?**

- Dennis provides students with a conversation to practice. The conversation is about the smart use of water. Students practice the conversation and highlight relevant vocabulary. Later, students perform the conversation in front of the class. Dennis gives feedback at the end of the activity.
- Students interview their classmates to find out about how they use water at their homes. Students get in pairs and make five questions to ask their classmates. They gather the information and then make a graphic to present to the class to make their classmates reflect on the smart use of water to save this resource.
- Students listen to a podcast based on the smart use of water at home. They take notes and then exchange their notes with their classmates. Then they answer comprehension questions to infer some information from the audio. Later they ask each other the questions and compare their answers orally.



Option	Feedback
<p>a. Dennis provides students with a conversation to practice. The conversation is about the smart use of water. Students practice the conversation and highlight relevant vocabulary. Later, students perform the conversation in front of the class. Dennis gives feedback at the end of the activity.</p>	<p>Try again. There is not a communicative purpose. Students practice a conversation given by the teacher and focus on vocabulary.</p>
<p>b. Students interview their classmates to find out how they use water at home. Students get in pairs and make five questions to ask their classmates. They gather the information and then make a graphic to present to the class to make their classmates reflect on the smart use of water to save this resource.</p>	<p>Congrats! This is the right answer. There is a communicative purpose for interviewing each other and later they will use the information to reflect on the smart use of water. There is a real communicative purpose in this activity.</p>
<p>c. Students listen to a podcast based on the smart use of water at home. They take notes and then exchange their notes with their classmates. Then they answer comprehension questions to infer some information from the audio. Later, they ask each other the questions and compare their answers orally.</p>	<p>Try again. Students might develop their listening skills through this activity. The communicative purpose is not stated.</p>





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