



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

TEFL Methodology and Didactics

Guía didáctica



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

TEFL Methodology and Didactics

Guía didáctica

Carrera	PAO Nivel
▪ Pedagogía de los Idiomas Nacionales y Extranjeros	IV

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Asesoría virtual
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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Universidad Técnica Particular de Loja

TEFL Methodology and Didactics

Guía Didáctica

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Índice

1. Informative data	9
1.1. Presentation of the subject.....	9
1.2. General competences of the UTPL	9
1.3. Program specific competencies	10
1.4. Issues addressed in the course	10
2. Learning methodology	10
3. Didactic guidelines for learning outcomes	14
First Bimester.....	14
Learning outcome 1 and 2.....	14
Contents, resources and learning activities	14
Week 1	15
Unit 1. Teaching English methods and approaches	15
1.1. The direct method.....	16
Recommended learning activities	17
1.2. Audiolingualism	17
Recommended learning activities	18
1.3. The Notional Functional Syllabus	18
Recommended learning activities	19
1.4. Immersion learning	20
Recommended learning activities	21
Recommended learning activities	21

Week 2	22	Content
1.5. The Silent Way.....	22	First Bimester
Recommended learning activities	23	
1.6. Communicative Language Teaching	24	
Recommended learning activities	27	Second Bimester
1.7. The Semantic Translation Method.....	27	
Recommended learning activities	28	
Self- evaluation 1.....	30	
Week 3	34	
Unit 2. Modern Teaching Methods	34	Answer Key
2.1. CBI and CLIL.....	35	Bibliographic References
Recommended learning activities	40	
Week 4	41	Study Resources
2.2. Gamification.....	41	
Recommended learning activities	44	
Week 5	46	
2.3. Flipped Classroom	46	
Recommended learning activities	48	
Self- evaluation 2.....	50	
Week 6	53	
Unit 3. The role of the teacher in the English classroom	53	
3.1. Teacher as Controller.....	53	
3.2. Teacher as Assessor.....	55	
3.3. Teacher as Manager	56	
Recommended learning activities	58	

Content	
Week 7	58
3.4. Teacher as Resource	58
3.5. Teacher as Participant.....	59
3.6. Teacher as Investigator.....	60
3.7. Teacher as Role Model	61
Recommended learning activities	61
Self- evaluation 3.....	63
Week 8	67
Second Bimester	68
Learning outcome 3 and 4.....	68
Contents, resources and learning activities	68
Week 9	68
Unit 4. Classroom management	69
4.1. Giving feedback to students	70
Recommended learning activities	72
4.2. Teacher and student talking time	73
Recommended learning activities	75
4.3. Giving instructions.....	75
4.4. Using first language.....	77
Recommended learning activities	79
Week 10	80
4.5. Rapport.....	80
Recommended learning activities	83
4.6. Grouping and seating arrangements	83
Recommended learning activities	90
4.7. Learner autonomy.....	90
4.8. Using realia to improve Learning	92
Recommended learning activities	94

First Bimester

Second Bimester

Answer Key

Bibliographic References

Study Resources

Self-evaluation 4	96	Content
Week 11	99	First Bimester
Unit 5. Lesson Planning according to the Ecuadorian Language Curriculum	99	Second Bimester
5.1. General planning	99	
5.2. EFL: Educación General Básica elemental	102	
Recommended learning activities	103	
Week 12	104	Answer Key
5.3. EFL for Subnivel medio.....	104	
5.4. EFL for subnivel superior.....	104	
5.5. EFL for subnivel bachillerato.....	105	
Self-evaluation 5	106	
Unit 6. Materials and resources for teaching English	109	Bibliographic References
Week 13	111	Study Resources
6.1. Effective whiteboard technique	111	
Recommended learning activities	112	
6.2. Mind mapping	112	
6.3. The purpose of dialogues	113	
Week 14	114	
6.4. A truly interactive class	114	
Recommended learning activities	116	
6.5. How do you make Role plays work?	116	
6.6. Using appropriate learning and teaching strategies	117	
Recommended learning activities	119	

Content

Week 15	119
6.7. English corners: Techniques and tips.....	119
Recommended learning activities	120
6.8. The benefits of developing cultural contexts when learning English.....	121
6.9. Professionalism: Doing a good job and taking it seriously 	122
Recommended learning activities	123
Self-evaluation 6	124
Week 16	127
4. Answer key	128
5. Bibliographic References	134
6. Study Resources	136

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



1. Informative data

1.1. Presentation of the subject



1.2. General competences of the UTPL

- Team work.
- English ability to communicate.
- Commitment and social involvement.
- Ethical behavior, organization and time planning.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1.3. Program specific competencies

It Integrates language, didactic and curricular pedagogical knowledge that is successful, interdisciplinary, updating models, using learning methodologies and updating knowledge for teaching English as a foreign language in a practical and systematic way, based on the development of critical, reflective, creative and experiential thinking in relation to the development of the person and his context.

1.4. Issues addressed in the course

Limited coherence in the articulation of the elements of the curriculum.



2. Learning methodology

Dear student,

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lecture/presentation, discussions, debates, group work, video discussions, research, activities using technology among others.

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the

learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The educational process is based on the development and evaluation of three types of activities:

- Teaching.
- Application and experimentation of learning.
- Autonomous work.

The teaching-learning process is carried out under the supervision and direct assistance of the teacher in a synchronous or asynchronous way, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course.

The application and experimentation activities are the tasks that students perform individually throughout the course in which they put into practice what they have learned.

Autonomous work requires students to develop their capacity to generate and build learning in a self-regulated manner, basically through reading and reflection.

The academic resources that will be used throughout the learning of the contents of this course are: virtual guide, virtual platform, academic plan, and academic resources.

Being a distance student demands a lot of effort, responsibility and discipline. The following tools will result very useful for you to acquire the contents of this subject and attain the objectives as a successful student.

This virtual guide has been specially designed to help you understand contents in this course better. It includes six units that

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

will take you to the development of different learning activities. The information included in this virtual guide has been taken from reliable sources and textbooks that have been selected because of their relevance and contribution for any student who is studying to be an English teacher. These resources will cover teaching essential topics and basic aspects regarding English language teaching.

Get acquainted with the structure of this guide: the first half-term includes units 1 to 3 and the second part contains units 4 to 6. At the end of each unit, you will have the opportunity to self-evaluate your progress, use these evaluations to measure your progress and realize if you are prepared enough to continue with the next unit. Do not go directly to the answer key, first do your best effort trying to answer it, and only after that, compare your answers with the ones given in the answer key. Although these self-evaluation activities are not scored; are of great importance to measure the level of acquisition of the contents in each unit.

Besides all the resources described above, you will have access to the virtual platform which is a virtual platform that includes important information related to contents of the subject. Through the virtual platform, you will also have access to forums, links, questionnaires, weekly announcements, and other resources that should be frequently reviewed.

It is recommended that you organize your time and daily activities in a way you can leave one or two study hours for reviewing the contents and do all activities planned for this course. Additionally, you should choose a quiet and comfortable place that allows you to better concentrate and understand the contents of this important course.

Use self-study techniques according to your preferences and learning styles. You can design your own summaries, study charts, diagrams or graphic organizers for facilitating understanding of the topics presented in each unit.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Read and review additional information about the subject; there are many available and adequate resources in English, you can also find interesting information in WEB pages that might help you to improve knowledge of the subject.

I suggest you to frequently check due dates so you can deliver all tasks on time, remember that you will be constantly assessed and that all activities are graded and mandatory and will help you to reinforce language learning. Rubrics have been provided to make you aware about the criteria considered to score your tasks, try to obtain a high grade following them carefully. You should also take one on-site evaluation per half-term which will be scored out of 2 points.

Relax before your exam one of the worst things you can do to prepare for a test is cram in all the information the night before it. If you have studied, review what you have learned and then take a break.

Let me remind you that in order not to have any difficulty for understanding the contents of this subjects you should master some previous knowledge of all English language skills.

Call or e-mail me whenever you have any doubt or find a difficult topic or exercise in your textbook or virtual guide. You can also use EVA virtual platform to contact me. I encourage you to do your best, thus you can attain your academic goals. Remember that you are not alone; I will be your constant support.

Finally, I wish you lots of success, and I advise you to trust yourself always and to give your best in everything you do. At the end you will realize that nothing is impossible if you really want it and are constant in the wish of achieving your goal. Turn in your activities on time and fulfill them with responsibility.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



3. Didactic guidelines for learning outcomes



First Bimester

Learning outcome 1 and 2

- Contrasts the different methods and approaches used to teach English.
- Analyzes the elements to be considered when choosing, using, and adapting methods, techniques and strategies in the professional performance in the English as a foreign language field.

Contents, resources and learning activities

Through the study of this unit, students will have the opportunity to learn about the main characteristics and differences of some methods and approaches that are commonly used to teach English, consequently, the learning outcome will be successfully achieved.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 1



Unit 1. Teaching English methods and approaches

As you might know there are various methods and approaches which have been used until now for teaching English. Some of them have worked well and have helped teachers to attain their goals, others have not been properly used and therefore have not been successful at all. What is true about methods is that they work when effectively applied, experience and good teaching practice are crucial to provide teachers with the necessary tools to make them work and contribute to students' language acquisition. Some of these approaches have constituted the stem to give pass to new methods and approaches which will be discussed in the next unit. Now, we will cover the ones below.

It is necessary to have a clear idea about the difference between methods and approaches. The first linguist who defined the main differences was Edward Anthony in the year 1963, in his words:

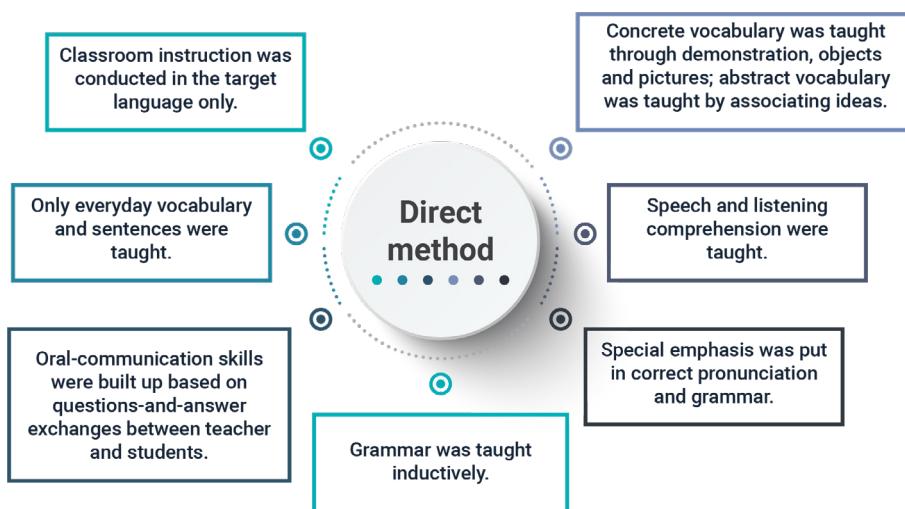
An approach is a sense of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic and describes the nature of the subject matter to be taught.

Method refers to the whole plan teachers do to present the language material, it involves a process and it is axiomatic. It involves the level

at which theory is put into practice. For one approach, there can be various methods.

1.1. The direct method

This method has its origins in late 19th century. When using this method, meaning was conveyed without using translation. The procedure that this method follows according to Richards (2015) is:



The chart above summarizes the procedure that the direct method follows considering English language skills.

The following example presents the experience of a teacher using the direct method.

I invite you to read and analyze it.

The direct method

[Study Resources](#)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The example in the PDF document will help you to better understand how direct method functions.



Recommended learning activities

Now, please reflect on the next questions and answer them.

- ¿Why do you think the direct method is used to teach children?
- ¿Have you ever used this method? Did it work with your students?

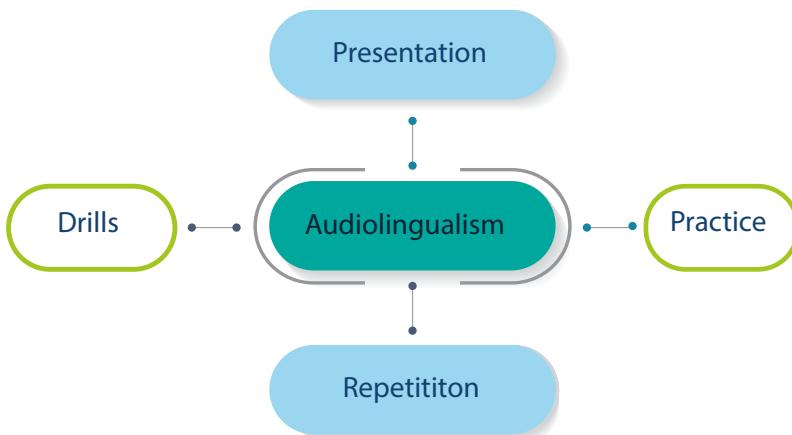
For further reading about this topic, please check the information in your textbook.

1.2. Audiolingualism

Audiolingualism was born to meet the needs of army education in the 1940s. It was later used in language laboratories in the 1960s. This method emphasizes on grammatical patterns and learning is the result of habit formation. It focuses on teacher-led choral repetition. Rote memorization played an important role to get the necessary input to produce the language. Something that can be rescued when applying this method, is that students had to use the target language all the time since there was no chance to use mother tongue.

Additionally, people who want to immerse in the knowledge of a new language can start learning it by using this method, which will allow them to rehearse patterns of the language through extensive use of drilling to help them to realize how language works.

The following chart summarizes main points considered in audiolingualism.



To reinforce the topic above, read additional information in your textbook.



Recommended learning activities

Research about the kind of skills teachers need to master when using audiolingual method and write the summary here.

1.3. The Notional Functional Syllabus

This method became popular in the 1970s. As its name suggests, the aim of this method is to focus on the functions of the language in different contexts. It means capturing the most commonly used phrases in a specific situation to learn them. This method appeared as a reaction to audiolingualism, the idea was to present language considering students' needs, they first analyze the contexts or

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

situations in which people communicate, and functions, referring to how they communicate. The problem when using this method arises when students are in front of a situation they cannot react because they have not learned the appropriate phrases to use them in real world interaction. Another drawback situation might occur when students used the same repertoire of phrases over and over again which shows that they are not able to understand new phrases but only the ones they have learned.

The process in this method makes students first notice the situation and then choose corresponding functions to prepare students with phrases they can use in that situation. For example, a lesson might be about how to buy something at a shop, in which case its notion is shopping and one of its functions might be asking prices.

Let's analyze the following chart.

The Notional Functional Syllabus Process

Notion	Function	Expression
Customer to shopkeeper	Asking for the price.	How much are those pants?
Customer to shopkeeper	Negotiating	It seems a little expensive.
Party	Introductions	Nice to meet you!



Recommended learning activities

Now, please based on the given examples, add two more to the chart. This exercise will allow you to better understand how this method works.

To reinforce the information about this method, please read your textbook.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1.4. Immersion learning

It refers to any education approach which places students directly in an environment, so students immerse themselves in the language as if they were leaving in an English-speaking country. Its roots started in Canada in the year 1970 when parents aimed their children to learn French through language immersion.

This method sees language as the main tool which is used to immerse students completely within the subject. There are various immersion programs that allow students to be part of them, so they face situations in which nobody speaks their native language, but the need to communicate forces them to use the target language to express their ideas.

How does it work?



This method emulated the way a student learns a language. Students do not receive grammar explanations, nor are given the vocabulary they need, they just hear and speak the language all day long, having in mind that they cannot rely on their native

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

language. This method has proved to work because the student first of all is exposed to the language and receives a lot of input. Secondly, students force their brains to process information they receive understanding language by context and leaving translation apart. Thirdly, there is no space for comfort zone, students talk to their classmates using the target language, finding ways to convey meaning.

Once students finish the immerse program, the challenge is to continue practicing the language because it can be easily forgotten.



Recommended learning activities

Reflection time! Please answer the following questions.

- Will you take any immersion program to learn another language? Say, French or German. Give reasons.
- Why is it a bad idea to take a friend with you to the immersion program?

For further reading about this topic, please read information in your textbook.



Recommended learning activities

Complete this advantages and disadvantages chart (A&D chart) of the methods you have studied:

Immersion learning A&D chart

Method	Advantages	Disadvantages
Direct		
Audiolingualism		
The Notional Functional syllabus		
Immersion		

By completing this chart, you will reinforce the main characteristics of each of the methods mentioned above.



Week 2

Continuing with contents in unit one, we will analyze three more approaches.

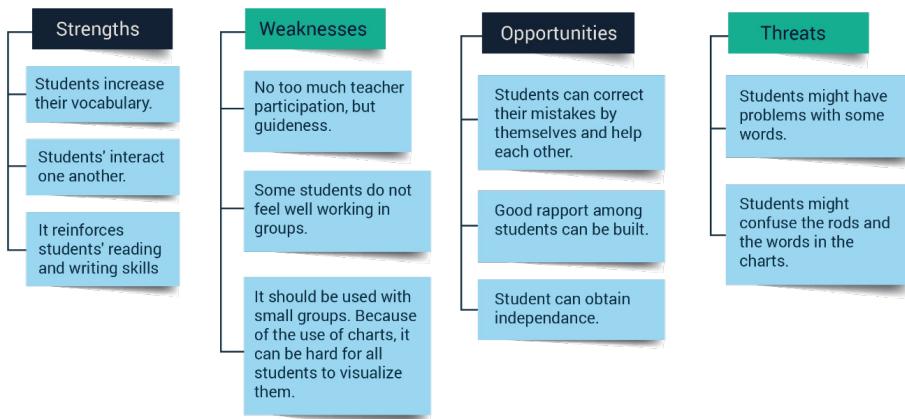
1.5. The Silent Way

The forerunner of this approach was Caleb Gattegno (1911-1988) who is well-known because of the introduction of colored wooden sticks called cuisenaire rods created by Georges, a European educator who used them for teaching math, and for his series Words in color in which sounds are coded by specific colors. This approach starts with pronunciation practice, then moves to practice of simple sentences patterns, structure and vocabulary. As its name suggests, it requires the teacher to be silent to maximize students' opportunities to talk.

Language is organized into sentences or strings of meaningful grammatical units. Structural patterns of the language are presented inductively, that is to say, learners discover and create rather than

remember and repeat what is to be learned (Gattegno, 1972 as cited in Richards and Rodgers, 2014).

Let us analyze the following S.W.O.T chart:



The chart above summarizes main aspects of the silent way approach that will help you to analyze strengths and weak points regarding silent way method.



Recommended learning activities

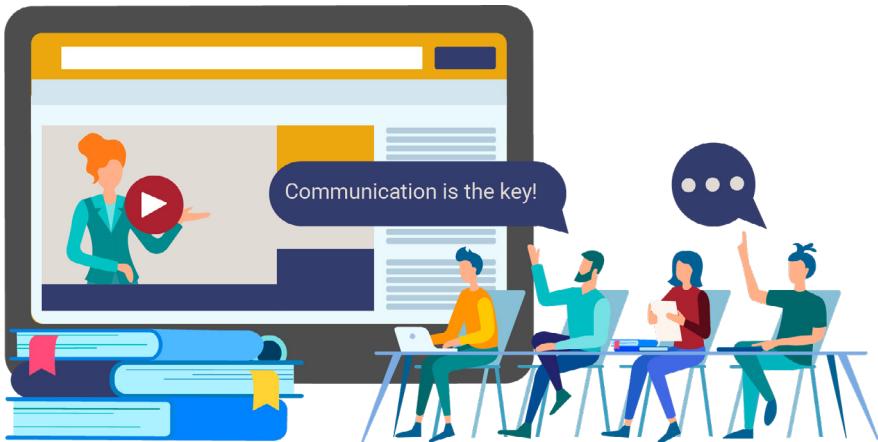
Time to reflect about your daily teaching practice!

- The Silent Way makes extensive use of Cuisinaire rods to teach aspects of the language. ¿Do you see a value in this approach?, ¿What kinds of realia do you use in your classes, and for what purpose?

- The first part of a Silent Way lesson is usually dedicated to pronunciation. Why do you think there is such a strong focus on pronunciation?

For further reading, please check information in your textbook.

1.6. Communicative Language Teaching



CLT appeared in the year 1970. This approach emphasizes in language functions, that is to say, the way language is used. Several researchers noticed the need to focus in communicative competence, a construct proposed by Hymes (1973) to describe a person's knowledge of how to use language as a communicative resource.

CLT has two guiding principles:

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Language functions: inviting,
agreeing and disagreeing,
suggesting, complaining,
apologizing, describing, narrating

Exposure:
Communicating real messages.

The following is a lesson proposed by Finocchiaro and Brumfit. Let us analyze it.

CLT lesson

Study Resources

Summarizing main aspects concerning CLT, it can be referred to an approach more than a method, since it includes a set of principles that reflect a communicative view of language and language learning which can be used to support a variety of classroom procedures (Richards and Rodgers, 2014).

Among these principles are:

- Learners learn a language by using it communicatively.
- The goal of classroom activities should consider meaningful communication.
- Fluency plays an important role in communication.
- All language skills use take part in communication.
- Trial and error are part of the learning process.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

In the year 1980 Canale and Swain presented a paper in which they identified four communicative competences:

Grammatical competence, a term which Chomsky calls linguistic competence and what Hymes intends by what is "formally possible." It refers to the domain of grammatical and lexical capacity.

Sociolinguistic competence refers to an understanding of the social context in which communication occurs; this includes, role relationships, shared information of speakers, and the communicative purpose.

Discourse competence refers to how the elements of the message are interpreted and how meaning is represented in relation to the whole discourse or text.

Strategic competence refers to the coping strategies that communicators use to maintain communication from beginning to the end.

As you could see, the development of each competence makes language meaningful and facilitates the acquisition of it.





Recommended learning activities

Considering your experience, analyze and answer the following questions.

1. How would you define CLT to a colleague?
2. A colleague comes to you and is worried he or she spends too much time on grammar using Canale and Swain's (1980) four dimensions of communicative competence, how could you advise your colleague on balancing these four areas?
 - Grammatical competence.
 - Sociolinguistic competence.
 - Discourse competence.
 - Strategic competence.

Advice:

For further information, please read your textbook.

1.7. The Semantic Translation Method

This method was devised by Hanratty, the author of your textbook, this method joins Conceptual Semantics and Grammar Translation Method, this is ideally used for beginner level. Students use sketch books for drawing main concepts and write meaningful phrases related to those concepts using their first language. The teacher then translates those phrases into grammatically correct ones; those phrases are copied next to the drawing and students repeat them ten times.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Once students have accumulated several phrases, they start to use them in real-life situations, they use language while inductively learn basic grammar.

You can read additional information about this method in pages 63-68 in your textbook.



Recommended learning activities

Complete this advantages and disadvantages chart (A&D chart) of the methods you have studied:

The Semantic Translation Method A&D Chart

Method	Advantages	Disadvantages
The Silent Way		
Communicative Language Teaching		
The Semantic Translation Method		

By completing this chart, you will reinforce the main characteristics of each of the methods mentioned above.

Open educational resource 1

Dear students, I invite you to identify the methods the teachers have used in their classes. Please read the article “On teaching methods: the personal experience of teachers of English”, it will help you to better understand the function of the methods mentioned there.

OER 1

Study Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Self- evaluation 1

Complete the following statement with the option that best matches the answer.

1. This method emphasizes on grammatical patterns and learning and it is the result of habit formation...
 - a. The direct method.
 - b. Audiolingualism.
 - c. The notional functional syllabus.

2. Special emphasis is put in correct pronunciation and grammar when using this method.
 - a. Immersion learning.
 - b. Audiolingualism.
 - c. Direct method.

3. The problem, this method presents is that students do not know how to react in front of situations that have not been socialized with them, because they do not own the input necessary to communicate their ideas.
 - a. Audiolingualism.
 - b. The Notional Functional Syllabus.
 - c. Immersion learning.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- 4. Which of the following expressions should be the best one to say considering that the notion is “customer to shopkeeper” and the function is “bargain the price”**
 - a. It is too expensive.
 - b. There should be a discount.
 - c. I cannot afford it.

- 5. By using this method, students are forced to produce the language leaving translation apart and trying to convey meaning in the target language.**
 - a. Immersion learning.
 - b. The direct method.
 - c. The Notional Functional Syllabus.

- 6. This method/approach requires teacher to be silence to maximize students' opportunities to talk.**
 - a. Communicative approach.
 - b. The Silent way.
 - c. The semantic translation method.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

7. **CLT has four competences. From the following, which one refers to sociolinguistic is...**
- the elements of the message are interpreted and how meaning is represented in relation to the whole discourse or text.
 - an understanding of the social context in which communication occurs; this includes, role relationships, shared information of speakers, and the communicative purpose.
 - how the elements of the message are interpreted and how meaning is represented in relation to the whole discourse or text.
8. **Which method or approach is described in the following statement? Language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions.**
- Communicative Language Teaching.
 - The Silent way.
 - The semantic translation method.
9. **This method includes a set of principles that reflect a communicative view of language and language learning which can be used to support a variety of classroom procedures.**
- Audiolingualism.
 - CLT.
 - The Direct Method.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

10. When using this method, students use sketch books for drawing main concepts and write meaningful phrases related to those concepts using their first language.
- a. The silent way.
 - b. The Direct method.
 - c. The Semantic Translation Method.

Answer Key

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 3

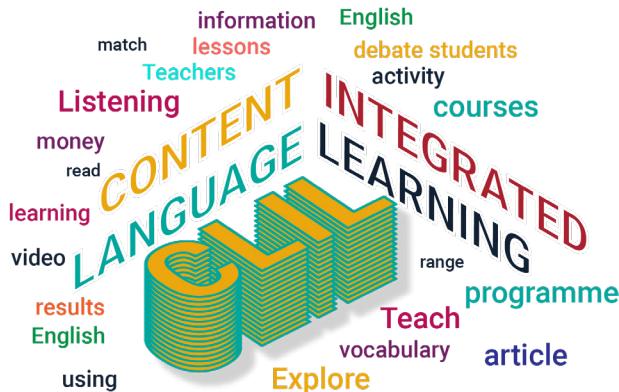
The achievement of this objective will be attained through a deeply reading of main characteristics of methods, techniques and strategies that will make English classes more interesting considering students' learning styles and needs.



Unit 2. Modern Teaching Methods

There are several modern teaching methods that can be used to effectively acquire a second language. The ones teachers choose to use might meet students' needs and interests and might work well depending on the effort both teachers and students make to become active participants.

2.1. CBI and CLIL



Content-Based Instruction and Content and Language Integrated Learning are considered approaches because they refer to a set of principles for the design of language courses but do not prescribe the methods that can be used with them.

According to Richards and Rodgers (2014) these two approaches are part of a growing trend in many parts of the world to use English as a medium of instruction (Graddol, 2006). They share some features but are not similar.

Content-Based Instruction (CBI) involves a language teacher teaching through English, working with a content teacher to co-teach a course, or a content teacher designing and teaching a course for English second language learners. It emerged as the need to meet the goals of a content class.

Content and Language Integrated Learning (CLIL) on the other hand; involves a content teacher teaching content through a second or foreign language or might also involve content from subjects being used in language classes. It was officially proposed in a European commission policy paper in which member states were encouraged

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

to develop teaching in schools through the medium of more than one language.

With both CBI and CLIL, language is taught through its integration with content. Content refers to the information or subject matter that learner acquires or communicate through language.

The following chart will help you to better understand the differences between these two approaches.

Differences between CBI & CLIL

CBI	CLIL
People learn successfully a language when they use the language as a means of acquiring information.	Emphasis on demonstrating balanced gains in language learning and content learning.
This approach better reflects learners' needs for learning a second language.	According to Coyle, Hood and Marsh (2010) CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills through a process of inquiry (research) and by using complex processes and means for problem-solving (innovation).
Promotes both academic skills development and language proficiency.	It helps learners to achieve individual, educational, social and intercultural goals for language learning.
Stoller's (2002) view of language and content in CBI "language as a medium for learning content and content as a resource for learning and improving language".	Coyle's et al (2010) view of language and content in CLIL: "an additional language is used for the learning and teaching of both content and language"

Both CBI and CLIL are built around a number of core principles: Brinton (2007) provides a detailed rationale for CBI.

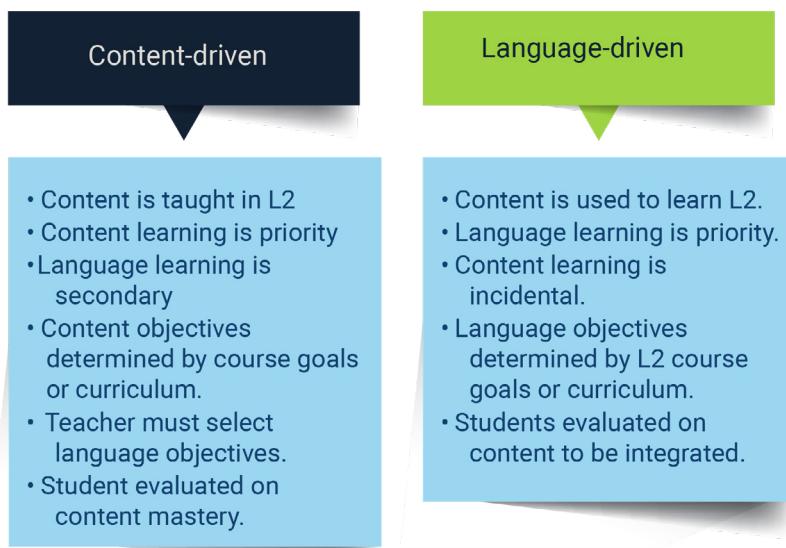
Infographic

In the case of CLIL the principles described by Coyle et al. can be summarized as follows:

Infographic

Now, please let's focus on the objectives that CBI and CLIL have.

In the case of CBI, the following table was proposed by Met (1999) who classifies them in content driven and language driven.



The goals and objectives of a CBI course will depend on whether mastery of content through a second language or mastery of language through content is the focus of the course.

Regarding CLIL, Coyle et al. (2010) give examples of goals in the domains of both content and language.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

- Multiple perspectives for study, e.g. modules in history where authentic texts are used in different languages.
- Preparing for future studies, e.g. modules that focus on ICT which incorporate international lexis.
- Skills for working life, e.g. courses that deal with academic study skills equipping learners for further study.
- Accessing subject-specific knowledge in another language.

Language

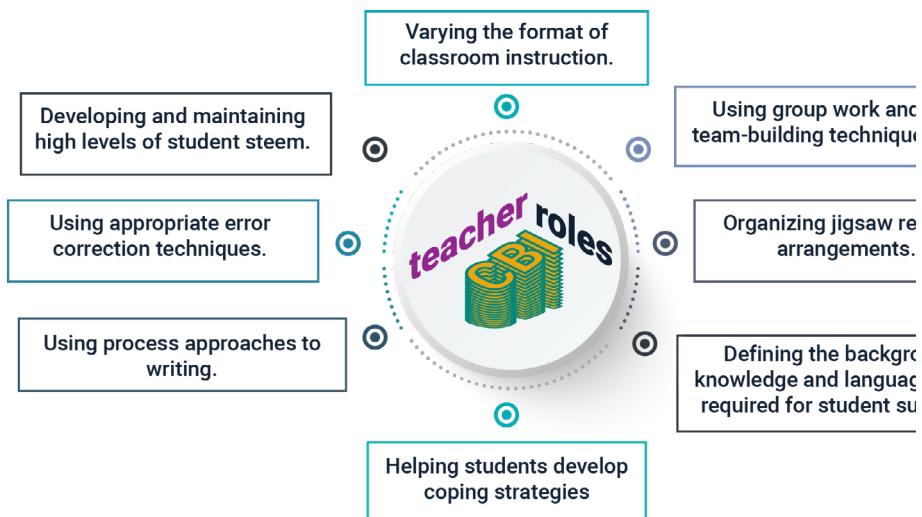
- Improving overall target language competence, e.g. through extended quality exposure to the CLIL language.
- Developing oral communication skills, e.g. through offering a wider range of authentic communication routes.
- Deepening awareness of both first languages and CLIL languages, e.g. schools that offer 50% of the curriculum in other languages.
- Developing self-confidence as a language learner and communicator, e.g. practical and authentic language scenarios such as vocational settings.

Now, we will analyze the CBI learner and teacher roles.

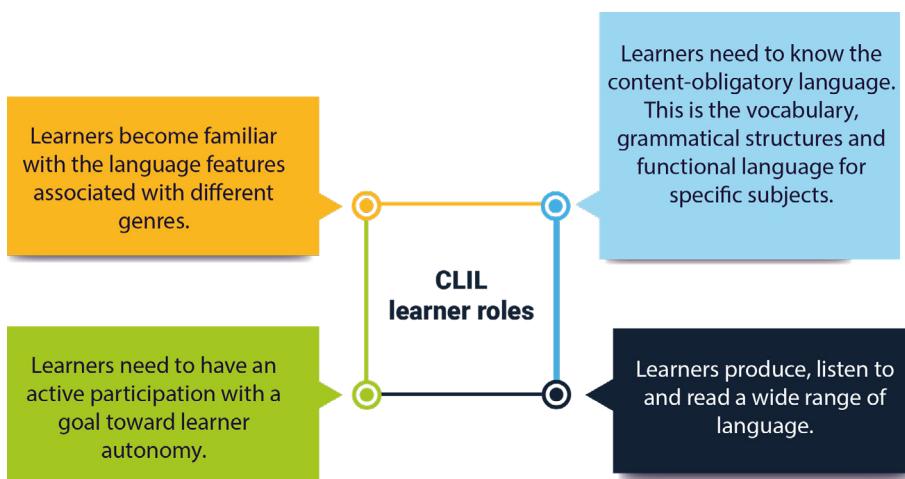


- Learners become autonomous.
- Students support each other in collaborative modes of learning.
- Learners are active interpreters of input and are tolerant of drawbacks in learning.
- Learners themselves may be sources of content and joint participants in the selection of topics and activities.
- Learners acquire language together with content through the noticing and awareness-raising activities the teacher makes use of.

Stryker and Leaver (1993) suggest the following skills for a CBI instructor



The following chart summarizes the main roles of learners and teachers in CLIL.



Content

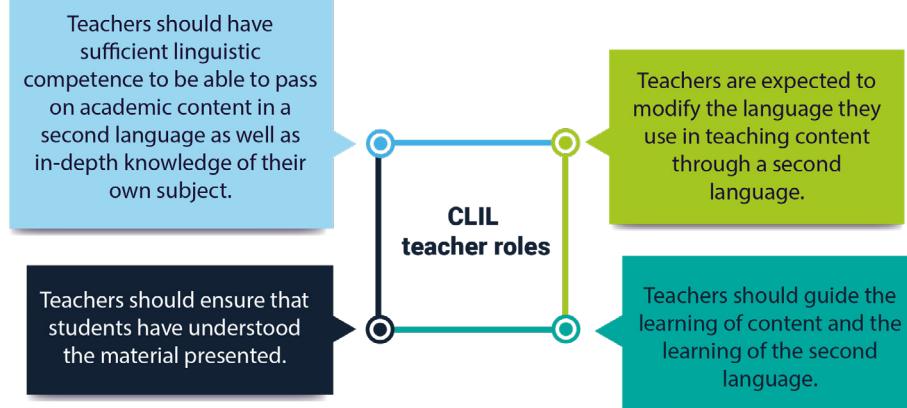
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



As everybody knows, the selection of appropriate material plays a very important role when teaching. In the case of CBI and CLIL, the material to be used plays a central role and it should be specially designed to teach content subjects. Regarding material for both CBI and CLIL, Crandall (2012) suggests the inclusion of authentic and adapted oral and written subject matter materials which are motivating and appropriate to the language proficiency level of the students that can be accessible through engaging activities such as demonstrations, charts, realia, organizers and outlines, breaking down information into smaller chunks, pre-teaching vocabulary, and establishing background information.



Recommended learning activities

Watch the [video](#) and complete the A&D chart about similarities of CBI and CLIL.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

CBI and CLIL A&D chart

Approaches	Advantages	Disadvantages
CBI		
CLIL		

By completing this chart, you will summarize the advantages and disadvantages of CBI and CLIL which will help you to better understand these two modern methods of teaching.



Week 4

The second modern method which would be covered in this week refers to gamification. Let's read about it.

2.2. Gamification



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Gamification refers to the tendency of including games in the class to reinforce knowledge, sustain motivation and increase students' participation.

Traditionally, games have been used to break the ice or as warm-up activity to awake students' interest in learning a determined topic. Games can be used as powerful tool to shape behavior (Teng and Baker, 2014).

Games involve a process to follow, planning of careful strategies to win the game. Games lure students to participate in them, the reward is not the aim but pleasure of playing and enjoying an engaging experience (Kapp, 2012). The use of games in classrooms has transformed learning environments offering students with the opportunity to acquire knowledge while having fun.

What are some characteristics of games?

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Objective: What is expected from the participants.

Rules: They set up the limitations the players have. They encourage participants to develop their creativity and strategies to win the game.

Feedback: it lets participants know about how far or close they are to attain the objective.

Free participation: players accept to play considering the objective, the rules and the feedback.

Freedom to make mistakes: free to explore, trial and error, enjoy and learn from mistakes.

Cooperation and competition: Encourages participants to become allies to achieve a common goal.

Time restriction: players' effort to solve a task within a specific period of time.

When implementing gamification, teachers should assume several roles that do not only consist of incorporating games in their classes, but combining elements with an effective instructional design to engage learners in the teaching-learning process.

Teachers should first set up the objective of the gamified environment they want to implement e.g., to improve the participation in a low-performing group.

Teachers should guide students throughout the process to develop students' competencies.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Frequent feedback during the game is very necessary because it guides students in their progress.

In a gamified activity, assessment should not be intrusive to keep students engaged. This can be achieved through stealth assessment which can infer what students know and do not know at any point in the activity (Shute and Ke, 2012).



Recommended learning activities

Based on page 15 of the document “Gamification: Observatory of Educational Innovation” complete the chart below:

Edu Trends Gamification

Study Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Increases motivation

Provides a safe
learning experience

Generates cooperation

Self-knowledge of
capacities

Drives knowledge
retention

Informs students
about their progress

Completing this chart, will help you to better understand the benefits of incorporating games in daily teaching.

To fix the knowledge and comprehend gamification a little bit more, please watch the video in the following [link](#).



Week 5

The third modern teaching method that will be covered during this week is flipped classroom. Below is a complete description of what it involves.

2.3. Flipped Classroom



This is a very active student-centered approach in which teachers invert the class. Basically, the concept of “flipped class” refers to what is traditionally done in class is now done at home and what is traditionally done as homework is now completed in class. While reading information concerning this topic, I found this: FLIP means “To focus on your Learners by Involving them in the Process”, this was the connotation proposed by Honeycutt (2012), but later in 2014 the Flipped Learning Network established a formal definition “Flipped learning is a pedagogical approach in which direct

instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter". They also mentioned four pillars for flipped learning:

- Flexible learning environment.
- Learning culture.
- Intentional content.
- Professional educator.

Some of the reasons why flipped or inverted classroom is gaining terrain nowadays in classes are:

- Students can take control of their own learning process, since students have access to information about additional resources such as videos, mind maps, audios, lectures which can be checked and deeply revised at home; they can learn at their own pace and show responsibility of their own learning; thus, they become active agents of their own learning.
- Students can receive immediate and valuable feedback from the teacher right away when they do the activities and exercises in class after they have checked information previously sent.
- Students can develop collaborative and team work skills that allow them to help each other to attain the goal of the task.
- Students are responsible to review the material at home (videos, lectures, posts, audios) they take notes, write down questions and summarize their learning. The kind of questions students ask the next day in class, are the instrument that allow instructors to detect how effectively the material was, and if it gives instructions pauses to realize something was not so clearly explained, they can make corrections to improve that material.

Content

First
Bimester

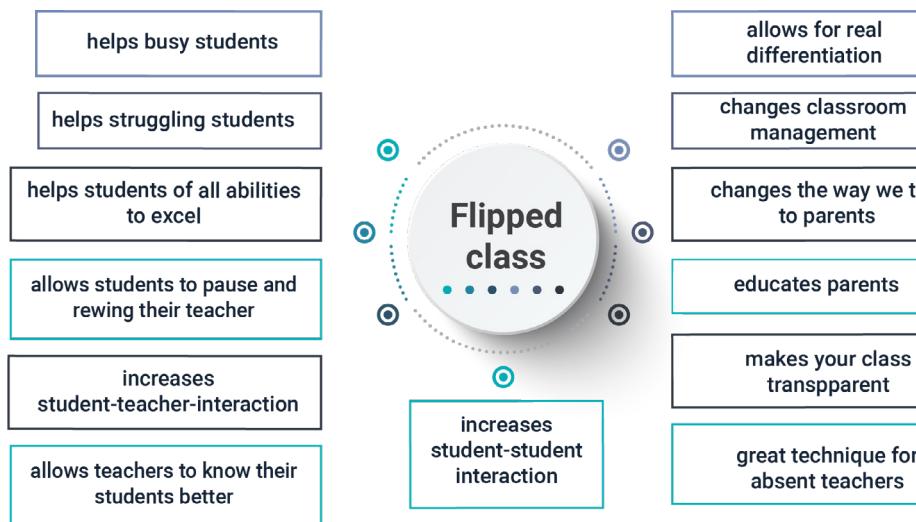
Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Some of the benefits flipped classroom offers are:



To read a detailed explanation about each benefit above mentioned, please read information in the following [link](#).



Recommended learning activities

I invite you to read the following context which reflects a flipped classroom. This context has been taken from the textbook: *Flip your Classroom: Reach Every Student in Every Class Every Day* by Jonathan Bergmann and Aaron Sams.

Context flipped classroom

Study Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Make a list of the activities the teacher does and the activities students do and write the benefits of this flipped class.

Benefits of Flipped class

Teacher's activities	Student's activities	Benefits

Doing this exercise will help you to better understand the benefits that a flipped classroom gives.

Open educational resource 2

Dear student, please read the article “Analysis of Innovative Methods’ Effectiveness in Teaching Foreign Languages for Special Purposes Used for the Formation of Future Specialists’ Professional Competencies”, this will help you to have a clear idea about how new methods work.

OER 2

Study Resources

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Self- evaluation 2

Complete the following statement with the option that best matches the answer.

1. This method/ approach involves a language teacher teaching through English, working with a content teacher to co-teach a course, or a content teacher designing and teaching a course for English second language learners.
 - a. Content and language integrated learning.
 - b. Content-based instruction.
 - c. Flipped classroom.
2. This method/ approach involves a content teacher teaching content through a second or foreign language or might also involve content from subjects being used in language classes.
 - a. Gamification.
 - b. Flipped classroom.
 - c. Content and language integrated learning.
3. From the following which is not a principle of CBI?
 - a. It provides pedagogical accommodation to learner proficiency levels and skills.
 - b. It views language as learned within a larger framework of communication.
 - c. Content is related to learning and thinking processes (cognition).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

4. From the following which is not a principle of CLIL?

- a. The language learned needs to be related to the learning context, to learning through that language. It needs to be transparent and accessible.
- b. It holds sustained content as necessary for providing authentic, meaningful substance for students to acquire language.
- c. Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge.

5. From the following, which is not a learner role in CBI?

- a. Learners become familiar with the language features associated with different genres.
- b. Students support each other in collaborative modes of learning.
- c. Learners are active interpreters of input and are tolerant of drawbacks in learning.

6. From the following, which is not a learner role in CBI?

- a. Learners need to have an active participation with a goal toward learner autonomy.
- b. Learners themselves may be sources of content and joint participants in the selection of topics and activities.
- c. Learners produce, listen to and read a wide range of language.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

7. **The characteristic of games that lets participants know about how far or close they are to attain the objective is...**

- a. Feedback.
- b. Good at numbers.
- c. Good at solving problems.

8. **The characteristic of games that encourages participants to ally to achieve a common goal is...**

- a. Time restriction.
- b. Cooperation and competition.
- c. Freedom to make mistakes.

9. **The following definition refers to...**

It is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

- a. Flipped classroom.
- b. Gamification.
- c. CLIL.

[Answer Key](#)



Week 6



Unit 3. The role of the teacher in the English classroom

Teachers play a very important and vital role in students' lives, they are the ones in charge of their educational formation, teachers are also facilitators of students' learning and creators of productive classroom atmosphere in which students develop the necessary skills to succeed in the acquisition of the language, while mentoring and nurturing students, teachers usually assume different roles.

According to Harmer (2007), teachers play different roles according to what they require at teaching specific parts of the lesson.

3.1. Teacher as Controller



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Teachers are in complete charge of the class, what students do and say, and they are often “leading from the front”. Controllers take the register, tell students things, organize drills, read aloud and in various ways exemplify the qualities of a teacher-fronted classroom. The teacher is the center of the focus is the one who owns the knowledge and imparts it. Everything what happens in the class is under the responsibility of the teachers. The way of leading has a lot to do with the character of the teacher and his style of teaching. Authoritative people will not have problems with discipline, but a shy personality will not mean a chaotic class necessarily, it all depends on the way you control class and students.

A&D chart Teacher as Controller

Advantages	Disadvantages
<ul style="list-style-type: none">Constitutes good language model for the students.Class activities are well-organized.Activities are planned considering what each one of them might require.Discipline is kept within the classroom setting.Useful when giving explanations, lecturing, making announcements or bringing a class to order.	<ul style="list-style-type: none">Students will not have the opportunities to express their ideas freely, so their creativity and independent use of language cannot be shared.Teacher talking time is increased while student talking time is diminished.Lack of variety in activities.Denies students' access to their own experimental learning.Cuts down on students' opportunities to speak, because the class is acting as a whole group.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

3.2. Teacher as Assessor



This role helps teachers to see how well students are performing, based on their progress, teachers give appropriate correction and provide students with the appropriate feedback to correct mistakes. When correcting, teachers should be sensitive to students' possible reactions, feedback should be given with sensitivity and support.

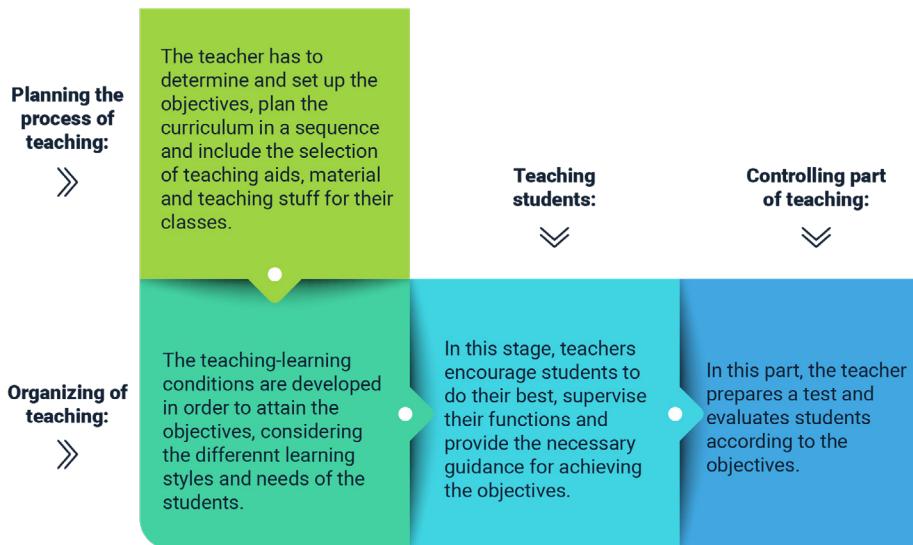
When assuming this role, teachers should think critically, creatively and logically. Assessing students gives teachers an idea about how their students are doing in the teaching-learning process, whether they are improving or if something needs to be fixed to attain the desired goal. Based on this, teachers can make the necessary corrections to help them to acquire the competencies to succeed in the acquisition of the language.

3.3. Teacher as Manager



Teachers should be good classroom managers, and it is reflected in the way they organize their syllabus, lessons, tasks and activities.

According to Chauhan (2019) a teacher as a manager performs four types of responsibilities to manage and execute learning.



According to Fayol, a manager is a co-coordinator of various resources through the functions of planning, organizing, commanding and controlling.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Being an educational manager is not that easy, it requires to have several skills.

Katz (1974) mentions three categories:

Infographic

Ideal teaching should include a combination of factors such as preparing students with the necessary knowledge of contents they need, to be democratic, productive and responsible citizens. Building creativity and problem-solving skills to insert them in a given society training them to be part of a social change.

Most of the time, classes include heterogeneous groups of students who think different, have different attitudes, motivation, socioeconomic status and whose home and religious background are not the same. Considering this fact, teachers' task is to diagnose students' learning problems and plan activities to meet all their students' interests and needs.

It is also necessary to plan instructional objectives that help teachers to make right decisions about learning resources and instructional strategies to be used. These objectives clarify teachers' expectations of students' behavior. They help in assessing the effectiveness of instruction.

A way to know about the effectiveness of the teaching-learning process is through evaluation, this gives teachers hints about how their students are doing, what needs to be reinforced and done to acquire knowledge successfully.



Recommended learning activities

Think about the type of lesson you normally teach:

- In which roles are you often involved?
- Are there any roles in which you have less experience?
- Are there any roles you might try in the future?



Week 7

3.4. Teacher as Resource



The teacher is a kind of walking resource center always ready to help if needed, or provide learners with the necessary information they require to do the assigned activities or tasks. Being helpful and available but with limit, so students do not become over-reliant on teachers, instead they can offer guidance on where to go (web pages, dictionaries, textbooks, etc) to look for information.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Let's imagine a situation in which students are required to do a writing activity, they can count on the teacher as a valuable resource to ask how to write or say something, they might need to clarify doubts while doing the activity, or to know where to find the information they need. It deserves to be mentioned that teachers do not know everything though, in this case, they should offer students the necessary guidance to look for the information in reliable sources. Another alternative is to be brave enough to recognize that there are things they do not know, be frank to admit the answer is unknown for them but offering to research about it and share the findings at the next day. Of course, the answer should be given, otherwise students will lose confidence in teachers.

3.5. Teacher as Participant



Teachers sometimes have to act with the students on the same level as participants. Thus, when doing activities, teachers give students the opportunity to interact with them and count with a more knowledgeable resource who have a higher comprehension of the target language compared with them. Sometimes teachers should not just be specters but participants and join in with students. Enliven things from the inside instead of organizing from the outside.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The danger when teachers act as participants is that they can easily dominate the proceedings. Teachers usually own more knowledge than students do, and as they have the authority figure, their opinions are going to be more considered and listened with greater attention than the one of the students.

3.6. Teacher as Investigator



This role is not directly related to the behavior of the teacher, what the teachers do when assuming this role, is analyzing the way of teaching, observing what is going on in the classroom, and investigate the way students learn, with the purpose of improving teaching styles and use of appropriate methodology to meet students' needs. Trying new techniques, strategies, and materials in the classroom is always rewarding. Teachers should enroll themselves in seminars, lectures, and workshops that help them to improve the teaching-learning process, they should investigate what works well in class, and what does not, they should also dare to try new techniques to see the effect they produce in students and whether it is appropriate or not to use them. Teachers who constantly try to enrich their understanding of what learning is all about and what works well, will find the teaching of English always rewarding. On the contrary, teachers who do not investigate the efficiency of new methods and who do not find ways to grow professionally and their job might become monotonous.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

3.7. Teacher as Role Model



Teachers' behavior has a huge impact in students' lives because it might impact in their personal development; that is why, teachers should be a model to follow, including a good example of values which should be projected and fixed in students' own way of behaving.

Teachers should always inspire and encourage students to strive to their fullest potential to give their best. A role model is someone students admire and someone that inspire them to be like. Students learn through them, through their commitment to excellence, through their ability to contribute for their personal and professional growth.



Recommended learning activities

Reflect on the next question, and write some lines about the teacher that comes to your mind.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

When you think of the type of teacher you'd like to be, who comes to mind? The math teacher that helped you conquer fractions? The English teacher who wrote great comments on your stories? The teacher that helped you discover a new sport, hobby, talent—or maybe even nudged you down your current career path?

Watch the video [link](#) which summarizes nine roles teachers can play in classes and identify the ones you usually assume in your English classes.

Think about a teacher that has been an inspiration for you, who has marked your learning process and write a paragraph describing this person.

My teacher, my hero

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Self- evaluation 3

Complete the following statement with the option that best matches the answer.

1. What is the teacher's role according to the following situation?

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed.

- a. Tutor.
- b. Prompter.
- c. Controller.

2. To which of the following teachers' roles does the following advantage belong to?

Useful when giving explanations, lecturing, making announcements or bringing a class to order.

- a. Assessor.
- b. Controller.
- c. Resource.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

3. What is the teacher's role according to the following situation?

The teacher is a kind of walking resource center (monitor) ready to offer help if needed or providing students with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that students can consult her/him when (and only when) they wish.

- a. Resource.
- b. Tutor.
- c. Assessor.

4. What is the teacher's role according to the following situation?

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out.

- a. Organizer.
- b. Assessor.
- c. Resource.

5. Teachers have to perform four types of responsibilities to manage a classroom. Which one refers controlling part of teaching?

- a. Teachers encourage students to do their best, supervise their functions and guide students to achieve the objective of the lesson.
- b. The teaching-learning conditions are developed in order to attain the objectives, considering student's needs and learning styles.
- c. Teachers prepare a test and evaluates students according to objectives.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

6. What danger appears when teachers act as participants?

- a. Teachers are going to create a good rapport with students.
- b. There is going to be a close grade of confidence between teacher and students.
- c. They can easily dominate the proceedings.

7. What are some activities teachers can do assume the role of investigators?

- a. Create a good learning environment with lots of pair and group work activities.
- b. Analyze what works well on students and ways to improve teaching styles.
- c. Dress properly and behave according to the situation.

8. This characteristic describes a teacher assuming the role of a model

- a. Being a good example of values that students can follow.
- b. Enriching their understanding of what learning is all about.
- c. Assuring good strategies to promote cooperative learning.

9. As managers teachers need to have several skills, which one refers to technical ones?

- a. The ability to work effectively with others.
- b. The ability to understand the relationships between different parts of an institution.
- c. The ability to understand methods, processes, strategies in teaching.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

10. A way to know about the effectiveness of the teaching-learning process and to have an idea about what needs to be reinforced is through...
- a. Observation.
 - b. Evaluation.
 - c. Monitoring.

Answer Key

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 8

Review the self-evaluations which have been included at the end of each unit, the charts included to better understand the contents in each of the units, so you have a clear idea about the main information included there. The online questionnaires and the graded activities constitute also a vital resource to be well-prepared for the test. Take advantage of these material and do always your best!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Second Bimester

Learning outcome 3 and 4

- Designs lesson plans considering the pedagogical and language learning principles according to the students' needs and to the requirements of the Ecuadorian curriculum.
- Proposes solutions to different situations and problems in managing the classroom.

Contents, resources and learning activities

Students will achieve this objective by learning about several strategies that will help them as future teachers to consider some aspects when managing the class such as, how to give feedback, teacher and student talking time, giving instructions, rapport, grouping and seating arrangements, learner autonomy and the use of realia.



Week 9

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Unit 4. Classroom management



The way a teacher manages the class is crucial for creating a good classroom environment for learning. According to Richards (2015) classroom management refers to ways in which both the physical and the affective dimensions of the class are joined together in order to promote a successful teaching and learning environment. In an ideal class, students behave properly, paying attention and collaborating all the time, respecting turns and teacher's and students' opinions. They all contribute to make the lesson a positive learning experience. When classes function in this way, the teacher can attain the objectives and goals with success, then to maintain a productive classroom learning environment is easier and both teachers and students are benefited. Classroom management involves not only the creation of a good classroom climate, but also using time and space according to the planned activities, setting up classroom norms to maintain discipline respecting teacher and students' roles.

4.1. Giving feedback to students



First of all, it is important to mention that mistakes are part of the learning process, they are indicators of students' progress. Mistakes are not the same, according to Julian Edge (1989) they can be divided into three categories:

Slips:

Mistakes which students can correct themselves, once the mistake has been pointed out to them. Slips appear mainly at speaking activities, and remember, most of the speaking practice in the classroom should be focused on fluency rather than accuracy.

Errors:

Mistakes which students' can't correct by themselves and which need explanation. For instance: when someone says He play soccer everyday. the message for us is very clear, however, that student needs to master adding the 's' for the third person when using the simple present.

Attempts:

Are mistakes that students make when they try to say something but do not yet know how to say it.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Giving feedback is really important for students to reinforce knowledge and fix it. It plays a crucial role to clarify their ideas, it helps them to improve their performance while acquiring a second language. According to Mandernach (2019) teachers should include activities that allow immediate feedback, so students can benefit from it. Feedback does not only enhance students' cognitive understanding of the subject matter, but it also motivates and engage them in the teaching-learning process to do always their best.

When teachers correct mistakes, they have to ensure that the correction has been internalized by the student and that it has been done for the student to improve their personal language system or interlanguage; understanding that interlanguage refers to each learner's personal knowledge of a second language including the potential for influence from their first language and overgeneralization of certain rules giving this pass to make some mistakes. When correcting errors, teachers are providing students with the necessary knowledge to fill the gap, that is why, errors should be corrected but considering students' feelings and appropriate moment. Correction has to be structured and formulated in a way it allows students to recognize how to build the correct language.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Feedback benefits both teachers and students, because teachers will know what needs to be reinforced and students will be aware of their weaknesses and the things that are not going in the right direction and what needs to be done to correct them.

Harmer (2007) asserts that correction should not be:

- **Instant and intrusive**, because it can interfere with the flow of the activity and inhibit students just at the moment when they should be trying harder to activate their language knowledge.
- **Insensitive**, because teachers can upset students and dent their confidence.
- **Humiliating**, because students' feelings can be hurt and create an unhealthy atmosphere in the class.

The following chart summarizes ways to correct students according to each language skill.

Feedback

Lister and Renta (1997) propose six types of feedback:

Timeline



Recommended learning activities

Now, I invite you to do the following activity:

- Write errors on small pieces of paper.
- Give those papers to groups of students.
- Each group works together to write corrections on the same paper.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

How did you find this activity?

Write some benefits of the activity. In case you need any extra information about feedback, please open your textbook.

4.2. Teacher and student talking time

It is well-known that teacher should maximize students speaking. Reducing teachers talking will generate a more favorable class for students since they will have opportunities to practice the language. In order to reduce teacher talking time (TTT) and increase student talking time (STT), it is advisable to design a good plan, knowing exactly what is the aim of the lesson and going directly to the point to be explained saves time and makes the content more understandable.

Teachers should keep in mind that their classes are the only place students can practice the target language, so they should give them chances to do it. Rough-tuning is a way to simplify language and convey message easily, when used, students hear language in comprehensible words they can assimilate.

Why is it important to reduce TTT?

According to Steve Darn (n.d), in an article published in Brittish Council BBC he asserts:

- Too much TTT limits the amount of STT. If the teacher talks for half the time in a 60-minute lesson with 15 students, each student gets only 2 minutes to speak.
- A large amount of TTT results in students' loss of concentration, boredom and reduced learning.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- TTT can be avoided with any extra explanation (grammar rules, vocabulary) students can infer by themselves. Not all activities should be teacher-led, pair and group work can be used instead. Teacher explanations alone are often tedious, full of terminology and difficult to follow.
- If the teacher takes the dominant role in classroom initiating the topic, assigning turns and evaluating comments, the students' role is only that of respondents. Opportunities for developing the speaking skill are therefore very limited.
- If the teacher is constantly dominant and controlling, the learners take no responsibility for their own learning but learn what the teacher decides and when. Students' autonomy is severely limited.

What are some strategies to reduce TTT?

- Using elicitation rather than explanation.
- Using body language, mime, gestures and facial expressions rather than words.
- Getting students to give feedback on tasks to each other rather than to the teacher.
- Eliminating unnecessary TTT. Instructions should be simple, simple concept questions should be asked to check understanding. If explanations are clear and concept checking is effective, there should be no need for re-explanation or interrupting an activity to reteach or re-instruct.
- Tolerating silence. Inexperienced teachers in particular tend to fill silences by unnecessary talking. Silence is important not only when students are working individually, but also provides 'processing time' between instructions, during explanations,

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

while waiting for a student to respond, and during monitoring of activities.

What are some benefits STT gives students?

- Students have a lot of opportunities to speak and become familiar with the new material.
- Students have more chance to experiment with the language.
- Students can rely on their abilities to use all language skills.
- Students' interest and engagement is held during the lesson.



Recommended learning activities

Research on techniques that will increase STT. Write at least five.

1. _____
2. _____
3. _____
4. _____
5. _____

4.3. Giving instructions



Harmer (2007) claims that if students do not understand how to do an activity, it can be a waste of time to plan the best ones. When giving instructions, teachers should keep in mind that they should be as simple as possible, but logical. Then, it is important to reflect on these questions:

- *What is the important information I am trying to convey?*
- *What must the students know if they are to complete this activity successfully?*
- *What information do they need first? Which should come next?*

A way to realize, if instructions were clearly understood is to ask a student to explain the activity, to show the rest of the students how the exercise works, or give some examples.

Thornbury (2005) mentions some features teachers consider when giving instructions. Let's see:

- Teachers usually say something to indicate that one activity has finished and a new one will begin, e.g., OK, now let's continue with...
- Teachers also will briefly explain what an activity consists of and what its purpose is, e.g., now, we will listen to a story in order to practice...
- Teachers will explain what grouping arrangement is going to be used, e.g., for this activity you are going to work in pairs.
- Teachers will clarify what students will do during the activity e.g., in this activity, you will listen to a story, then you will...
- Teachers might clarify what language skills the activity will cover e.g.; this will be a listening activity but will also include...

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- Teachers might explain what the learners will be required to do at the end of the activity e.g.... and after you have completed your worksheet I will ask you to...
- Teachers might also suggest how best to complete the activity e.g., the strategy I want you to use when you first listen to the story is just to focus on...
- Teachers will suggest the amount of time the class will spend on the activity e.g.; we will spend at around 20 minutes in this activity.
- Teachers will signal that the students should begin the activity e.g., Let's start now, please.

Teachers should be aware of how to give clear and comprehensible instructions and project their voices very well, so the whole class can hear what has been said. Some useful practices teachers can do, is to record their instructions and evaluate them to detect possible improvements and changes.

To read more about this topic, please check your textbook.

4.4. Using first language

Students who are learning a second language usually rely on their mother tongue to translate information they acquire in the second language, this is usually inevitable at beginner levels and there is no way the teacher can control this situation. Considering this, teachers should create a good classroom atmosphere to enhance students to speak. They should make students aware that their foreign language classes are the only place they can practice the target language, so they have to take advantage of those spaces to improve their skills.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

English classes should give students the opportunity to hear the language as much as possible. If something is not easily understood, then, teachers can use mimics, pictures, gestures, and if after that students have not caught the meaning, then and only after that, translation can be used as the last resource. Teacher may translate particular words, especially those for concepts and abstractions, when other ways of explaining their meaning are ineffective.

According to Harmer (2007) using first language (L1) from time to time may help students to see connections and differences between L1 and L2, and using L1 occasionally may help learners to grasp the meaning of things they find difficult to understand.

What to do if students keep using their own language?

When students have to do role-play activities, they usually feel tempted to use L1, teachers should be very careful to control this situation by constantly monitor them.

Below there is a list of things teachers can do to solve this issue.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Talk to them about the issues

Teachers should try to get their students' agreement that overuse of L1 will give them less chances to learn English.

Encourage them to use English appropriately

Speaking exercises will lose their purpose if not done in English.

Only respond to English use

Teachers can ignore what students say in their own language.

Create an English environment

Exposure to the target language is important to encourage students to use it.

Keep reminding them

Cajoling and pleading with the students to use English will encourage students to use the target language constantly.

This chart will help you with ideas to do when your students keep on using their first language.



Recommended learning activities

Read the situations below and think about what was something you used to do to lose the fear to speak.

1. A person wants to enter to a restaurant, he spent some time outside reading the menu and then rehearsed what he was going to say, when he ordered, he was fluently and without panic.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

2. Two students imagine they are in a taxi and give the driver directions to take them to a determined place, they also share about their plans for the day.

Your situation:



Week 10

Continuing with the second part of this unit, interesting topics such as rapport, different seating arrangements, reversing the roles, and using realia will be covered.

Let's read information about these topics that will help you to better manage your classroom.

4.5. Rapport

It is very valued by students the way their teachers treat them, the relationship teachers have with their students and vice versa is called **rapport**. Best lessons always reflect a positive, enjoyable and respectful relationship. Rapport appears when students become aware of teachers' professionalism as well as the way teachers treat their students in the classrooms (Harmer, 2007).

Creating a good environment in our classroom, is the key to establish a good relationship with our students, that is why, it is very important to build a positive and useful teacher-student rapport.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

It is noticeable when there is a good teacher-student relationship, this is visible in the way class is organized and prepared, this usually reflects the teachers have devoted time to carefully plan their lessons, including interesting activities and materials that catch their students' interest. This gives students the sensation that they are in good hands.

Successful interaction depends on four key characteristics:

1. Recognizing students:

Students feel identified when teachers know their names. It cannot be denied that it is very difficult to memorize all students' names during the first classes, but there are some tips teachers can use to make this process less complicated.

- Using card names in front of students' desks, or stick them on to their sweaters or jackets.
- Keep students in their same seats until memorizing their names.
- Using **Mnemonics** which refers to a tool that helps us remember certain facts or large amounts of information. They can come in the form of a song, rhyme, acronym, image, phrase, or sentence. Mnemonics help us remember facts and are particularly useful when the order of things is important. For instance, Mary is the girl who wears big glasses and is the tallest in the class.

Teachers have their own way to learn students' names, it is not that easy at the beginning, but making the effort will be really rewarding since students will be pleased their teacher remembers things about them, this will also strengthen the rapport between teacher and students.

2. Listening to students:

Both teachers and students should be good listeners, teachers should listen to students' opinions and ideas respecting them all the time. Teachers should be available for their students, and devote them time to express their worries and problems, it does not matter where inside or outside the classroom. Showing interest to students' concerns with every sign of attention does really show teachers care about what happens to their students.

When teachers listen carefully to what students express, they can also be aware about what is clear and what needs to be reinforced regarding contents of the subject, activities or techniques applied. Eye-contact is fundamental to show interest in what students say, it will help to maintain the rapport which is the key for successful classes.

3. Respecting students:

The use of appropriate and delicate words is basic for correcting students. Teachers should try not to be severe or rude when correcting students' mistakes. Being too critical cause a demotivating effect in students, and constant praising has also a negative effect on them, because they will require approval all the time. A key for correcting our students, is to know their preferences, I mean, the way they prefer to be corrected. What is true then, is that correction should always be made with respect not using mockery or sarcasm, showing professionalism to solve the problem and keep a good environment which favors good rapport in the class.

4. Being-even handed:

Teachers should show impartiality all the time, they should treat all the students in the same way. Showing preferences is not well-seen by students because teachers should reach all the students in the group, giving the necessary attention to all of them. Treating

all students equally helps to maintain a good rapport and gives students confidence to interact and give their best.



Recommended learning activities

Please answer the following question:

- What are some tips you as a teacher use to establish a good rapport in your classroom?

4.6. Grouping and seating arrangements

Creating a good classroom community involves the appropriate use of the space. Desks, tables, chairs and boards should be placed according to planned activities, keeping in mind that students should interact in pairs, small groups, or as a whole group.

There are four possible ways for students to work, and each offers different learning potentials: Whole-class teaching, individual work, group work and pair work.

The following ideas have been summarized from the textbooks written by Harmer (2007) and Richards (2015) which are listed in the reference.

Whole-class teaching A&D chart

Advantages	Disadvantages
Gives students a sense of belonging, everybody is involved in the teaching-learning process. Students are treated as a unified group.	It favors the group rather than the individual. Everybody is forced to do the same thing, at the same time and at the same pace.
Creates a favorable environment to give explanations and instructions. Ideal for presenting material.	No chance for students to express their opinions.
It gives teachers a general understanding of students' progress.	Most students are disinclined to participate because they will take the risk to fail.
Students and teacher feel secure when the whole group works under the direct authority of the teacher.	It may not encourage students to take responsibility for their own learning.

Individual work A&D chart

Advantages	Disadvantages
Useful when students do reading or listening activities.	Sole responsibility.
Teachers can give individual support or assistance to learners.	Constraint in ideas.
It allows adequate use of time and reduces discipline problems.	It can be boring.
It allows personal reflection to set up objectives for their own learning.	Less creativity and more stress.

Group work A&D chart

Advantages	Disadvantages
It helps to promote self-esteem.	The logistics of putting students into groups can be time consuming.
It increases students' talking time.	Students often seat themselves in cliques by age, language group, friendship and so on.

Advantages	Disadvantages
It provides a risk-free environment for language practice.	Low-level students may have difficulty following instructions and will feel intimidated if working in a group with stronger students.
It provokes greater involvement and participation.	Students may feel nervous about working with others for the first time.

Pair work A&D chart

Advantages	Disadvantages
Students can learn from more capable pairs.	Is frequently very noisy.
There is increased opportunity for individual practice.	Students can veer away from the point of an exercise, talking about something else in their first language.
Learning becomes a social, rather than an individual, activity.	The chances of misbehavior are greater.
Students receive more input.	The actual choice of paired partner can be problematic, especially if they have to work with someone they are not keen on.
Opportunities for negotiation of meaning.	Some of the students may think that it is the teacher's job to teach, and that they are unlikely to benefit from learner-to-learner practice.
It makes large-class teaching easier for the teacher.	

Regarding seating arrangements, the following can be mentioned:

Orderly rows

Horseshoe

Circles

Separate tables

The way teachers organize the seats in the classroom can have a very positive impact on students, especially on the ones that are shy

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

and introvert. Although some students prefer to sit near the window or the door, others near aisles, some at the back, and few in front.

Have you thought about:

Why students prefer one or other way?

In my personal opinion, I think students who sit at the front are the ones who are more participative and want to learn more, because they are the ones who keep on paying attention and answering questions most of the time. Seating arrangement symbolizes students' personality. Students who usually occupy the front benches, are the ones who do not want to miss any information, and the ones who usually seat at back rows, are those who do not want to be noticed by the teacher.

Some students prefer sitting near doors and windows because it provides them with sufficient distractions to escape the monotony of lessons taught. Pranks, whispering, passing of notes, doodling, etc. is frequent among students who generally sit in the back.

Orderly rows



This seating arrangement is the most common one. The room is divided into columns which are decided according to the number of the students, teachers have to work with. This arrangement allows teachers to walk between the aisles and help students if necessary.

Orderly rows Pros and Cons

PROS	CONS
<ul style="list-style-type: none"> ▪ Students' focus is teacher not surrounding distractors ▪ Teacher has a clear view of all the students. ▪ Teacher is able to guide instruction ▪ Designed for lecture based instruction ▪ Efficient set up ▪ Prevents cheating on exam 	<ul style="list-style-type: none"> ▪ Considered by many to be the "least favorable" way to facilitate learning ▪ Makes students feel like they are in class ▪ No areas for class participation ▪ No space for group work ▪ No areas for collaboration or exploration

Horseshoe



This arrangement is very useful when using audio visual aids, interactive boards, overhead projectors. This ensures clear visibility for all students. Teachers can keep eye contact with all students and check how attentive they are.

Horseshoe Pros and Cons

PROS	CONS
<ul style="list-style-type: none"> ▪ Excellent choice for discussion classes ▪ Teacher becomes incorporated with discussion ▪ Allows for collaboration ▪ Students don't feel like they are in class ▪ Focus is still at the front of classroom, yet able to discuss material presented in class ▪ The classroom is a more intimate place and eye contact or expressive body movements is greater than other seating arrangement. 	<ul style="list-style-type: none"> ▪ Difficult to enter and exit desks ▪ Teacher becomes "one of" the students, may lose respect ▪ Students can get off task easily ▪ Teacher is often located in a commanding position.

Circles



This kind of seating encourages all students to participate, it also allows the teacher to see everyone from an equal distance and communicate easier with the students.

Circles Pros and Cons

PROS	CONS
<ul style="list-style-type: none"> ▪ Involves everyone in the group ▪ People can speak directly to each other ▪ Creates equality through the group 	<ul style="list-style-type: none"> ▪ Some students may feel uncomfortable or exposed ▪ Not conducive to visual aids or audiovisual presentations ▪ The teacher's position is less dominating.

The kind of seating arrangement will depend on the task, but keep in mind that rotation system when integrated into the classroom can ensure that students are not categorized as front or back benchers. But doing it, everyone is given an opportunity to sit in the front, middle and back.

Seating arrangements can play a huge role in student performance. Hence, it is the duty of teachers to wisely select an arrangement what best suits their particular circumstances and classes.

Separate tables



Teacher walks around checking the students' work and helping out if they are having difficulties, prompting the students at this table, or explaining something to the students at the tables.

Separate tables Pros and Cons

PROS	CONS
<ul style="list-style-type: none"> ▪ Groupwork is easy to arrange. ▪ Useful in mixed-ability classes. ▪ Different groups of students can benefit from concentrating on different tasks. ▪ Useful if students are working around a computer screen. ▪ Useful if students are listening to different audio tracks in jigsaw listening 	<ul style="list-style-type: none"> ▪ Are more difficult to “teach to” in whole-group activities, depending on the size of the room and the group. ▪ Students may not always want to be with the same colleagues.



Recommended learning activities

It is time now, to watch a video. Please watch it and comment about it. Or find it as: Classroom seating for effective learning. [link](#)

Now, please write your opinion about the video.

4.7. Learner autonomy

Students should be aware that the time they are in English classes are not enough to learn all the contents they need to in a classroom; therefore, they should find ways to rehearse language through

constant exposure to it. Students should be encouraged to develop their own learning strategies so that as far as possible, they become autonomous learners. It is important to give students agency; that is to say, enable them to be the doers rather than the recipients of learning action, is one way to sustain their motivation.

It is true, that there are different kinds of learners, ones who are very enthusiastic about taking responsibility for their learning, and others who need to be pushed to improve.

According to Victory and Lockhart (1995) autonomous learning is said to make learning more personal and focused, is said to attain better learning outcomes, since it is based on learners' needs and preferences.

Benson (2003) mentions 5 principles for achieving autonomous learning:

1. Active involvement in student learning.
2. Providing options and resources.
3. Offering choices and decision-making opportunities.
4. Supporting learners.
5. Encouraging reflection.

In classes that encourage autonomous learning:

- The teacher becomes less of an instructor and more of a facilitator.
- Students are discouraged from relying on the teacher as the main source of knowledge.
- Students' capacity to learn for themselves is discouraged.
- Students' awareness of their own learning styles is encouraged.

- Students are encouraged to develop their own learning strategies.

Personally, I think each student should reflect on his own learning, what they are doing well, what they need to improve, and look for the necessary resources that will help to overcome those weaknesses and strengthen their skills.

4.8. Using realia to improve Learning



Teachers always rely on different kind of material to teach their lessons, one useful and attractive way to introduce vocabulary is through the use of realia. Realia, refers to the use of real objects, which constantly used create an interesting learning environment, they allow to introduce new words, prompt conversations and awake students' interest. In other words, they are the starting-point for a variety of language work and communication activities.

Using realia helps to make English lessons memorable by creating link between the object and the word or phrase they represent and the meaning. Realia helps students to retain the meaning of words better than seen graphics of them.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Realia is also used to connect students with the topic of the lesson, it gives them the opportunity to use all their sense to learn about the given topic.

Including realia in daily planning serves as a useful tool to encourage students to speak, generating interest and creating an atmosphere conductive to learning. Realia strengthens students' associations between words for everyday objects.

Here some examples the use of Realia in the classroom:

1. To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, using actual objects or facsimiles thereof (pieces of clothing, toy animals, and plastic fruit). For transition period, it's a very useful tool in making the abstract concrete.
2. Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the student on your left, saying the name of the object (for example: «tomato» or «sock») and then have the student pass on the object to the next one, speaking the word as well. Have students keep passing on the object, repeating its name, until it comes full circle back to teacher. Teacher may use photos of the objects instead of the actual objects themselves.
3. Use an object, such as a ball, to teach prepositions of place like "on, under, above." Place the ball on the table, and ask where it is. Elicit the reply "It's on the table," and so on.
4. Write or print out recipes for work on the imperative. Read out the step by step recipe instructions and have the students mime them as you read them out.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Recommended learning activities

Now, it is time to practice!

Please watch the video in the link below and write the benefits of using realia in your classroom. [Use of Realia & Authentic Materials - International TEFL Academy](#)

For further reading open your textbook and check information there.

Open educational resource 3

Dear student, please analyze the article “The Implementation of Feedback in the English Classes of Bengali Medium Schools”, and take notes of the most relevant aspects concerning the importance of giving feedback to students.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

OER 3

Study Resources

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!



Self-evaluation 4

Complete the following statement with the option that best matches the answer.

1. When a correction interferes with the flow of the activity and inhibit students, we can consider this kind of correction is...
 - a. Instant and intrusive.
 - b. Insensitive.
 - c. Humiliating.

2. What type of corrective feedback does the following example reflect?

Student: I want park today.
Teacher: Excuse me!

 - a. Recast.
 - b. Clarification request.
 - c. Explicit correction.

3. Good teacher talking quality is shown when...
 - a. Teachers talk and talk giving students scarce opportunity to participate.
 - b. Teachers engage students with their stories and interaction.
 - c. Students enter into discussion and take the teacher's role.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

4. One strategy to reduce TTT is...

- a. Using body language, mime, gestures and facial expressions rather than words.
- b. Including lecture as a strategy to condense important information of main topics.
- c. Interrupting activities to reteach or re-instruct.

5. What is important for teachers to consider when giving instructions?

- a. Check if students have understood what they were being asked to do.
- b. Use physical movement and gestures to show emotions.
- c. Consider the students' priorities and time availability.

6. What do the phrases below express?

Teacher expresses his passion for topics covered and the reason for this keen interest regularly throughout the semester. Tie to student interests. Teacher arrives early and stays late to chat and/or answer questions. Teacher uses students' names when calling on them.

- a. Adaptability.
- b. Rapport.
- c. Personality.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

7. **Using card names or other strategies to memorize students' names represents a successful interaction characteristic that help teachers to...**
- Recognize students.
 - Respecting students.
 - Listening to students.
8. **Mark the advantages of using individual work I the class.**
- Teachers can give individual support or assistance to learners.
 - Less creativity and more stress.
 - It allows personal reflection to set up objectives for their own learning.
 - Sole responsibility.
9. **This seating arrangement favors students' interaction, students engage in the roles of speaker and listener. It provides reassurance for expressing ideas.**
- Orderly rows.
 - Circle.
 - Horseshoe.
6. **This kind of seating arrangement creates military controlled environment, interaction is not present at all, everyone's attention is directed to the front, it is quite restrictive and students have little opportunity to participate.**
- Horseshoe.
 - Orderly rows.
 - Separate tables.

Answer Key

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 11

This objective will be attained through the application of the knowledge students will acquire to design a lesson plan based on the Ecuadorian curriculum.



Unit 5. Lesson Planning according to the Ecuadorian Language Curriculum

Dear students, before referring to this topic, it is very important to have a general idea about planning, so information about it is going to be mentioned before going into planning according to the Ecuadorian Language Curriculum.

5.1. General planning

Planning is very important even for experienced teachers are the words of Harmer (2007), I agree with this, since teachers have to rely always on them, planning gives students the idea that their teachers have devoted time to prepare coordinated activities for them. Lesson plans are useful to remind teachers what they intended to do; it is a guide to follow.

Pre-planning and planning

Pre-planning takes place before teachers actually make a plan about what is going to happen in their lesson. During this stage, what teachers do is to gather ideas, material and possible starting-off points. Of course, all the activities and material have to be prepared taking into consideration students' needs and interests.

What teachers need to consider first are the goals, these are the ones who help to determine what kinds of activities are needed and why.

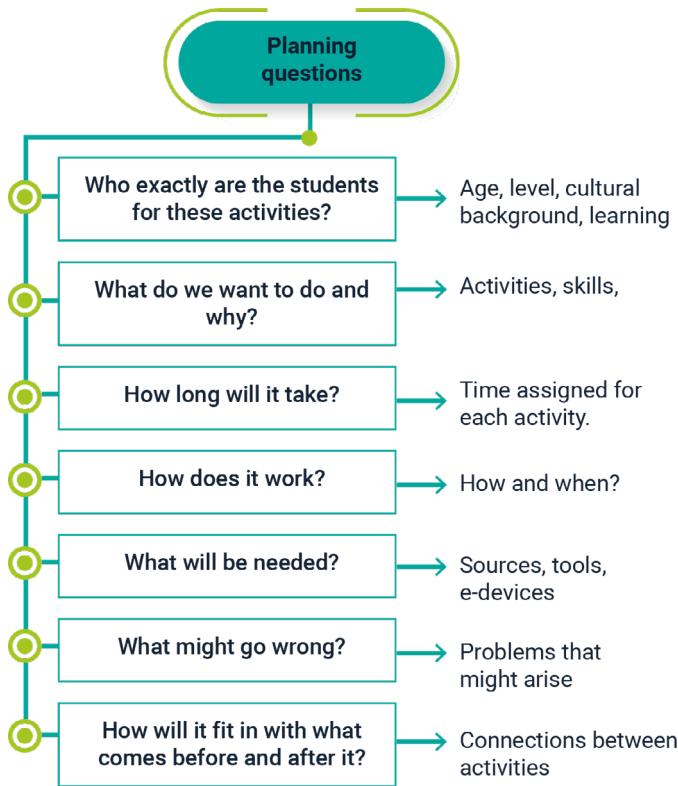
- Am I the kind of the teacher who pre-plan lessons?
- Is it better to have something written or to keep it on my head?

Lesson stages

Good lessons should contain a blend of coherence and variety. When talking about coherence we refer to the logical pattern a lesson should have; activities should be varied and connected one another.

Students should be aware about when one activity has finished and when another is about to start.

According to Harmer (2007) the following are questions teachers should always ask themselves before planning.



To sum up: the purpose of the lesson plan is to be as useful as possible to the people who are going to use it.

Note: there are different plans formats, in most of the cases the educational institutions are the ones who provide teachers with them, if not you can use the one you prefer.

This link will be helpful for creating a lesson plan.

Lesson plan explanation

[Study Resources](#)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Communicative language teaching lesson plan

Study Resources

I hope you have found this information useful. I'm sure you will consider all these tips to prepare good lesson plans.

5.2. EFL: Educación General Básica elemental

Now, that you have an idea about how planning works, it is time to continue with Ecuadorian Language curriculum. The Ministry of Ecuadorian education has designed an English curriculum based on the needs of our students and considering various aspects that will benefit the acquisition of a foreign language, in our case English.

It is really important and necessary that you get acquainted with the information there [link](#) because you will need it for future classes and planning.

In the PDF document “Instructivos para planificaciones curriculares” you will find formats for planning, it is necessary to mention that these documents should be used as reference because most of the institutions have their own format.

Study Resources

According to the Ministry of Education (2016) English as a foreign language for Subnivel Elemental of Educación General Básica purpose is to set the foundation for forming competent, autonomous, and critical readers, speakers, and writers, people who are able to use a range of tools in order to communicate ideas, learn to learn, and deepen and enrich their knowledge base.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Each sub-level includes four threads:

SUB-LEVELS

Please check complete information in the PDF attached.

English as a Foreign Language for Subnivel Elemental de Educación General Básica

Study Resources



Recommended learning activities

Analyze the example below, which adjustments can you do to improve this lesson plan?

English planning example

Study Resources

Use the following lines for your suggestions:

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 12

5.3. EFL for Subnivel medio

Students at this level are expected to communicate basic needs and information in English. Learners should be able to effectively respond to social situations as well as literacy texts. Learners will have count with meaningful activities that will help students to experience the English language in a variety of ways.

To obtain a complete information about how all this level includes, please read the information in the attached file. As it was previously mentioned, this level has five threads that involve objectives and their corresponding criteria (see graphic above).

English as a Foreign Language for Subnivel Medio

Study Resources

5.4. EFL for subnivel superior

Learners at this level are becoming more mature and more expressive, their need to communicate and interact with other people involves them in a range of social interaction that help them to be critical and creative thinkers.

As it was previously mentioned, this level has five threads that involve objectives and their corresponding criteria (see graphic above).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

English as a Foreign Language for Subnivel Superior

Study Resources

5.5. EFL for subnivel bachillerato

At this level, students are really concentrated in their future as professionals, so they take the importance of English seriously. They are aware about to reinforce their skills and how useful it will be for their careers. Teachers should find ways to keep them motivated by including activities that awake their interest and help them to attain their goals.

As it was previously mentioned, this level has five threads that involve objectives and their corresponding criteria (see graphic above).

English as a Foreign Language for Subnivel bachillerato

Study Resources

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Self-evaluation 5

Complete the following statement with the option that best matches the answer.

1. Planning allows teachers to organize all events that are going to happen in the class. Effective lesson sequence facilitates scaffolding that refers to:
 - a. The order in which material is presented, the teacher plans what is intended to happen during each lesson.
 - b. Teachers' good organization skills, the teacher should know what will be covered in a particular lesson.
 - c. Teachers' anticipations to any difficulty students might have. Additional support and resources might help student to attain the objective of the lesson.

2. When planning a lesson, there are some elements that should be considered. Which of the following definitions refer to procedures?
 - a. Considering general and specific objectives that should be attained during the execution of the lesson.
 - b. How the lesson will be executed? This section includes patterns of interaction TTT and STT and timing to have an idea about how long an activity should be.
 - c. Considering a list of potential difficulties and suggestions about what to do if they arise. This might include any eventual problem that might occur during the class.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

3. Lesson plans have to be __

- a. Instructions to be slavishly followed.
- b. The reinvented wheel.
- c. Proposals for action.

4. What are learning outcomes?

- a. What the students have learnt by the end.
- b. Actions teachers have to take inside the class.
- c. Hidden messages during the lesson.

5. When is lesson planning not so important?

- a. When you've been teaching for a while and have developed a fluent set of classroom management skills and activity routines.
- b. If you're participating in some kind of training program, and especially if you're going to be observed.
- c. If you're a new teacher, faced with all the unpredictability, spontaneity and simultaneity of the classroom.

6. The English curriculum designed for Ecuadorian students includes four levels: Elemental de Educación general básica, English as a foreign language for subnivel medio, English as a foreing language for subnivel.

Superior, and English for subnivel bachillerato, which is the level according to Common European Framework (CEFR) expected for students at subnivel bachillerato?

- a. A1.2 to A2.2.
- b. A2.2 to B1.2.
- c. A1.1 to A2.1.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

7. Which of the following is not part of the threads in the sublevels?

- a. Oral communication.
- b. Communication and cultural awareness.
- c. Natural and social science.

8. Read the following code and choose what is its right meaning:
CE.EFL.4.1.

- a. Curricular Evaluation. English as a Foreign Language, nivel 4, objective 1.
- b. Communication in English. English as a Foreign Language, nivel 4, objective 1.
- c. Criterio de evaluación. English as a Foreign Language, nivel 4, objective 1.

9. How many mandatory and how many desirable objectives are there in subnivel bachillerato general unificado?

- a. 3 mandatory and 10 desirable.
- b. 5 mandatory and 4 desirable.
- c. 8 mandatory and 3 desirable.

Answer Key

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Unit 6. Materials and resources for teaching English



There are a lot of resources teachers can use to deliver instruction. The selection of the material has to be done according to the topic of the lesson that will be covered, its main function is to support student learning.

Teachers use different kind of resources such as worksheets, manipulatives to help students gain and practice with the new language. Learning material usually activates each individual student's learning style.

Material can be designed by the teachers who can also search on the Internet which offers a great variety of different resources that can be downloaded or adapted according to their needs.

These are some characteristics of good resource.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Currency- How current is the resource?

Appropriateness- Does the resource meet the objectives of the lesson? Does it add to the lesson or distract from what is important? Is the resource at an appropriate language level for the students?

Relevance- Does the resource relate to the topic being studied? Does the resource relate to the interests of the students?

Quality- Does the resource have value in the lesson? Is the sound/video/text/etc. of good quality so as not distract from the information?

Resources should be authentic. The main advantages of using authentic materials are (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001):

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners needs.
- They support a more creative approach to teaching.

The following are resources that effectively used constitute useful support in the classroom.



Week 13

6.1. Effective whiteboard technique

It is an essential classroom resource that should be valued for all teachers. When appropriately used, it can offer good results in students.

When using the board, teachers should be very careful to use legible letter and make sure it is visible for everyone; they have to check that markers are working well, so they avoid misunderstandings. Another aspect to consider is the organization of the board, for example: a column for the new vocabulary, another for grammar rules, pronunciation, homework, and so on.

Boards can be used for a variety of different purposes, including:

Note-pad: Words or phrases to be reinforced.

Explanation aid: Cues to explain grammar points or phonetic symbols.

Picture frame: Pictures to understand concepts and words.

Public workbook: Procedure to write fill-in sentences, exercises to complete or phrases to correct.

Game board: Spelling, noughts and crosses and many others.

Noticeboard: That can be displayed on boards such as pictures, posters, announcements, charts, etc.



Recommended learning activities

I invite you to reflect on your own way to use the board.

Please tell me how do you usually organize it?

More information about the topic can be found in the textbook.

Please read it!

6.2. Mind mapping

Mind map is a visual thinking tool used to capture information and ideas, they have been proven to boost productivity, creativity, and memory. They include a central idea and the other ones go around it. Mind maps help teachers to make their lessons more interactive and engaging.

A mind map is a learning tool that allows users to create visual representations of topics, research or important notes. This can help learners to retain knowledge, since information is attractively shown and organized in a way students can understand it better.

When students use mind maps as a study or learning tool, they are able to grasp concepts and information more easily, their brains make associations of ideas that are related one another and this produce better results in academic life.

There are various tools to create mind maps, the ones I prefer are [MindMeister](#) and [GoConqr](#).

I invite you to incorporate the use of mind maps in your classes. I am sure your students will enjoy the use of this tool a lot. Once you feel sure about using this tool, you can also encourage your students

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

to do tasks using it. You will be amazed about the results you might obtain in their academic performance.

Further reading about this topic can be done in your textbook.

6.3. The purpose of dialogues

Teachers usually face a big challenge when trying to create a favorable environment to encourage students to actively participate in conversations. Not all students are always willing to collaborate, there are some that often are reluctant to get involved in dialogues because of the fear to make mistakes.

What teachers should do is to provide students with the confidence they need to express their ideas avoiding criticism and welcome any idea, avoiding any unnecessary laugh and leaving correction for the end, as it was previously mentioned in the unit related to feedback.

Speaking activities always require students to take some time to think about what they will say, so teachers should devote them with the necessary space to build up the answer. It is also indispensable to consider that each student is a unique individual with their own problems and situations, so we should understand them and if possible to make an approach to try to help them.

Rader and Summerville(2012) mention three types of students:

- Those who love to participate- they are seen as leaders and their enthusiasm should be nurtured so that they understand their greater civic and social responsibility in the classroom.
- Those who are reluctant to participate- shyness make students to stay quiet and feel afraid to express their ideas, they should be encouraged to speak through different strategies such pair or group work.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- Those who are somewhere in the middle- they can be eager to speak but do not really dare to do it.

Teachers should provide students with opportunities to rehearse the language, including a variety of activities that allow students to practice all four language skills.

Some strategies to create a cooperative environment is to start brainstorming ideas about a determined topic. Teachers can also rely on some technological tools such as Kahoot to prepare a set of questions that students will answer using their cellular phones. Another activity can include the creation of PowerPoint presentations with a given period of time to present it (2 or 3 minutes) and questions to interact with the whole class.

To obtain more information about this topic, please read your textbook.



Week 14

6.4. A truly interactive class

Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. There are ways to create this involvement in the class through:

- Teacher-student interaction.
- Student-student interaction.
- The use of audio, visuals, videos.
- Hands-on demonstrations and exercises.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Students should be active members in the class, participating and contributing with ideas, retaining information in their long-term memory.

Some interactive activities that will help students to awake their interest, fix knowledge, increase their team spirit and freedom of expression are:

- Think, pair and share.
- Brainstorming.
- Buzz session.
- Exit slip.
- Misconception check.
- Circle the questions.
- Ask the winner.
- Pair-share repeat.
- Teacher & student.
- Wisdom of another.
- Made by BookWidgets.
- Forced debate.
- Optimist/pessimist.
- Peer review.
- Board rotation.
- Pick the winner.
- Movie application.
- Crossword.
- Scramble.
- Who/what am I?
- Bingo.

I am sure you might have heard about some of them, to get acquainted with what each one refers to, please read the information in this [link](#).



Recommended learning activities

Now that you have read the information about those interactive teaching strategies, tell me if you have used them in your classes, if so, which ones? Were they useful?

Your answer.

Additional information regarding this topic can be found in the textbook.

6.5. How do you make Role plays work?

Role-playing is a technique that allows students to explore real situations by interacting with other people. Depending on the intention of the activity, participants assume the role of a character they should play.

First, students are assigned particular roles to play a conversation, they might receive specific instructions about how to act in front of a given situation, once the scenario is created they act out it.

The use of technology plays a very important role when using this strategy, since students can record their conversations, analyze and improve them. Recordings can be also presented in the class, so everybody can contribute with suggestions to improve them.

There are some steps to follow when use role play:

Identify the situation.

1. **Identify the situation:** Introduce the problem and generate a discussion.
2. **Add details:** Set up a scenario in enough detail for it to feel "real".
3. **Assign roles:** Students represent characters according to the scenario.
4. **Act out the scenario:** Students assume their role, and act out the situation, trying different approaches where necessary.
5. **Discuss what you have learned:** Other students learn from other's experience.

To reduce nervous and anxiety in students, teachers can allow them to rehearse their role before a final acting; in this way, students will feel confident enough to role play a situation.

To read more information about his topic, please open your textbook.

6.6. Using appropriate learning and teaching strategies

Teachers' most challenging task is to grasp students' attention and convey the message in an effective way. Their main concern is to be sure everything what was intended to shared was assimilated by the students. Good teachers always look for ways to make the teaching-learning process interesting, engaging and worthwhile experience.

Teachers can nurture the creative side of their students by including relevant activities, useful resources, technological tools that awake their interest and encourage creative contributions.

The following are some ideas that will help teachers to enhance effectiveness in teaching.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1. Teachers can use different strategies to meet the purpose of the lesson. They master learning and teaching strategies differently, they can vary them according to their students' learning styles and needs.
2. Teachers can organize their classrooms considering grouping students according to the planned activities or arranging them in any required seating.
3. Varied material can help teachers to address the students with different learning styles.
4. Teachers need to provide their students with opportunities to develop their thinking skills through effective questioning, they can also encourage students to express their ideas openly and share their words with the whole class.
5. Teachers can provide students with lots of exposure to the language, so they can practice in real contexts.
6. Teachers can organize co-curricular activities such as at home, in the community to complement classroom learning.

Students perform better when they know which strategies help them to understand and retain information.

According to Lightbown and Spada (2006) these are some characteristics of good learners:

- Is a willing and accurate guesser.
- Tries to get a message across even if specific language knowledge is lacking.
- Is willing to make mistakes
- Constantly look for patterns in the language.
- Practices as often as possible.
- Analyzes his or her own speech and the speech of others.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- Attends to whether his or her performance meets the standards he or she has learned.
- Enjoys grammar exercises.
- Begins learning in childhood.
- Has an above-average IQ.
- Has good academic skills.
- Has a good self-image and lots of confidence.



Recommended learning activities

Time to reflect!

Now, please I would like you to think about the list of good learners' characteristics and analyze which ones identify you. Comment about them.



Week 15

6.7. English corners: Techniques and tips



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

A great way to give students meaningful opportunities to apply their learning and lower their affective filter is to make learning fun! When teachers include engaging and attractive material in classes, students are encouraged to participate and take risks. Fun classes help students retain information better because the process is enjoyable and memorable. English corners are spaces that have been created with the purpose to give students chances to read material, do activities and put into practice the knowledge they have acquired.

English corners, should offer participants planned activities and exercises that help them to practice. A teacher should be assigned to constantly help and monitor participants giving constant support and feedback.

If no space assigned in your institution for an English corner, you can improvise a space in your own classroom and collect interesting material for the students to read and use it in their free time or during a determined time in your English classes. You will see that students will feel very motivated and that their self-esteem will increase their willing to actively participate.



Recommended learning activities

Have you ever created an English corner? Can you share your experience?

Please comment about it.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

6.8. The benefits of developing cultural contexts when learning English

Reading is a good way to immerse students in cultural contexts. Cultural exposure benefits learners in acquiring knowledge of many aspects from different customs and cultures.

Learning a language involves learning about its culture, knowing about it is essential to communicate with native people. Learning about how native people live and talk introduces a human side to the language, which keeps you hooked on the learning process.

Teachers can use a wide range of alternative resources to obtain relevant information about other cultures.

Movies: help learner to improve their listening and speaking skills.

Newspaper and magazines: Include lines about how people really speak to each other in everyday life.

Blogs: Connect learner with the local vocabulary and allow them to improve terminology.

Original literature: Offer learners the opportunity to read original versions of novels and realize how the author builds phrases and what new meaning is given to the words.

Travelling: Students can listen to the way native people speak and communicate with them.

Paying attention to cultural differences might help learners to use the right words depending on the context.

Culture is essential when studying languages; understanding cultural background—art, literature, lifestyle— helps learners reach language proficiency and really live the language while they learn.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Internet offers a lot of resources to allow students to read and listen to the pronunciation at the same time. Check this [link](#) and revise stories there. I am sure they will help your students to improve these skills.

For further reading, check information in the textbook.

6.9. Professionalism: Doing a good job and taking it seriously

Teachers should first of all love their professions, they should be sure about their vocation to teach. A teaching of quality should include well-prepared and well-trained teachers.

Being a teacher involves lots of responsibilities that should be assumed to provide students with the best education possible.

According to Zaiger (2018) demonstration of professionalism includes:

Neat appearance: Physical appearance has a clear effect on the management of the class. Teacher should dress appropriately avoiding exaggerations, piercings, tattoos and brightly colored hair at work is not acceptable in most of the schools. Teachers should refrain from drinking alcohol or smoking in front of the students, and avoid the use of foul language, they should behave properly and keep in mind that they are models to follow.

Positive interaction with students: Teachers should consider that there is a fine line between being a caring adult and being a friend. Professional teachers show respect to every student and they do not show favoritism or discrimination to anyone. Good educators plan and select material to make students succeed at learning.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Recommended learning activities

Dear student, please watch the following [video](#) which will help you to reinforce the topic of being a good professional. After watching it, please take notes of the main idea.

Open educational resource 4

Please take advantage of this very useful online resource that will allow you to listen to real English situations. Use this resource to improve all your language skill. [link](#).

It is time to put into practice what you have learned in this unit. Please answer the following questionnaire. After you have answered it, go to the answer key and compare your answers with the ones there.

Good luck!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Self-evaluation 6

Complete the following statement with the option that best matches the answer.

1. Boards can be used with different purposes, which one refers to picture frame?
 - a. Cues to explain grammar points or phonetic symbols.
 - b. Pictures to understand concepts and words.
 - c. Things that can be displayed on the board.
2. This is a useful tool that can be used to create visual representations of topics.
 - a. Mind mapping.
 - b. Dialogues.
 - c. Boards.
3. Teachers should encourage students to participate in dialogues. What is the best way to make them speak?
 - a. Including lots of audio material.
 - b. Give students a time to organize their ideas.
 - c. Asking them to look for their own strategies to improve.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

4. Activities such as brainstorming, crosswords, debates, peer review can motivate students to...

- a. Develop their brains, create rapport and reduce time to learn.
- b. Activate their short-term memory, learn information and easily forget it.
- c. Awake their interest, fix knowledge and increase their freedom spirit.

5. Activities in which students act out a character and that helps them to better produce the language are known as...

- a. Dialogues.
- b. Role-plays.
- c. Pair work.

6. In order for a class to be effective, a teacher should...

- a. Rely on the way other colleagues teach their classes.
- b. Read lots of books to analyze how teaching works.
- c. Vary learning and teaching strategies.

7. What is not a characteristic of a good learner?

- a. Is willing to make mistakes.
- b. Is introvert and prefers individual activities.
- c. Is a willing and accurate guesser.

8. A good way to reduce students' affective filter is...

- a. Lead them to a psychologist.
- b. Treat them with special care.
- c. Make learning fun.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

9. **What is the purpose to create English corners in educational institutions?**
- a. To give students the chance to read material.
 - b. To offer students with the opportunity to meet foreign people.
 - c. To oblige students to rehearse content material.
10. **Resources that can help learners to obtain relevant information about other cultures are...**
- a. Scrap books.
 - b. Newspapers and magazines.
 - c. Stickers.

Answer Key

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Week 16

Review the self-evaluations which have been included at the end of each unit, the charts included to better understand the contents in each of the units, so you have a clear idea about the main information included there. The online questionnaires and the graded activities constitute also a vital resource to be well-prepared for the test. Take advantage of these material and do always your best!

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



4. Answer key

Self-evaluation 1	
Item	Answer
1	b
2	c
3	b
4	b
5	a
6	b
7	b
8	a
9	b
10	c

Self
Assessment

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Self-evaluation 2	
Item	Answer
1	b
2	c
3	b
4	a
5	a
6	a
7	b
8	a
9	a

Self
Assessment

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Self-evaluation 3	
Item	Answer
1	c
2	b
3	a
4	b
5	c
6	c
7	b
8	a
9	c
10	b

Self
Assessment

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Self-evaluation 4	
Item	Answer
1	a
2	b
3	b
4	a
5	a
6	b
7	a
8	c
9	c
10	b

Self
Assessment

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Self-evaluation 5	
Item	Answer
1	b
2	c
3	b
4	a
5	a
6	b
7	c
8	c
9	c

Self
Assessment

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Self-evaluation 6	
Item	Answer
1	a
2	a
3	b
4	c
5	b
6	c
7	b
8	c
9	a
10	b

Self
Assessment



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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



6. Study Resources

Document 1. The direct method

Part 1 English language teaching today

- 1 Classroom instruction was conducted exclusively in the target language.
- 2 Only everyday vocabulary and sentences were taught.
- 3 Oral-communication skills were built up in a carefully graded progression around question-and-answer exchanges between teachers and students in small, intensive classes.
- 4 Grammar was taught inductively (i.e. without direct explanation or presentation of grammar).
- 5 New teaching points were introduced orally.
- 6 Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.
- 7 Both speech and listening comprehension were taught.
- 8 Correct pronunciation and grammar were emphasized.

A teacher describes her early teaching experiences with *the direct method*:

The direct method – my experience

When I began teaching English in Spain over 25 years ago, I worked at a school which was part of an international chain of language schools, and where we had to follow the 'direct method'. As a language learner myself, I had been taught Spanish mainly through the audiolingual method, which, in my case, involved spending three hours a day in a language laboratory, using a book specially written by my tutor and aptly named *Sangre, Sudor y Lágrimas* or 'Blood, Sweat and Tears'.

When I discovered the direct method, I remember how excited I felt. First of all, I attended a special training course, where I was given very specific instructions on how to apply the principles of the method. What particularly appealed to me, at that time, was the fact that we would be teaching English only through English – no translation or lengthy grammar explanations or coursebook, not even any writing as such, at least during the first year with my elementary group. I had to be quite inventive and constantly think of how I could build up my students' communication skills little by little, through a question and answer routine. It certainly wasn't always easy to adhere to the principles of the method.

My students were highly motivated, enjoyed this experience, and, in fact, they did learn a lot. In hindsight, with more experience and knowledge, I can see that this method was by no means perfect and does have its drawbacks. However, the point I would like to make is that before dismissing it out of hand, we can still adapt and use those techniques which work for us in our own teaching context.

Diana Croucher, teacher, Barcelona, Spain

Guide Content

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 2. CLT lesson

1. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation[s] to the learners' probable community experiences) and a discussion of the function and situation – people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (At beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue.)
2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
3. Questions and answers based on the dialog topic(s) and situation itself. (Inverted *wh* or *or* questions.)
4. Questions and answers related to the students' personal experiences but centered around the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression or structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure ...
6. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e.g., "How about + verb + ing?"); its position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning ...
7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).
8. Oral production activities – proceeding from guided to freer communication activities.
9. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.
10. Sampling of the written homework assignment, if given.
11. Evaluation of learning (oral only), e.g., "How would you ask your friend to _____? And how would you ask me to _____?"

(Finocchiaro and Brumfit 1983: 107-8)

Guide Content

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 3. Open educational resource 1



Article

On Teaching Methods: The Personal Experiences of Teachers of English



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Abstract

With the globalization and internationalization of education, many teachers from Asian countries pursue their professional development in English-speaking settings. However, there seems to be scarce research on these teachers' expectations, lived experiences and identities in these contexts, and how their personal experiences influence their views and teaching when they return to their home countries. Using interviews and email correspondences, the current article examines the perceptions and personal experiences of three teachers of English (from Vietnam, China and Taiwan) who studied in Australia. Among others, findings suggest that the participants negotiated their expectations, lived experiences and sense of identity in different ways regardless of the degree to which their experiences in Australia matched their expectations. As teachers of English, they were constantly reflecting on the suitability of applying the teaching methods learned in their local teaching contexts. When they returned to their home countries, all of them found it useful to share their personal experiences of living and studying abroad with their students. Their strategic and practical application of what they had learned and/or experienced in Australia assisted them in having new options in dealing with teaching and learning issues in their home countries. This article hopes to shed light on aspects that may influence the growth of teachers of English.

Keywords

Teachers of English, identity, personal experiences, teaching methods, teacher education

Introduction

There is an increasing need for English-language education as a result of the globalization of English and the internationalization of education (Graddol, 2000). In response to this demand, many teachers of English from Asian countries seek to pursue their

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postgraduate qualifications, such as Master of Teaching English to Speakers of Other Languages (TESOL), from universities in English-speaking countries. For these teachers who already possess English language skills, their experiences abroad include both studying and living in an English-speaking community. These teachers also have identities as English language professionals and users of English from settings in which English is not the primary language.

Although there are many teachers from Asian countries who study in English-speaking settings, most TESOL programmes and studies on these teachers focus on their professional dimensions (see among others, Park, 2012). It seems that there is a lack of research on other aspects that are related to their personal experiences. These aspects can involve their expectations (Kamhi-Stein, 2009), lived experiences and identities both inside and outside class (Kong, 2014) in the English-speaking countries as well as their personal narratives after returning to their home countries, for instance in contexts where English is used as a foreign language (Ilieva et al., 2015). There also seems to be not much discussion on how these facets contribute to their growth and professional development as teachers of English. This article attempts to contribute knowledge to fill these perceived gaps. The following section reviews literature from related research.

Literature Review

The Expectations of Teachers from Asian Countries

As mentioned earlier, there seems to be limited research on the expectations of teachers from Asian countries who pursue their further studies. A review of the literature shows that one study was carried out by Lavender (2002) and it had the specific aim of examining Korean teachers' expectations of improving their English while obtaining their post-graduate qualifications in the United Kingdom. While the study by Lavender (2002) was carried out in an English-speaking setting, research by Murdoch (1994) and McDonald and Kasule (2005) regarding the expectations of teachers from Asian countries were conducted in non-English-speaking countries. Findings from these studies indicate that these teachers from non-English-speaking countries consider language improvement as key to their professional growth (Lavender, 2002; McDonald and Kasule, 2005; Murdoch, 1994) and ability to teach (Borg, 2006).

With regard to teaching ability, Borg (2006) conducted a study with 200 prospective and practising English as a Foreign Language (EFL) teachers from various contexts. A finding suggests that these teachers perceived that their teaching competence was closely connected to their proficiency in English. Many of them had to concentrate on 'how they are saying what they say' (Borg, 2006: 23) so that they would not make mistakes. In addition, their English language proficiency was often measured against the ability of native speakers of the language, with consequences that were mostly negative. Borg's findings offer insights into the challenges that some teachers from Asian countries face and a possible reason behind their expectations to improve their spoken language. The current article aims to extend his findings by exploring how concerns about making mistakes are linked to experiences both inside and outside class in an English-speaking setting, and how these experiences can be connected to teaching. The present article also

examines how teachers from Asian countries may negotiate their identities when they compare themselves to native speakers of the language.

Teaching: Some Concerns, Personal Experiences and Identities

While the previous section looks at restricted studies on the expectations of teachers from Asian countries in furthering their education, the following section describes some of the concerns of teacher educators and programme administrators concerning graduates from MA Teaching English as a Foreign Language (TEFL)/Teaching English as a Second Language (TESL). The section also reviews relevant literature on how teachers use their personal experiences and identities in teaching.

Reid (1996) summarized the issues that were raised by teacher educators and programme administrators in America. These teacher educators and programme administrators asserted that many of these new graduates were insufficiently trained because the method classes that they attended did not address their future students' cultures, perceptions, classroom settings and learning styles. Without giving specific examples, these teacher educators and administrators claimed that some of these fresh graduates were imbued with updated theories but might not be flexible with conventional approaches. They alleged that being inflexible might cause these graduates to face frustrations and resistance in the classrooms and to have clashes with local colleagues who might use traditional teaching and learning methods.

Unlike the teacher educators and programme educators in Reid's (1996) summary, Major and Yamashiro (2004) explore how teachers from Asian countries can use theories from teacher education and experiences of studying overseas in their home countries. Yamashiro, a teacher from Japan who studied in America, and Major, an American teacher educator, reflect on their reconstructed views on teacher preparation as well as on EFL teaching and learning. From their collaborative observation, they propose ways to adapt teaching methods from English-speaking settings so that the instructional practices are suitable in EFL classrooms. Yamashiro explains how she has reconstructed her beliefs about teaching in her home country after being trained in America. She has gained confidence in using English in her daily life and her proficiency in the language has improved. Nevertheless, she thinks that contextual factors in her home country (such as big class sizes) can be an obstruction to the instructional practices that she observed in America. In view of the challenges faced by teachers from Asian countries, she recommends using personal narratives (e.g. concerning experiences abroad) and modelling reflectivity in order to motivate students to share their experiences with other cultures as well as be involved in their own reflectivity. Yamashiro states that teachers from Asian countries who have studied overseas can become linguistic models and facilitators to their students. These teachers can advise their students not to be too concerned about errors because these errors are a common characteristic in the development of language acquisition.

The use of personal experiences and narratives in teaching as proposed by Major and Yamashiro (2004) is discussed further by Morgan (2004), who recommends using a teacher's identity as a teaching method. Morgan investigated the transformative potential of applying the concept of teacher identity in a community-based programme in Canada.

He examined how his own teacher identity became a classroom resource and an ‘image-text’ (Simon, 1995: 98). According to Morgan, an image-text can include different aspects, which consist of students’ attitudes towards a teacher, the teacher’s expectations towards his/her students and interactions between students and teachers that can influence their identities (Cummins, 2000). Sources of image-texts encompass a teacher’s life stories as well as students’ personal experiences. From his research, Morgan suggests that different characteristics of his personal and professional identities add pedagogical value to his class and have promising influences on interpersonal meanings. He exploits his image-text by telling his students some parts of his personal life in order to bring about new understandings of culture, gender and family relations among his students. Morgan advocates that students can be motivated by using image-texts as a teaching method. The pedagogical use of image-texts has the potential of opening up identity options that are previously not imagined. In the context of the current article, the image-texts of teachers of English from Asian countries include their personal stories of living and studying in Australia, as well as their experiences of using English in the country.

As described in the previous paragraph, the concept of identity can be used in teaching. For the purposes of this article, theories that relate to identity are also used to explore different aspects of teachers’ personal experiences. Although there are various definitions for the notion, in this study, a teacher’s identity is seen as multifaceted, subject to change, linked to contexts (Varghese et al., 2005), connected to language (Frosh, 1999) and constructed through a person’s different experiences (Hall, 2002). As an illustration for this article, teachers of English possess layers of identity, which can include, among others, users of English, as well as teachers and learners of the language. These facets of identity are affected by social settings and depend on the requirements of every social context. Furthermore, these teachers’ experiences in various settings may cause their identities to change.

Danielewicz links a teacher’s professional development to ‘transformative reimagining of self’ (2001: 133). Singh and Richards add that ‘[l]earning to teach is a struggle not only around methods and content knowledge, but essentially, about who one is as a “teacher”’ (2006: 152). They explain, ‘Becoming a member of a new community of practice is not just about learning new content but also about acquiring new practices, values, and ways of thinking which enable particular identities to be realized’ (2006: 158). Singh and Richards investigated social processes inside classes where in-service teachers were pursuing their further education. They point out that context and identity play crucial mediating roles in classroom interactions in teacher training programmes. They consider the classroom ‘as having a rich life which unfold[s] over time, as events and processes interact, and shape the way participants think, feel and act’ (2006: 151). From their exploration, Singh and Richards discuss how social processes within classes can affect the professional development of in-service teachers.

Methodology

The following section elaborates on the participants and methodology for the present research. The three participants chosen for this article were participants of a bigger qualitative study who pursued their Master in TESOL at Sandstone University (pseudonym),

Table 1. Participants' Background Information.

Participant (Pseudonym)	Country	Gender	Age	Level of Teaching
Windh	Vietnam	F	30	Private University
Xing	China	F	24	Kindergarten/ Personal Tutoring
Mei	Taiwan	F	32	Government High School

a well-known Australian university. A summary of their background information is presented in Table 1.

For the purposes of this article, two questions that guided me are:

- (1) What are the expectations and experiences of teachers from Asian countries who pursue their further studies in Australia (in relation to their identities)?
- (2) How do these teachers apply what they have gained in Australia when they return to their home countries?

In order to collect data, I had four individual semi-structured interviews and four email exchanges with each participant during the end of their first semester in Australia and one month after they had started teaching in their home countries. Three of the interviews were conducted face-to-face when the participants were in Australia, while the last interview was carried out through Skype. Most interviews lasted for approximately one hour. I also had informal conversations and additional email correspondence with the participants for clarification and verification. The data collected (four interview transcripts and four email exchanges for each participant) were then analysed and coded, and insights that emerged from the analysis as well as interpretations were confirmed and checked by the participants. Case studies were written and commonalities among codes and patterns contributed to emerging themes that illustrate issues from the literature review. The emergent themes were discussed with critical peers for debriefing. This article presents only three of the participants' narratives, due to word limitation. Additionally, the participants' experiences exemplify the issues discussed in the literature review.

Findings

The following section presents the expectations, views and experiences of the three participants.

Windh: 'I can tell ... what people say in English-speaking countries'

After teaching for some time, Windh, a private university lecturer from Vietnam, obtained an Australian scholarship with an expectation of learning 'modern methods' so that she could contribute to the reformation of the Vietnamese education system. When she was in Australia, Windh was gaining 'insight into TESOL' inside class. She learned about 'factors ... [that] contribute to teaching outcomes[,] besides teaching methods'. She became 'better aware of ... learners' needs, individual differences, ... learning

environment ... [and how to] ... design lesson plan for different groups of learners'. She was simultaneously undergoing Teaching Observation 'at a language centre where [she] had a chance to observe how people teach English to speakers of other languages to see the application and effects of teaching methodologies in real practice'.

Windh's biggest difficulty was connected to her identity as a user of English and her using the language outside class. When she first reached Australia, she discovered that she could not comprehend some of the vocabulary that others used. In her view, others also slowed down their speech to the extent that it can be inferred that she could not understand English. She was shocked and described the English that she learned in Vietnam as 'English in the book', 'laboratory English' and 'not authentic English'. This was in contrast to 'real-life English', 'practical English', and 'everyday English' in Australia where people spoke very fast.

Windh became doubtful of her spoken English and was 'silent' for a period of time due to her interpretations of other users' reactions outside class. Windh's silence was made worse by her perception as a teacher of English that every error should be corrected. She became fearful of speaking because she was afraid of making mistakes. Instead, she let her Vietnamese Australian friend speak on her behalf.

During her second semester, Windh experienced a turning point when she applied the contents of Second Language Acquisition (SLA). After learning that errors are important to progress in learning English, she changed from viewing errors as "negative" to perceiving them as "positive". She also allowed herself to make errors when using English and this application of the notion of errors helped her to speak outside class in Australia. Additionally, she used the ideas that she had discussed in Teaching English in International Contexts (TEIC) concerning the benefits of non-native English-speaking teachers undergoing the process of learning the language, and positioned herself as an 'EFL learner'. With such a positioning, she believed that it was appropriate for her to make errors because she was still learning the language.

When Windh went back to Vietnam, she became 'more confident' as a teacher of English. She explained, 'I can tell the students ... what people say in English-speaking countries, not just what people say in the books'. She also highlighted that the difference in her teaching was her 'focus on learner needs, which [she] did not pay attention [to] before [she] studied in [Australia]'. She pointed out, '[In the past] I just try to fulfil the syllabus. ... now, I think I have the responsibility to help the learners achieve their goals'.

Ironically, Windh's view of learners' needs was closely connected to them requiring to pass their examinations. She explained that there was a change in the educational policy specifying that university students had to take The Test of English for International Communication (TOEIC) and her university required her to design lesson plans on different topics for communication. Although she tried 'to motivate the students by designing activities to involve the participation of the students', she elaborated, 'I can't focus on each individual and the majority of the class care about the exams ... to achieve the target score of 400 or 550 in TOEIC for listening and reading'. She added, 'I am still finding the more appropriate way and more effective way in teaching English'. She also stated, 'sometimes, I think that what I learnt [from Sandstone Uni] ... not really appropriate in my teaching context ... [it] is the basic, the foundation for me to build my further knowledge about teaching'.

In addition, Windh used what she had learned and personally experienced in Australia concerning errors. She applied her personal experience of not being fearful of making mistakes as a user of English in Australia to her teacher identity. She no longer corrected her students' every single mistake because she thought that doing so would demotivate her students. Instead, she encouraged her students to speak in English without being afraid of making errors. She also shared her personal experiences of banking in Australia with her students.

Windh 'learn[t] from what she [was] teach[ing]'. Nevertheless, '[most Vietnamese] people usually think ... those who have studied abroad ... are good in English speaking and English teaching'.

Xing: 'I can ... use my experience to explain it'

Xing, a kindergarten teacher from China, went to Australia with the expectations of exploring life overseas and learning 'how to teach'. She also wanted to improve her English, besides having a strong desire to 'get native-like proficiency'. In her perception, native speakers of English originate from Britain, America and Australia.

During her first semester in Australia, Xing faced 'pressure from the living' outside class. She lived with a landlord who did not allow her to cook and use the heating during winter. Her landlord also remarked that she was impolite. Xing accepted his comments and lamented that it was due to her 'poor English'. During her second semester, she moved out from her 'horrible' living situation. Since she expected to experience life abroad, she also went to pubs, tried beer for the first time, besides developing an intimate relationship with a local Australian course mate.

From the content knowledge learned from TEIC inside class, Xing also started to position herself as a non-native teacher of English, who was in the 'process of learning English'. In her position as a language learner, she was not 'afraid' to 'express' her ideas. During Interview Two, she realized that she did not need to achieve native-like proficiency. Seven weeks later, she began to concentrate on dealing with 'different varieties of English'. Approximately one month after that, she wrote in her fourth email, 'I will see myself as a unique English teacher rather than the one have disadvantages in English [sic]'. She no longer perceived her 'first language Chinese ... [as] the obstacle in [her] English teaching career' but as a 'valuable resource'. She also changed her perception of teaching what she herself thought as crucial to paying attention to 'students' backgrounds' and 'needs'.

Prior to her return to China, Xing felt 'more confident' and 'more experienced' as a teacher of English. She connected her future teaching with her own process of learning as a 'second language learner'. She also remarked that 'what I learned in university is just ... part of this overseas' experience'. When she went back to China, she chose to tutor individual students personally. She taught mainly those who were preparing to study abroad. She applied the theories learned in Australia by focusing on her students' needs, which she viewed as passing their examinations. She explained, 'I believe to teach how to deal with exams is more important because of instructional motivation most Chinese students have [sic]'. She also incorporated different varieties of English in her teaching.

The major component that Xing included in her teaching was her experiences of living and studying in Australia. These consisted of her experience of learning English and preparing for the International English Language Testing System (IELTs) examinations. She thought that the process of learning English helped her to 'solve [her students'] problems'. She elaborated, 'Although English, I also find it hard to explain, ... I can still use my experience to explain it'. She added, 'I told this experience [with my Australian landlord] to two or three students ... I can see they admire me'.

Mei: 'I ... tell stories ... so that they don't sleep'

Mei, a government high school teacher from Taiwan, invested a large sum of money to obtain her Master's degree in Australia. Moreover, she expected not only to improve her teaching skills but also to enhance her English proficiency. With the expectation of improving her English, Mei sought opportunities outside class to speak the language by joining a 'buddy programme' in which a voluntary Australian undergraduate student was matched to her to talk for one hour every week. During the break for Semester One, Mei had 'more chance to speak English and know different culture [sic]' by socializing with her Japanese, Vietnamese and Chilean friends.

During Semester Two, Mei was learning 'new theories' in class. Although she 'learn[ed] a lot', she asserted that the concepts were 'not relevant to [her] job' as a teacher of English. She claimed, 'You have to change the system' in Taiwan. Nevertheless, she began to reflect on how to use what she had gained. During Teaching Observation, Mei observed how Communicative Language Teaching (CLT) was applied to encourage students with limited English to speak the language. Her observations convinced her that CLT could be used in Taiwan. However, she was constantly worried about 'pressure from tests' and 'follow[ing] textbook'. She explained, 'I cannot change' because of the 'top-down policy' in which the principal as well as 'old', 'experienced' and 'respected' teachers make all the decisions. She agreed with the Taiwanese Ministry of Education's intention to abolish senior examinations 'after several years'. She stated, 'I think it's good. ... Big change for me. I don't have to worry. More freedom to try'. With the change of educational policies, she hoped to have 'more activities, more discussions'. She said, 'I don't need to give them so many tests'.

After she graduated from Sandstone University, Mei returned to Taiwan and taught English at her former school. Although she was impressed with how CLT could be applied to teach students to speak English when she was in Australia, she did not use CLT when she was in Taiwan. Instead, she strategically managed her own teaching and time. She thought of encouraging her students to use 'more English' only after 'experimenting' what she had observed 'step by step', but it was 'not the time yet'. Nevertheless, she included her own 'experiences in Australia' in her teaching, especially her exposure to various cultures and 'cultural differences'. She elaborated, 'I don't give them many activities ... [but] tell stories ... so that they don't sleep'.

Mei believed that 'teaching English ... becomes easier' after her stint in Australia. Her self-confidence was boosted by students paying 'more respect' to her and 'never doubt[ing]' her. They 'like to listen' to her personal stories 'about study abroad' and 'what [she had] learned' in Australia. She also explained, 'they think the people study abroad, the English are, must [be] good'.

Discussion and Interpretations

The participants' narratives demonstrate that they were continually considering and (re)-evaluating the academic knowledge learned in their TESOL classes. (Nevertheless, it should be noted that some of their reflections could be prompted by the reflective essays that they had to write for their assignments and/or the questions in the current study.) In their reflections, like Yamashiro, the teacher from Japan who studied in America (Major and Yamashiro, 2004), they were aware of the limitations in their home countries. These constraints encompass government and school/university policies and procedures that, in the participants' perceptions, suggested a requirement to follow a fixed curriculum, and employ teaching activities and resources that assist students in their preparations for examinations.

Despite their realization of the constraints in their home countries, the participants perceived at times that they did not have the position and authority to implement major changes to the educational and/or school/university policies. The participants' feelings were consistent with Hayes' (2009: 98) description of a teacher in Thailand who 'too often seems to be at the mercy of administrative forces over which she has no control'. Instead, the participants constantly reflected on whether it was appropriate to apply the content knowledge that they had learned in Australia to their own teaching.

When Windh went home, she noted that there was a change in the Vietnamese educational policy and she was able to apply some of the skills that she had gained to design lesson plans and activities. Similar to Windh, Xing was able to incorporate some of the course content (for example, on varieties of English) into her teaching. This was because she was not constrained by the Chinese educational policies since she was offering private tutoring to students. In contrast, Mei claimed that she had not used the professional knowledge learned due to the limitations of her surrounding context. She asserted that she is going to apply her advanced knowledge in the future when there is a change in her environment. In particular, similar to Morgan (2004), all the participants found it useful to apply their image-texts (Simon, 1995) by sharing their personal experiences of studying and living abroad with their students. This finding supports the use of teacher identities in teaching as suggested by Major and Yamashiro (2004) and Morgan (2004). It also reinforces Rajagopalan's (2005) finding concerning the reason some teachers value their experiences of studying abroad.

The participants' views and strategic actions suggest that they were constantly reflecting on their local teaching and learning contexts (Liu, 1998; Fusheng, 2007) and their students' learning styles (Reid, 1996). Similar to the issues raised by Seidlhofer (1996), the participants were more concerned about practical matters that had an immediate impact on their daily practices. When they returned to their home countries, the participants were strategic in knowing when to apply what they had learned in Australia. Instead of introducing immediately the new teaching ideas that they had gained, and having to face potential confrontations when doing so (Reid, 1996), they reported that they would only use the new concepts learned when their local settings were favourable. The finding of the current study is different from Reid's (1996) writing on TESOL graduates from an English-speaking setting. This is probably because the graduates described by Reid were pre-service teachers, while the participants in the current study, were in-service Master

of TESOL graduates who had learned to adapt themselves into the local settings and were strategic when they returned home. The contrast in finding between the present research and Reid's discussion could be because of the participants' personal histories of teaching and familiarity with their local teaching contexts.

In addition, when they returned to their home countries, the participants became more self-assured and experienced heightened social and professional status because of the Master's certificate that they had obtained abroad, their advanced learning and/or their experiences overseas. In particular, their experiences abroad had a big influence on how others and the participants themselves perceived their identity. Both Mei and Xing who expected to improve their English proficiency, similar to the in-service teachers described in Lavender (2002), had various experiences of using English in Australia. Although it was not Windh's expectation to enhance her English language skills, her personal experiences outside class in Australia caused her to concentrate on her language proficiency. Before her exposure to and application of content knowledge, found in subjects such as SLA and TEIC, her reactions to mistakes corresponded with the concerns of the teachers in Borg's (2006) study who were afraid of making errors. However, after being empowered by discourses from SLA and TEIC, like Xing, Windh no longer thought that she was inferior to native speakers of English. Instead, both of them learned that they possess merits as non-native speakers of English who are in the process of learning the language. Windh also applied her own experiences in Australia to her teaching and encouraged her students to speak in English, instead of focusing on mistakes.

Conclusion and Implications

As a case study, this research does not aim to generalize findings to other contexts. This study contributes to theories and understanding on language teacher identity. It confirms the theoretical dimensions suggested by Frosh (1999), Hall (2002), Morgan (2004) and Varghese et al., (2005). Additionally, this study as a whole contributes to further knowledge on the processes of identity construction for in-service teachers of English who relocated from Asian countries to an English-speaking setting to pursue their professional development, and back again to teaching in their home countries.

This study reveals how the participants' lived experiences in Australia included how they negotiated their multifaceted identities, which were subject to change. Through their positioning and repositioning of identities, the participants maximized their stay in Australia by having various experiences based on their expectations. Their positioning as language learners was particularly beneficial. When the participants returned to their home countries, although all of them used their image-texts by sharing their experiences of studying and living abroad with their students, Mei did not apply CLT despite her reflections and conviction in Australia. Windh and Xing were able to use some of the professional knowledge that they had gained when there was a change in their environment. Thus, their identity construction was context-driven and affected by practical and contingent realities in their local settings. This finding elucidates the dynamic nature of a language teacher's identity; it changes (adjusts) according to evolving social and professional realities.

Besides the aforementioned theoretical contribution, this study extends Borg's (2006) investigation by illustrating how Windh, an in-service teacher from Vietnam, overcame

being the ‘silent’ one as a user of English outside class in Australia after changing her perception of mistakes. She applied content knowledge gained from class as a Master’s student, and repositioned herself as a learner from an EFL background. She learned from SLA that mistakes are important to progress in language learning and should not be judged negatively. Both Windh and Xing also justified that, as non-native users and teachers of English, they were still in the process of learning the language (as suggested from TEIC). When they returned to their home countries, all the participants’ experiences of living and studying overseas seemed to influence their sense of identity and teaching. Their personal experiences consisted of their interactions with other users of English, which assisted them in improving their proficiency in speaking and in teaching their students (Windh, Xing and Mei), and/or their application of content knowledge gained inside class in Australia to their perceptions of identity as learners, users and teachers of English (Windh and Xing).

The findings of the current study also present a different angle to the questions raised by Reid (1996), Liu (1998), and Milambiling (2000) concerning the extent that teacher education programmes in English-speaking settings have catered to the needs of international students in getting them ready to teach in various contexts. Data from the current research indicate that Windh and Xing connected the content knowledge learned from their TESOL course to their personal experiences in Australia. Further, all the participants used their experiences of studying and living abroad as image-texts in their teaching when they returned to their home countries. Such an active application of the knowledge and/or experiences gained produces the broad influence of pursuing a course in an English-speaking country. It can be suggested that the impact of studying overseas in English-speaking countries is much more complicated than questioning the success of some methods classes (Reid, 1996). Instead, the participants’ overall experiences both inside and outside the classroom while studying and living abroad may give them not only a sense of quiet empowerment but also alternatives in dealing with various teaching difficulties when they went home.

These findings suggest that teacher training programmes and educators need to be sensitive to factors that may affect the lived experiences of in-service teachers from Asian countries in order to enrich their experiences in an English-speaking country. These teachers’ experiences in the country are affected by these factors, in addition to the contents and activities of a programme (Singh and Richards, 2006). One suggestion is for universities and educators to develop practices that respond to the needs and experiences of in-service teachers from Asian countries (Carroll and Appleton, 2005). For example, they can be given opportunities to voice their opinions and feelings concerning their lived experiences (particularly outside class), as well as how they can be supported.

In order to support them when they return to their home countries, in-service teachers from Asian countries can be encouraged to critically reflect on the usefulness of different methodologies in connection to their local teaching settings and the best ways of integrating methodologies that are proposed in teacher education programmes with local teaching methods. Such reflections can consist of content that is suitable for students in a specific context (Snow et al., 2006). These teachers can also be encouraged to reflect on and share their image-texts with their students, as suggested by Major and Yamashiro (2004) and Morgan (2004).

Funding

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Guide Content

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 4. Edu Trends gamification

OBSERVATORY
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Tecnológico
de Monterrey



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

OBSERVATORY

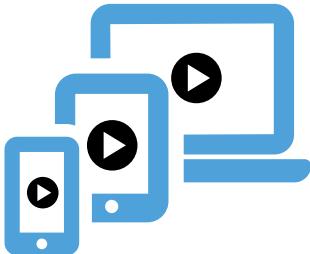
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Table of contents

- 5 **Introduction**
 - Definition
 - Differences between Gamification, serious games and game-based learning
- 8 **Bases of a Gamification Strategy**
 - Game elements
 - Player types
 - The player's path
- 12 **Role of the teacher**
 - Evaluation in Gamification
 - Resources for gamifying
- 15 **Benefits**
- 16 **Relevance for
Tecnológico de Monterrey**
- 17 **Relevant cases at
Tecnológico de Monterrey**
- 23 **Relevant cases at other
educational institutions**
- 26 **New trends in Gamification**
- 27 **A critical look**
- 28 **Challenges**
- 29 **Recommended actions
for teachers**
- 30 **Recommended actions
for academic leaders**

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

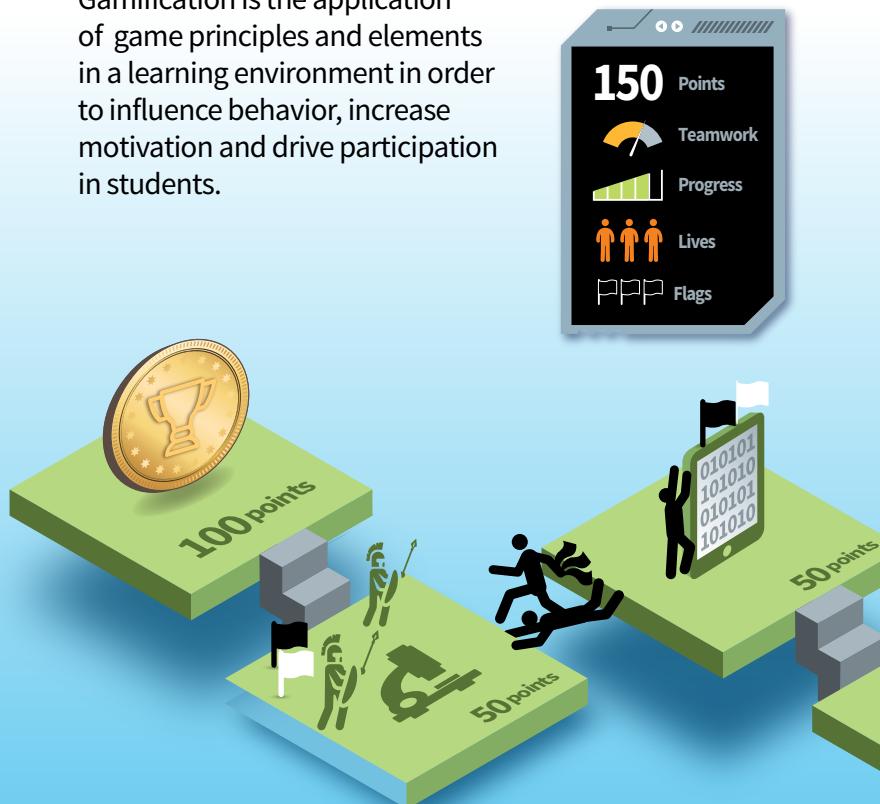
Answer Key

Bibliographic
References

Study
Resources

Gamification in education

Gamification is the application of game principles and elements in a learning environment in order to influence behavior, increase motivation and drive participation in students.



Page 4

 Observatory
of Educational
Innovation |  Tecnológico
de Monterrey

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Introduction

Traditionally, games have been viewed as a form of entertainment or a hobby. However, they have now also become a growing trend in formal settings, such as industry or education. Games are obviously engaging, addictive and motivational. Moreover, they can be used as a powerful tool to shape behavior (Teng and Baker, 2014).

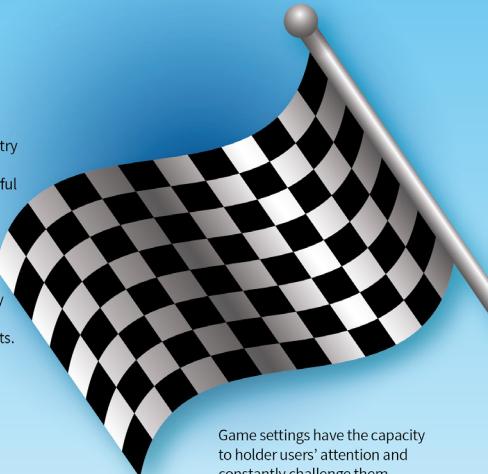
Being unable to overcome a challenge in a game setting does not affect participants' self-esteem or motivation. On the contrary, competitors keep on trying over and over again. Games open up the possibility of different problem-solving strategies, thus driving players to be creative in formulating their diverse attempts. This dynamic is interesting in that it allows players to obtain new knowledge, develop new skills and even change their attitudes.

For the videogame development expert, Jane McGonigal (2011), in the world of games, even if players aren't good enough, they can still have an extremely enjoyable experience. This is because games offer a safe space in which to fail and learn, challenging users and providing not only immediate feedback, but also social connections (Hertz, 2013). Game designers have specialized in how to make the gaming experience so memorable and addictive that, even when they stop playing, users carry on thinking about strategies to solve the challenges that arise (Kiang, 2014).

*Playing is the first way we learn,
experimenting to see what happens,
and try, try, try again... Playing
is inherent to human beings!*

Alex Games, 2014, Educational Design Director, Microsoft

A frequent complaint of some students is that they perceive school as boring and ineffective, so educators continuously seek to innovate their teaching methods and offer more dynamic, active and engaging environments (Lee and Hammer, 2011). This has led to the following questions about educational settings: What makes games or game settings so good? What can educators learn from the gaming industry and apply to their teaching strategies? How can they design projects and content that are as attractive as games?



Game settings have the capacity to hold users' attention and constantly challenge them.

Apart from their notable power of motivation, games lure students to participate in them, very often without any reward, but just for the pleasure of playing and enjoying an engaging experience (Kapp, 2012). Therefore, the use of games or game elements has gained the power to transform learning environments. In this way, learning and feedback combined with play transform schools into far more exciting environments (Dicheva, Dichev, Agre and Angelova, 2015).

As can be seen in the following sections, the benefits of incorporating game elements into educational settings are not only translated in terms of motivation. A school setting enriched with game elements can enable students to progress at their own rate through personal, timely feedback and also develop skills such as problem solving, collaboration and communication.

Games are not just about entertainment and distraction. We need to approach them as a particular kind of persuasion. A particular way of looking at the world. A different way of thinking.

Jordan Shapiro, 2014, Global Education & Skills Forum

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Gamification

The term "Gamification" is fairly new. Its first documented use dates back to 2008 (Deterding, Dixon, Khaled y Nacke, 2011). Gamification, a concept of Anglo-Saxon origin, was first used in business to refer to the application of game elements to attract, encourage and persuade users to perform a specific action. Even though the idea of using game thinking and mechanics to persuade audiences isn't entirely new, this trend became more widespread with the use of digital media (Zichermann and Cunningham, 2011). For example:



The **Nike+** app makes running a more attractive experience by setting a goal consistent with the user's capacity, competing with friends, tracking progress and receiving motivation on social networks.



The geolocation system **Waze** encourages users to report accidents, traffic or any information relevant to drivers, using points, rewards and interaction with other users.



The **Foursquare** app makes the experience of visiting places fun by generating competition and recognition. It makes it possible to locate users, record the places visited and recognize progress through badges and levels.

In general, Gamification is described as the process of game-thinking and game mechanics to engage users and solve problems (Zichermann and Cunningham, 2011). This concept can be applied to any situation, but in educational settings, Gamification refers to the use of game elements to engage students, motivate them to act, while promoting learning and problem solving (Kapp, 2012).

Educators have also used game mechanics and dynamics to increase student motivation and achievement in the classroom (Stott and Neustaederter, 2013). Some examples are displaying honor rolls or challenging students to perform an activity within a specific timeframe. Nowadays, with the success of Gamification in diverse contexts and the videogame boom, the ideas and possibilities of how to incorporate games in learning situations have increased.



Difference between gamification, serious games and game-based learning

Since the term Gamification has only recently come into use in education, it is sometimes used erroneously, interchangeably with other concepts related to the use of games or game features to motivate and create an environment that drives learning. This confusion is understandable since Game-based Learning and Serious Games also use games to foster learning. Even though these concepts are related, they are not equivalent, as explained below.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Gamification

As described beforehand, **Gamification** in education incorporates game design elements in an educational context. This means that it is not about using games as such, but rather taking some of their principles and mechanics, such as points or incentives, narrative, immediate feedback, recognition, the freedom to make mistakes, etc., in order to enrich learning (Deterding et al., 2011; Kim, 2015).

Gamification functions as a motivational didactic strategy in the teaching-learning process, fomenting specific behaviors in students within an appealing environment that generates commitment to the activity in which they are participating and helps to produce positive experiences and, therefore, achieve meaningful learning.

Serious games

Serious Games are technological games designed for a purpose other than pure entertainment. In other words, they are designed and created for educational and informative purposes, such as simulators or games that create awareness (Dicheva et al., 2015). These games position players or learners within a particular context in order to develop a specific knowledge or skill. Consequently, incorporating a Serious Game into a learning situation other than the one for which it was created would be difficult.

A Serious Game can be described as a game with a purpose; it seeks to have a bearing on the solution of real problems in ready-made environments that simulate real life. Although they can be entertaining, this is not their objective. In general, they aim to achieve social change, develop skills, emotional health, etc. (Wouters, van Nimwegen, van Oostendorp and van der Spek, 2013). An example of a Serious Game is Darfur is Dying, designed to create awareness in players about the Darfur conflict, which seeks to help to resolve the crisis existing in that zone.

Game-Based Learning

Game-based Learning is the use of games as means of instruction. It normally consists of learning through games in an educational context designed by teachers. In general, the games already exist, with established mechanics, and are adapted to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world (EdTechReview, 2013).

In Game-based Learning, the games don't have to be digital, although this approach is commonly incorporated to take advantage of technological developments. Examples of Game-based Learning are:

- Jeopardy to teach or review class content;
- Guess Who to learn about the Mexican Revolution heroes;
- Snakes and Ladders to teach ethics;
- Marathon for history quizzes; or
- Angry Birds to explain parabolic motion.

GAMIFICATION VS. SERIOUS GAMES VS. GAME-BASED LEARNING

The diagram illustrates the three concepts side-by-side.
- **Gamification**: A red box containing the text "Uses game principles and elements to motivate learning, rather than actual games."
- **Serious games**: A grey box containing the text "Computer-based immersive games with educational and informative purposes."
- **Game-Based Learning**: A dark grey box containing the text "Uses games or videogames as a means for learning."
A central image shows a hand holding a black video game controller, with two hands visible from behind it, suggesting a player's perspective.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

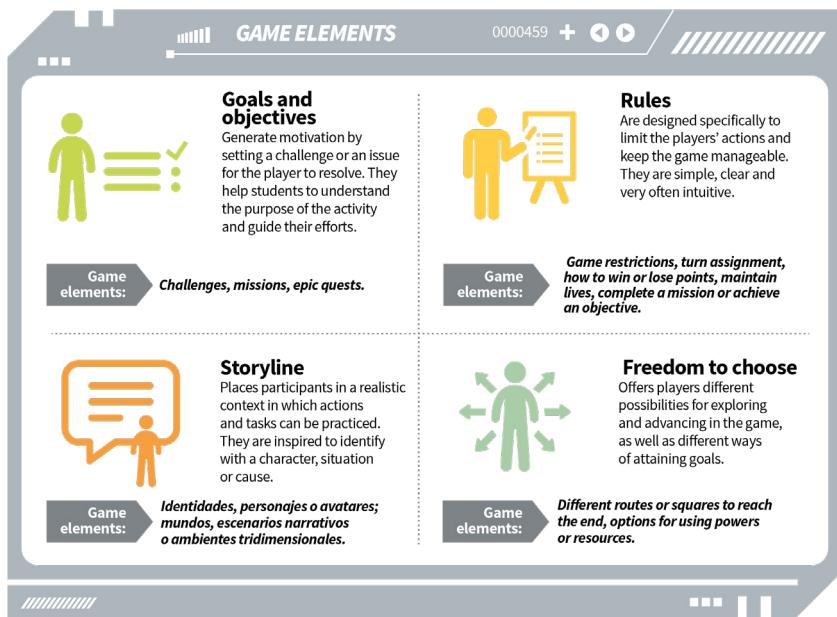
Bases of a Gamification Strategy

Game elements

Several authors have studied the world of games and videogames to describe the elements they contain in their design and that favor a learning environment. There are several reference frameworks for Gamification design, such as: Mechanics, Dynamics & Aesthetics - MDA (Hunicke, LeBlanc and Zubek, 2004; Zichermann and Cunningham, 2011), Mechanics, Dynamics & Emotions - MDE (Robson et al., 2015) and Dynamics, Mechanics & Components - DMC (Werbach and Hunter, 2015), among others.

It is important to mention that an agreement has not been reached in the classification and description of game elements (Dicheva et al., 2015). Nevertheless, we can identify the most commonly used categories as: mechanics, dynamics, components, aesthetics and emotions (Wiklund and Wakerius, 2016).

The following chart displays some of the game elements to show teachers the possibilities that exist for gamifying their classes. Gamification strategy designers do not need to include all the elements described, but should make use of the ones with features that best fit the intended learning experience.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

GAME ELEMENTS

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 Game elements: <i>Multiple lives, restore or restart points, endless possibilities.</i>	 Rewards Goods received in the game to get closer to its objective; they make it possible to access a new area, acquire new skills or enjoy better resources. They foster competition and a feeling of achievement.
 Game elements: <i>Visual clues, right or wrong answer or behavior signs, progress bars, warnings about the risks of executing a specific action, player performance statistics.</i>	 Visible status Allows all the participants to view their own and the other players' progress, what they have completed or what remains to be completed. This can build reputation, credibility and recognition.
 Game elements: <i>Teams, guilds, helping other participants, social interaction areas, communication channels, transactions, battles, combats, leaderboard.</i>	 Time restriction Creates an extra sense of pressure that can help to consolidate players' efforts in order to solve a task within a specific period of time.
 Game elements: <i>Tutorials for developing initial skills, experience points, levels, progress bars and access to blocked content.</i>	 Surprise Including unexpected elements in the game can help to motivate players and keep them engaged in the game.

Player types

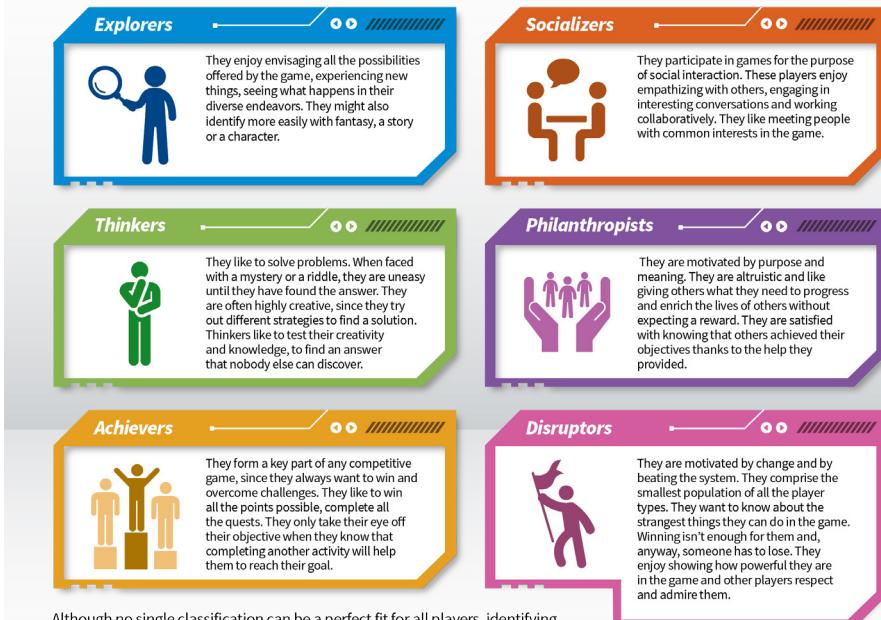
On implementing Gamification in the classroom, not all students are mainly motivated by winning. Recognizing participants' different interests and motivations helps to develop an engaging environment for all the students (Kim, 2015). Therefore, game elements can be incorporated to encourage greater involvement and subsequent progress of all the participants in the activities.

In order to describe the diverse interests and motivations of gamers, Bartle (1996) has classified them as: Explorers, Achievers, Socializers and Killers.

Meanwhile, Quantic Foundry (2016) describes a model of six possible gamer motivations: action, social, mastery, achievement, immersion and creativity.

But it is Marczewski (2013) who has specifically classified Gamification user types and indicates their respective motivations: Socializers (relatedness), Free Spirits (autonomy), Achievers (success and mastery), Philanthropists (purpose and meaning), Players (rewards) and Disruptors (change).

Considering these classifications, the following is a proposal and description of the six player types who can be found in gamified activities.



Although no single classification can be a perfect fit for all players, identifying students' motivations and interests can definitely help to improve Gamification development. The aim of considering a classification is to help teachers to select the best activities and develop an environment that matches the user types identified in the activity.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The player's path

To implement Gamification, it is worth considering the following phases experienced by students under the teacher's guidance (Yu-kai, 2013; Sudarshan, 2013):



The role of the teacher

The role of the teacher in implementing Gamification does not just involve making an activity as entertaining as possible. Instead, game elements should be combined with an effective instructional design to incorporate engaging, challenging activities that will guide the students' experience toward the development of the appropriate competencies for the level in question.



Before designing a gamified environment for a class, topic or a whole course, teachers must first set an objective for which they seek to implement this trend. This could be to improve participation in a low-performing group, increase collaboration skills or encourage students to hand their homework in on time. Having a clear objective when gamifying makes it easier to design the course and ultimately assess whether it has been successful.

Gamification design requires the teacher to consider the activity's target player types. They must also choose the game principles and components that best match the objective, as well as the pedagogical and technological resources (mentioned further on) that support their design.

On implementing Gamification, teachers guide their students throughout their progression as players. In this way, gamification can be combined with other teaching-learning strategies and, ultimately, develop the desired competencies in students. Finally, as can be seen next, the overall evidence obtained from this progression will serve for performance assessment purposes.

Assessment in Gamification

Academic assessment is closely linked to frequent feedback during the game since it offers a guide for students on their progress. In a gamified activity, students produce naturally diverse actions, while performing complex tasks, such as problem solving, that are indicators of the development of abilities or skills. The evidence required to assess these skills is provided by the players' interactions in the activity (Shute and Ke, 2012).

In a gamified activity, assessment must be as least intrusive as possible in order to keep the players engaged. This can be accomplished through what is known as stealth assessment (Shute, 2011; Shute, Ventura, Bauer, and Zapata-Rivera, 2009). On analyzing the sequence of actions in a gamified setting in which each response or action provides incremental evidence on the current mastery of a specific concept or skill, stealth assessment can infer what students know or do not know at any point in the activity (Shute and Ke, 2012).

Unless assessment is cohesively integrated into the game experience, students will feel that they are being interrupted and lose interest (Rufo-Tepper, 2015). Therefore, if the dynamics of the activity do not offer significant opportunities for assessment during the same, assessment can still be conducted after the gamification in which students show what they have learned. Moreover, qualitative resources can be incorporated into gamification assessment, such as opportunities for peer assessment and feedback.

The competencies that should be observed and demonstrated in students must be defined for learning assessment purposes. The following chart illustrates how the use of diverse game principles and elements serves to fulfill the development of these competencies.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The image shows a smartphone with a white frame and a black screen. On the screen is a table with two columns: 'Game elements' and 'How do they support assessment?'. The table has 8 rows. Each row contains an icon in the first column and a description in the second column. The icons represent various game elements: challenges, narrative, rules, paths, multiple opportunities, teams, experience points, badges, and a countdown timer.

Game elements	How do they support assessment?
Challenges, missions, quests	Demonstrate the capacity to apply knowledge and perform specific tasks.
Narrative	Favors learning declarative content, the association of two or more concepts, ideas or facts.
Game rules and restrictions	Allow the demonstration of attitudes such as respect and honesty.
Choosing between different paths	Fosters the demonstration of skills such as decision making, problem solving and creativity.
Multiple opportunities to complete a task, multiple lives, restore or restart points	Favor the development of specific skills or knowledge mastery. Demonstrate attitudes such as resilience and tolerance for frustration.
Teams, roleplay, battles	Promote collaborative work, problem solving, leadership and decision making.
Experience points, levels, progress bars and access to blocked content	Offer information on students' progress toward the attainment of goals, the acquisition of knowledge or its application.
Badges, levels, points, achievements, results obtained	Demonstrate the acquisition of skills and knowledge mastery.
Countdown	Useful for assessing process efficiency, resource optimization, decision making and problem solving.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Gamification resources

The following is a description of some of the resources, such as apps, platforms or tools, that can be used to optimize gamification in learning settings.

GAMIFICATION APSS | PLATFORMS | TOOLS

For designing gamification

Gamification canvas. This is a simple template for designing gamification strategies, which has been adapted by some of the Tecnológico de Monterrey faculty (Proposal 1 and Proposal 2). Teachers can depict on the canvas their ideas regarding the game elements, components and resources they want to incorporate, together with the behaviors they expect to see in the players.

To manage the activity

ClassCraft. This learning management system places students within a game setting. The teacher organizes the platform to award points. Students can collaborate in teams, compete to collect points, level up and win powers that will help them to reach their goals.

Rezzly. This is a gamified content creation and student tracking platform, in which teachers can design and share quests, create a status table and award badges. It fosters feedback and mastery learning.

To obtain rapid responses from students

Socrative. This app allows the teacher to ask multiple-choice, true-or-false or short-answer questions that students answer in real time. Teachers can have students compete for the highest number of correct answers, see each student's answers and display the outcome statistics for each response.

Kahoot!. Facilitates the creation of multiple-choice questions, allowing the addition of videos, images and charts to make them more attractive. Teachers can show the response statistics in real time.

For using badges

BadgeMaker. This tool was developed by Tecnológico de Monterrey (IDEA prototype area) to design and download badges easily, offering a choice of different images, shapes, details, colors and fonts.

Classbadges. This is a free online tool where teachers can award badges to students for their accomplishments and competencies.

To incorporate game-based learning

BookWidgets. This tool empowers teachers to use iPads in education. It makes it easy to generate engaging activities that can be used in the classroom: crosswords, memory games, arithmetic tests, graphs, graphic organizers, etc. These exercises, which are sent to the students' tablets, can be assessed by the teacher who will then offer feedback.

FlipQuiz. This tool offers a quick way to create game boards to ask questions according to the categories and scores, allowing teachers to review and assess what their students have learned in the classroom.

JeopardyLabs. With this tool, teachers can create a customized version of the game Jeopardy, as well as crosswords, multiple-choice or open-answer quizzes, or bingo.

CLASSCRAFT

Rezzly

socrative

Kahoot!

BadgeMaker

classbadges

BookWidgets

FLIPQUIZ

JeopardyLabs

Benefits

Depending on the game elements used, gamification offers specific benefits with impacts and scopes that are worth discovering, in order to decide which elements should be used in a learning situation. The following is a description of some of the main benefits to be found in the use of gamification in education (Bruder, 2015; Kapp, 2012; Zichermann and Cunningham, 2011).



Increases motivation

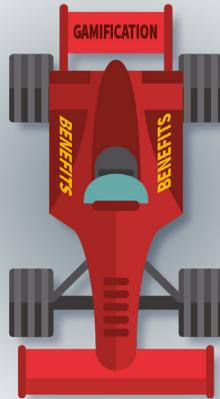
A key concept of Gamification is motivation, since it refers to the capacity to stimulate learners' behavior. On targeting a goal or objective, students have a greater degree of involvement in the game or learning dynamic. Overcoming a challenge gives them a sense of achievement and success. The game dynamic encourages them to keep advancing to achieve new objectives.

Although Gamification includes some game elements that motivate extrinsically, such as rewards, the players' experience will certainly be favorable insofar as they are intrinsically motivated. This is achieved by generating competition and collaboration, arousing curiosity and challenging students. Successful gamification systems and games are those that keep extrinsic motivation high or transform it into intrinsic motivation.



Provides a safe learning experience

A gamified learning experience encourages participants to dare to complete new challenges without worrying about the consequences this would have in a real situation. In this way, games provide meaningful experiences, a safe environment for exploring, thinking and trying.



Generates cooperation

Game situations foment teamwork to achieve a common objective. This fosters social skills in students for team decision-making, playing a role in the group, directing, arguing, respecting and valuing other ideas, as well as recognizing others' capacities, among others.



Self-knowledge of capacities

Student's game experience enables them to recognize which abilities or skills are easy for them to achieve and the ones that require more effort. Game situations offer students an opportunity to increase their self-knowledge of the capacities they possess and the ones they find it difficult to demonstrate.



Drives knowledge retention

Games generate a greater knowledge retention in learners, since emotion is an element that favors cognitive processes such as memory. For example, Wouters et al. (2013) showed that according to a set of studies examined, games are more efficient in learning and retention terms than conventional instruction methods.



Informs students about their progress

Feedback in games is usually constant and provides information that guides students to the right answer. The more frequent and timely the feedback, the more effective learning will be. Understanding status, how far away participants are from their goal, generates an incentive, provides feedback and is an indication of progress.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Relevance for Tecnológico de Monterrey

A primordial characteristic of Tecnológico de Monterrey's faculty is innovation in their teaching and the ways of generating learning. Gamification offers an educational alternative that drives engaging, challenging activities to develop both disciplinary and transversal competencies in students. On implementing the use of this trend, the faculty have been able to design a class context that allows students to make mistakes, keep trying, solve problems creatively, work collaboratively, etc.

Gamification is known to adapt well to other techniques and strategies that are already in use at Tecnológico de Monterrey, which favor the construction of knowledge and active learning, such as challenge-based learning and inverted learning. Apart from promoting student involvement, gamified activities are developed in a context that fosters student feedback and makes it possible to demonstrate and validate the competencies expected to be developed in the course.



Teachers are aware of the game culture existing among young people, so Gamification-related elements and mechanics are implemented to increase students' attention levels and foster problem solving, teamwork and consultation of the proposed content during the educational experiences. Gamification adapts to new forms of learning and sparks people's interest with activities that allow them to make decisions, be creative and achieve an objective.



"The level of challenge for teachers to keep our students motivated, committed, attentive and engaged has increased for multiple reasons: Students are no longer satisfied with activities that mean nothing to them, that don't match their deep motivations and life interests, and in which they don't make any decisions or have autonomy. We have moved strongly toward a game culture, in which we compete for the students' time and dedication. So the classroom can no longer be dull and boring."
(E. Bores, personal communication, July 1, 2016)

The use of Gamification at Tecnológico de Monterrey is on the rise. More and more success stories come to light every day owing to the benefits offered by this trend in the different courses where it has been implemented. As a result, the teachers are conducting interdisciplinary, collegiate work to plan the generation of gamified projects for complete assignments, to teach some specific courses or to assess performance in highly specific situations.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Relevant cases at Tecnológico de Monterrey

The following are some examples of the incorporation of game elements in high school and undergraduate courses at our institution.

High School

 Professor Hrvoje Morić

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 Campus Guadalajara

The Schoology platform has been adapted for the first-year Liberalism and Expansion high school courses with game vocabulary. For example, the exercises are called War Games and the assignments, Operations. Students choose a historical character to use as an avatar. Kahoot! and games like Jeopardy are also used for review questions, with the opportunity to win points. For example, the best exercise in the class earns 50 points. With 300 points, students have the right to take a quiz again. The teacher places the leaderboard and the achievements of each participant on a Google site, using a Google spreadsheet with formulas to manage students' points. Assignments are classified by levels. Students have the freedom to choose how they do their homework, using podcasts, blogs, presentations or reports. 95% of students said they couldn't imagine a class without Gamification, since it made it more entertaining and drove them to improve their performance in the course. An additional motivation was the opportunity to redo the assignments in which they got a low grade. Apart from motivation and work, students' grades improved.

 Professor Jonathan Velázquez

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 Professor Priscila Quiñones

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 Campus Estado de México

In the second-semester high school Spanish Language, Arts and Literature course, Gamification is used to motivate students to improve their spelling in their written work. Students have the freedom to choose a topic of their interest in some of the essays they submit during the course.

There are two simultaneous challenges: the student who has the least number of errors in the semester wins a metal medal and the one who progressively makes fewer mistakes wins a diploma.

In the first challenge, the fewer spelling mistakes students have in each text, the more experience points they earn. In the second, students must have fewer mistakes each week, until the end of the semester. Each week, students complete written exercises, the teacher indicates the spelling mistakes in their work, the number of mistakes is recorded on the platform and the amount of experience students earn is determined. In addition, students complete assignments with the corrected words to help them to remember the spelling rules in which they had errors. Students were motivated to improve their writing, since they accepted the challenge of not having any spelling mistakes in their texts and increased their interest in learning about how words are spelt. Moreover, reaching a goal gave students a great deal of satisfaction and they responded with enthusiasm to obtaining recognition for their work.

 Professor Edith Lozano

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 Campus Guadalajara

In the fourth-semester high school Application Design and Development course, the ELEVER app was used to offer students the opportunity to reinforce learning during the three periods of the semester.

This app allows you to concentrate questions of diverse complexities and also include images. During the week, five questions are sent randomly three times a day. These questions are received as notifications on the students' cell phones. They have three hours to open the notification and answer the questions. The application provides immediate feedback for each question. According to the number of correct answers, students receive a score of up to 200 points in each set of questions. When they have answered all the questions, students receive a notification of their ranking in the group. They can also view their scores at any time, and can win prizes according to their performance.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The application includes a “virtual shop” where students can ‘buy’ make-up questions from a quiz or even the postponement of the delivery of their final project. Students were more engaged and motivated to continue to answer the questions and display their achievements. When the visited the “virtual shop”, they realized that through constant hard work they could obtain a reward which at first seemed rather distant, thus motivating them to concentrate so as not to miss any of the notifications and to try to be more accurate. Students who were not normally outstanding improved vastly in their course participation and grade.



Undergraduate



Professor Ariana Rodríguez



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Campus Puebla

Storytelling is used in the Remedial English I class to provide students with information on culture and history and get them involved in the course. Interactive resources from websites such as the British Council's LearnEnglish, BBC News and History Channel teach students about Anglo-Saxon culture. Students work in teams to complete missions, station sets, which are each of the activities to be completed in the classroom: Vocabulary, Listening, Grammar, Reading,

Writing and Speaking, where they put learning strategies into practice. In this way, students acquire points at the end of the missions, which are validated through evidence of collaborative work and the submission of a reflection on the completed mission. The team that performed their activities best wins points, which are determined at the beginning of the mission. As students collect points for missions accomplished, they acquire medals that represent extra grade points.



Page 18

Another student activity consists of content review games using BookWidgets. These activities seek to make learning more engaging by means of a challenging experience. Most missions involve teamwork, although there are individual accomplishments, such as weekly quizzes. Students who get a 10 on the weekly quiz earn immunity for a week, i.e. they have a second opportunity to hand in a homework and in the following weekly quiz. At the end of the semester, the students claimed that their favorite activities were those related to missions, games and teamwork. Their opinions indicated that the class dynamics were fun and made understanding the content easier.



Professor Carlos Astengo



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Campus Monterrey

In the Robotics course from the ALPHA program for outstanding students, the aim was to teach using a different approach in which there is not just one winner and the rest are losers. Therefore, an activity like the Athens Olympics was proposed. In the first activity, students select a culture with its mythology, such as Greek, Egyptian, Nordic, Aztec, Chinese, Indian, etc., so they could get to know each other and to reinforce active listening competencies. Then, in each team, students choose a god, demi-god, hero, demon or monster, present the character's personality and history, and define three physical characteristics that should form part of the robot's design. For example, students who chose Poseidon had to add a trident, a crown and marine designs during each of the trials that comprised the Olympics.

Content



First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

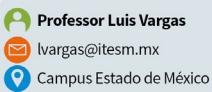
Answer Key

Bibliographic
References

Study
Resources



Afterwards, when studying robot construction and programming topics, the jigsaw technique is used to form other teams in charge of proposing a test and imbuing it with mythological components. For example, the legend of the minotaur and Theseus served to build a labyrinth that the robots had to solve autonomously. Writing about these tests reinforces oral and written expression and design competencies, since they have to be accepted by the entire class. The teacher plays the role of the principal god, having the power to veto a test if it is unsafe for the students and the robots, and to resolve any conflicts within the game. During the activity, students work on between 5 and 8 tests. Strategic decision-making is another competency developed. For example, students decide to focus their efforts on a specific test that would give them a greater probability of winning. In addition, the teacher conducts an artistic test, evaluating the degree of design, construction and programming of each robot. Finally, students submit an individual and a group reflection on what they have learned and the team's performance.



In the seventh-semester Machine Design and Development course, the teacher uses a point, medal and team-ranking system to foment participation and improve collaboration. Four medals are offered in the course: quality of contributions and questions; fulfillment (of class exercises and assignments); willingness and collaboration; and punctuality and attendance. Students can view the medals awarded midterm and at the end of the semester, in a log found on the Schoology platform, where each one is indicated with a special icon. The students

see the medals as an incentive for their outstanding performance and as a reward for their efforts, and also, midterm, they can reflect on their performance and know if their behavior needs to change. At the end of the semester, students who obtain four medals are offered an outstanding performance certificate and report in their academic records. Another element included by the teacher is team ranking. Several times during each partial period, students complete competitive question game activities using Socrative and Kahoot!, which serve as quizzes. At the end of the partial period, the first three places are rewarded with extra grade points. Students are enthusiastic about these activities, which also help them to revise. Gamification drives students to study and take their performance in the classroom seriously; encourages them to persevere in their revision; and makes their academic work more entertaining. Students were rather wary at first of this new system, but once they realized that it involved fun competition, the possibility of earning extra points and showing them that they really had learned, they responded with enthusiasm and asked for these activities again.

Professor Cleopatra Garza

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 Campus Monterrey

We wanted a platform that would reflect a gamified setting that displayed the information in an orderly, simple, logical manner; So, we proposed using Rezzly (formerly called 3DGameLab). This platform makes it possible to establish features such as avatars, rewards and player cards. Each student can define their own avatar to represent their profile and participation. Badges, achievements and rewards are assigned, according to the conditions set for their acquisition. The player cards show each student's entries, deliveries, prizes and position.

In addition, the platform contains functionalities for managing the creation of activities, deadline control, prize assignment, progress reports, and the creation of personalized prizes controlled by award conditions. After using the platform, the students said that they felt more motivated by the way the course was taught, by participating in challenging activities and competing with others.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

 **Professor Gilberto Huesca**

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 Campus Ciudad de México

In the first- and fourth-semester Introduction to Programming and Databases courses, students found it difficult to study outside the classroom, so their quiz grades were low. In order to improve student participation and commitment, we developed a Gamification system with points, levels and badges. This Gamification system offers students points based on their quiz grades. These points are accumulated and allow them to level-up. The system consists of eight levels with names alluding to the class topics. Final points are given to the students who finish in the three highest levels: level 6 awards 2 points, level 7 awards 3 points and level 8 awards 4 points.

Moreover, the class has a system of badges that students can win on completing three consecutive assignments with a grade of over 90 or for attending five consecutive classes. These badges are posted every week on a discussion forum on Blackboard, the course platform where class results can be viewed. Students commented that the game elements increased their motivation in the class to study more and compete with their classmates.

 **Professor Elvira Rincón**

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 Campus Monterrey

In the first-semester course Mathematics I, gamified learning, apart from motivating and holding students' attention, is used as a resource to build and reaffirm knowledge. Three gamified activities are implemented during the semester, in which students form teams of three or four people. The activities consist of application problems that are more challenging than those seen in class.

The level of difficulty is progressive, just like in videogames. If a team finishes the first level, it wins a point and moves on to the next level, and so on. Progress is displayed on a badge board. In the classroom, a projector is used to display the progress made by all the competing teams. The winner is the team that finishes the first three levels first. Long-term learning was maintained or improved.

Gamification favored the construction of active learning and the self-regulation and metacognition process developed by students. It also consolidated attitudes and values such as respect, communication, leadership and responsibility, as well as a positive attitude toward mathematics.

Teacher Training

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 Campus Toluca

A group of professors, headed by Dr. Enrique Bores and Fernando Martín del Campo, gamified the Business Administration and Organizational Behavior courses, obtaining extraordinary results in student engagement. They offered a lecture on this implementation, which led them to win the Educational Innovation Award within the framework of the International Educational Innovation Congress (CIE). This experience motivated them to design a Gamification course-workshop to share what they had learned with other professors from the Institution, in order to generate knowledge on the game mechanics and dynamics that help to increase students' levels of commitment and motivation.

This course-workshop has been offered four times since the August-December 2013 semester at the Toluca, Monterrey, Cuernavaca and Ciudad de México campuses. Over 150 high school and undergraduate professors have participated in this course, in which they are immersed in a gamified experience and gain many ideas to implement in their classes. The most significant component of this course is that the experiences of many teachers are taken into account in order to share them with the other attendees. In addition, this trend has been implemented in a variety of areas such as engineering, business and humanities.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Relevant cases at other educational institutions



University of Cape Town, South Africa

Professors from the Computer Science Department gamified a second-year course that develops 2D game design skills. Their goal was to improve class attendance, content understanding, problem-solving skills and general engagement. The course storyline was based on the sub-genre Steampunk, which is set in a past similar to the Victorian era but with advanced technology. The virtual platform normally used by students was designed to look like the desk of a mad scientist. In order to solve the mystery of the missing Crowther Engine, students have to earn clues and complete tasks. They were rewarded with experience points, according to their grade on a weekly quiz, which they

have three chances to answer, for attendance quality of participation and the results of in-class exercises.

Students also solve puzzles in the form of lateral-thinking questions, for which they obtain points and receive an additional clue toward solving the game mystery. Both the quizzes and puzzles had immediate feedback. A certain number of experience points allows students to exchange them for another chance at a quiz, puzzle hints, or assignment extensions. The leaderboard, designed to look like a Victorian badge collection, displayed all the in-game statistics, including the top 20 students. The results of the course were very positive, with an increase in the GPA and greater student engagement (O'Donovan, Gain and Marais, 2013).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

University of Indiana, United States

Professor Lee Sheldon's Telecommunications course was gamified, converting common metrics and activities into the style of a game. Students commence the course at level 1, which corresponds to the lowest grade, and have to obtain experience points by participating in class activities, allowing them to level-up and achieve higher grades. Inspired on the game World of Warcraft, students are grouped into guilds; therefore, they can complete activities individually, in guilds or with members of other guilds. They gain points by completing quests (giving presentations), fighting monsters (sitting quizzes and exams) and 'crafting' (participating in projects). The teachers responsible for this experience reported an improvement in student engagement as a result of this change. By increasing student commitment, the main instructional components were more effective (Tay, 2010).

Delft University of Technology, Holland

The undergraduate Computer Organization and graduate Cloud Computing courses have more than 400 students. Gamification was implemented in these courses in response to the growing number of students who fail courses and delay their graduation from the University. The different player-motivations: explorers, achievers, socializers and winners, were adapted to the class activities: in-class discussions, weekly tutorials, pair-programming in the laboratory and team presentations. The explorers have multiple paths to explore, achievers have different progress options, socializers benefit from participating in teams and winners compete in challenges presented by laboratory work and in-class discussions.

A points-scale is set that requires 10,000 points for a course grade of 10. Tokens are offered to access activities that challenge students, so that the highest rewards require multiple steps of unlocking. Game analytics are also used to analyze student performance while the course is ongoing. Information is collected from in-class and end-lecture quizzes and analyzed before the next lecture. This makes it possible to understand what students are interested in, how each of them perform and where they need more guidance. The results of the implementation showed an increase in the number of passing students and participation in voluntary activities.

In addition, it fosters class interaction and positive student evaluation (Losup and Epema, 2014).

University of Michigan, United States

In the informatics class taught to up 200 people, Professor Clifford Lampe uses Gamification to counteract the boredom that usually exists in this type of lessons. Professor Lampe wears a Viking suit and helmet and uses a fantasy storyline with dragons and magicians. He offers his students a variety of options to accomplish the class goals, assigning levels to the assignments and activities. At a certain level, students can skip tests and, instead, focus on more 'artistic' assessments such as presenting an information graphic of a particular topic. He also offers rapid feedback through a monitoring system managed by his assistants to improve progress and offer greater autonomy. Students form guilds, collaboration teams in which they discuss the topics addressed and complete a project during the semester.

The class also includes LARP (Live Action Role Play) day in which participants wear costumes and compete against each other, as well as a week in which they compete for guilds. At the end of the course, students mentioned that they had a better recollection of the class experiences and course content. This effort, given the inclusion of collaborative learning and rapid feedback, received a positive response from the Institution's students and directors (Weng, 2013).

University of Granada, Spain

The course Physical Education in Schools, from the B.Sc. in Physical Activity and Sports Sciences, was gamified through an activity called "The Prophecy of the Chosen Ones". The activity begins with the reading of "The Oath of the Chosen Ones" where players promise to fulfill the fundamental principles of the game. According to the story told, Physical Education is about to disappear unless they accept the challenge. Each player represents a different character who comes from any of the game's four realms: Velocity, Coordination, Communication and Orientation in Nature, which correspond to the four blocks of the curriculum content: health and physical condition, games and sports, body language and activities in the natural environment. Each family, groups of 5 to 6 students, have a firstborn, i.e. a leader. Their goal is to win 5000 points through challenges among families and individual missions in order to move up the levels: Postulant, Novice, Advanced and Proficient. With each challenge and mission, the players get a different score depending on the degree of fulfillment of a goal, delivery time and quality of work.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

The aim of these activities is to achieve a higher level of competence. This experience produced favorable results; in general, participants were more motivated by having to compete in order to progress in an entertaining learning environment. It also identified the difficulty of teamwork if students have different degrees of motivation (Pérez-López, Rivera and Trigueros, 2015).

Lublin University of Technology, Poland

In the third-year Software Engineering course of the B.Sc. in Computer Science, students have to sit three exams and submit a final project to pass the course. The group is given five extra assignments, such as writing an essay or looking for errors in the software used, to earn additional points. Students earn points according to the activities completed and their performance in the written exams and final project. In addition, students are penalized by subtracting points if they fail an exam. All the students can view their posted scores. Students compete for their grade: only the students with the highest score obtains the highest grade; then the following two students receive half a point less on their grade; the next three, one point less, and so on.

The class achieved a higher attendance level, greater participation in additional activities and improved project delivery times, compared with other groups in the same course. However, while students with the highest points competed for the best grades, students with lower scores were less motivated (Laskowski, 2015).

Rochester Institute of Technology, United States

This institution developed an alternate reality game called Just Press Play, in association with Microsoft, with the aim of providing a new experience for media and interactive game students at the beginning of the course, in order to encourage positive behaviors that would lead to academic excellence. Students were immersed in a story and participated in quests to solve a mystery. These quests were mostly social activities ranging from forming academic relationships with the university's professors and becoming

familiar with the course programs, to participating in workshops organized by students and exploring unknown locations around the campus. On completing a quest, students pass their keychain, which is a radio-frequency identification device (RFID), over a sensor to record their progress. Confirmation is sent to a server that keeps track of each player's statistics. As students completed more quests, their level and status increased and new quests are unlocked. This activity enhanced students' introduction to their course as well as their university life (Brinkman, 2013).

Queensland University of Technology, Australia

In order to offer orientation about the campus and the services offered by the university, a mobile app was developed to be used during the first week of classes by first-year students. The app invites students to complete actions to become acquainted with the university's services and events. The app's main window shows a list of events students can attend, a contact list, information about the location of places in the university, as well as university information services. This application includes twenty achievements that can be unlocked, either by registering for events, visiting places on the campus, adding friends or answering questions about the university. Participation in events is verified through the use of the Global Positioning System (GPS) and visits to campus locations by scanning a QR code. On completing these activities, students unlock new tasks on the app, to win medals that indicate their progress.

Results of the implementation show that the activities that most motivated students were the ones in which they had to go to a location to find information, rather than the ones with a more predictable outcome. The reward system was found to encourage students to explore the campus more (Fitz-Walter, Wyeth, Tjondronegoro and Johnson, 2014).

New trends in gamification

Either through the use of new technology or new forms of implementation, the following trends offer a glimpse into the future of Gamification.

Game analytics

Game analytics are a powerful tool for understanding players' behavior on virtual platforms. It offers an overview of the actions of a player or player segment, through statistics, and metrics that are displayed on boards, either of the time for which they use the platform, the choices made or their progress. This helps to generate strategies for maintaining player engagement. Datamining is also used to discover behavior patterns in a dataset.

Research and Crowdsourcing

Gamification can even help us to resolve major challenges faced by humanity and to expand our knowledge in areas where there is still a lot to learn. An example of this is Fold it, a crowdsourcing computer game that enables contributions to scientific research on the issue known as protein folding. This game encourages participants to manipulate the shape of a protein until they achieve a lower level of stress and strain on that protein molecule, which has led scientists to new knowledge that would be difficult to obtain even with the help of a computer algorithm (Diamandis, 2016).

Virtual Reality

The potential of virtual reality in learning has been successfully explored in areas such as medicine, arts, history, among others. Tools such as Christie® CAVE™ (Cave Automatic Virtual Environment) make it possible to improve the experience in the visualization of the digital setting with multiple users in which the same experience can be shared simultaneously with other people to improve teamwork, discovery and decision-making.

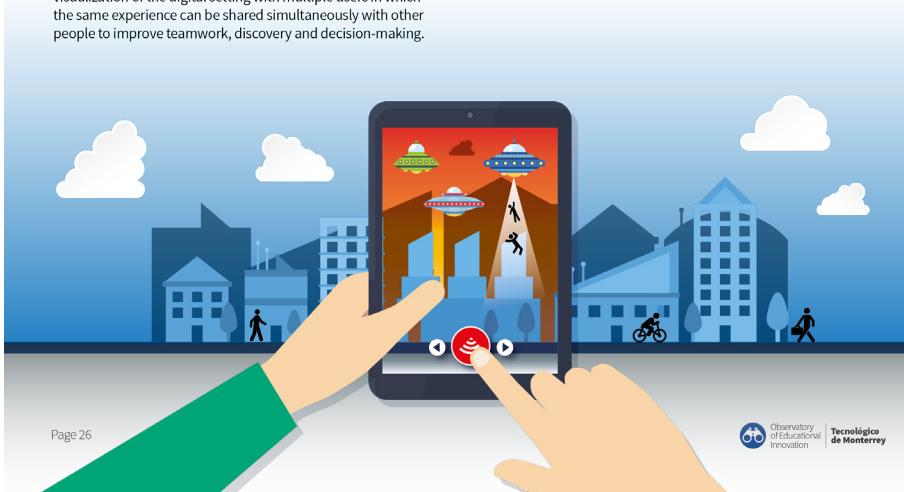
Universities like Wyoming have a Visualization Center, as mentioned beforehand, in which they foment active learning in students (Kennedy, 2016).

Wearable technology

The use of applications for mobile devices and wearable technology serves to explore new options for gamified activities in terms of education and health. The use of wearable technology has been suggested for physical education to encourage students to run, creating fun environment. An application that inspires this example is Run an Empire (Slawson, 2015). The use of sensors for determining students' mood and health has been explored in order to orientate activities and thus maintain their focus and motivation in a personalized manner. An example of this is the MIT project on affective computing, Mobsensus (MIT Media Lab, 2016).

Knowledge certification

Badges are resources that are now being used in education at different levels, in the classroom and institution-wide, to demonstrate the skills or competencies acquired by a student. For example, the goal of the Mozilla Open Badges project is to enable the identification and recognition of the skills and knowledge acquired by students outside the classrooms, as a result of informal learning. Anyone can post their progress and display badges using this infrastructure (Kiryakova, Angelova and Yordanova, 2014).



A critical look

There are very few scientific studies on Gamification.

Although the use of Gamification is becoming increasingly popular, it is still a new research topic, so many of its benefits are based on hypotheses rather than verifications (Kim, 2015). In this respect, Dicheva et al. (2015) indicate that the majority of Gamification studies describe the use of its mechanics and dynamics, but there are very few scientific studies on the effectiveness of these game elements implemented in learning environments.



Gamification does not guarantee learning.

Another criticism emerges of those who maintain that Gamification itself improves learning and instruction. Hsin-Yuan and Soman (2013) argue that Gamification is independent from knowledge and skills, since it directly affects commitment and motivation, which could indirectly lead to acquiring more knowledge and skills, although there is no guarantee that this will occur. Therefore, a good implementation of Gamification does not rescue the bad instructional design of a course.



Gamification does not make the class entertaining.

Some authors indicate that this trend cannot even be guaranteed to make the learning experience more engaging and motivating, since it is based on incorporating a game structure, but not on games that, per se, are entertaining.

Students might find an activity in which they do the same as in a conventional class and just win points or add on levels irrelevant and unengaging (Ferlazzo, 2012; Robertson, 2010; Sierra, 2011). It is worth considering that an appropriate implementation of Gamification not only changes the activity's structure, but also generates a different dynamic that motivates and engages students.

Content

First
Bimester

Second
Bimester

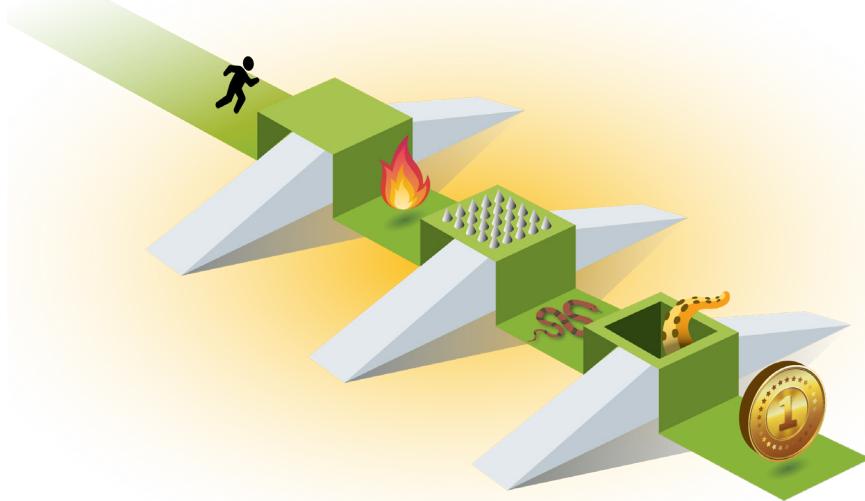
Answer Key

Bibliographic
References

Study
Resources

Challenges

Gamification is not a recipe that can be applied as is to any educational context. It involves knowing the principles and elements that make games engaging before attempting to apply some of them in a learning situation. Creating a dynamic that combines fun with instruction or learning is not an easy task, and its effects are not predictable.



Harmonizing Gamification with instruction

The first challenge is for the game elements to be in harmony with instruction, in other words, they should not be included as isolated elements nor hamper the learning situation, but should make it more enriching. Some authors indicate the importance of not thinking that Gamification is just the superficial incorporation of badges, rewards and points, since this would make it impossible to visualize the overall dynamic that can be generated in a learning situation (Kapp, 2012; Landers, Bauer, Callan and Armstrong, 2015).

Combining Gamification and assessment

Another important challenge is to assess students' individual performance. Game dynamics often combine team competition and collaboration, which can make it difficult to observe and record individual results. In addition, assessing a gamified activity runs the risk of diminishing students' interest if a complex, unnatural dynamic is created (Walker and Shelton, 2008).

Sparking interest in students

Another challenge of Gamification is its acceptance by participants. The teacher who implements Gamification can face questioning or objections from students when they view Gamification as something that is insufficiently serious, that it is 'just play' (Klopfer, Osterweil and Salen, 2009). It is important to present the gamified activity to students so that they can perceive a real learning benefit.

Gamifying without dying in the attempt

Finally, gamifying is time consuming, since it involves conceiving, planning and designing the way in which the game elements are going to be combined with instruction and assessment (Kapp, 2012; Chin, 2009). If you add on the use of technology, it becomes an even more complex task since it requires technical infrastructure and appropriate pedagogical integration (Dicheva et al., 2015).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Recommended actions for teachers

The following are some of the recommendations generated by the Observatory of Educational Innovation for teachers, enabling them to explore the potential of Gamification.

10

Document the implementation experiences in order to create a database that can be shared among the academic community, serving as a benchmark for teachers who wish to employ this trend.

1

Know the characteristics of the target audience and the context in which Gamification is going to be applied.

2

Define which parts of the course are going to be gamified (a topic, a class or the whole course).

9

If any technological infrastructure is being included, ensure that an appropriate instructional framework is in place.

8

Avoid changing the rules during the progression of the game. This could have a negative effect on players, who might then lose interest. If this is unavoidable, teachers must discuss it directly with the students.

3

Define a clear objective for gamifying, so that the game elements and instructions guide players toward that purpose.

4

Ensure that the implementation of Gamification in the course is an enriching experience for students, so that it considers the learning process and is not used solely to reward a result.

7

If the rewards or points affect grades, make sure this reflects individual performance and the extent to which the student has developed the desired competencies.

6

Use rewards in such a way as to drive students' intrinsic motivation, as they realize they have improved a particular skill or learned something new.

5

Provide information and feedback so that students can understand what is happening in the activity and how it supports the instructional objectives.



Content

First
Bimester

Second
Bimester

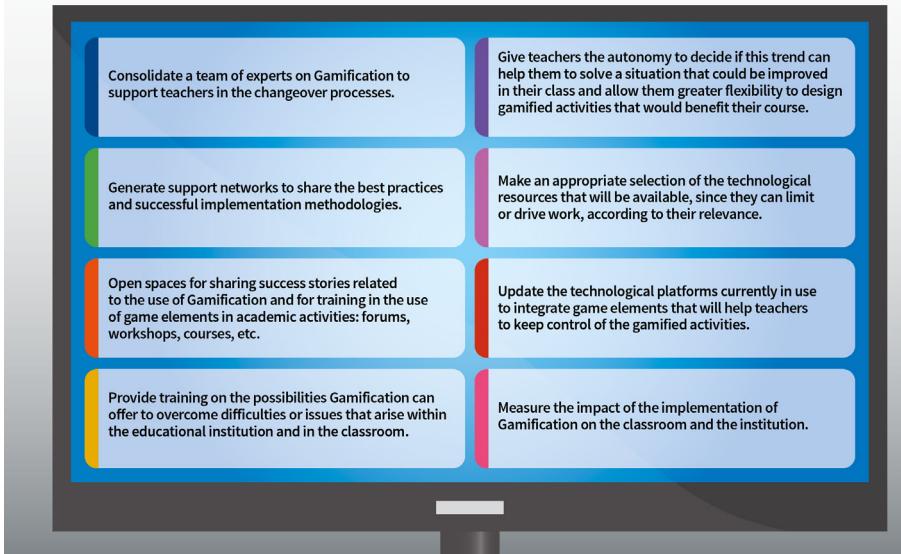
Answer Key

Bibliographic
References

Study
Resources

Recommended actions for academic leaders

The following are some of the recommendations generated by the Observatory of Educational Innovation for academic leaders to drive the implementation of Gamification.



Page 30

Observatory
of Educational
Innovation

Tecnológico
de Monterrey

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Images and other resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



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Guide Content

Document 5. Context flipped classroom

Let's look at a typical unit in Aaron's AP chemistry class and see an example of how the role of the teacher has changed.

Aaron's AP chemistry class begins the night before in the home of each student. Students are not assigned problems or reading from the book, but rather, a video. All students will watch a video (on their iPod, computer, or TV) of Aaron and Jonathan explaining the material that will be applied in class in the morning.

Class begins. Aaron quickly takes attendance and starts a question-and-answer session. Students ask questions about the previous night's video, and Aaron helps clarify misconceptions. After 10 minutes or so, Aaron instructs the students to take out their packet of practice problems, many of which are similar in structure to the type of questions they will see on the AP Chemistry exam. He leads the class through a few examples that reflect the content students learned the night before and takes any further questions. Then it is time to work. The students complete the remaining assigned problems while Aaron moves around the class helping students as they have questions. A solution guide is available to students who want to check their work.

On days when a lab will be conducted, no video is assigned. Instead, students complete a prelab activity at home. In class, Aaron fields any pertinent questions about the lab and discusses safety. Then the students begin experimenting. Under a traditional model, the completion of any calculations and discussions is usually assigned as homework after a lab. Under the flipped classroom model, however, the next video is assigned for homework, and students are given time in class the next day to complete the lab. This allows Aaron to answer specific questions about the lab and assist struggling students with their calculations, as well as discuss the data collected as a class.

When exam day rolls around, all students take the exam at the same time and are provided timely feedback so misconceptions can be addressed. Ultimately, all students need to be through the curriculum by the end of April so preparation can be made for the AP exam in May. So that all students are prepared for the exam by the established date, they all work at the same pace.

Clearly, the class is centered around the students and not the teacher. Students are responsible for viewing the videos and asking appropriate questions. The teacher is simply there to provide expert feedback. The students are responsible for completing and sharing their work. Because a solution guide is available, students are motivated to learn, not just to complete the assignments in a rote manner. Students are responsible for making appropriate use of the resident expert to help them understand the concepts. The role of the teacher in the classroom is to help students, not to deliver information.

Teaching under a traditional model is draining. I feel like I have to "perform," which requires energy, enthusiasm, and a "you are on-stage" effort at all times. I remember last year driving into work, thinking, "Man, I feel like just being a student today. I wish I could go in and let someone else do all the work—be in the passenger seat for once." When I switched over I felt *free*. I was able to go in and watch my students work. I don't mean that I sat back and drank coffee—I stayed busy interacting one-on-one; working with kids who were struggling; addressing questions that students had that I never had time for before; really getting to know my kids. It is just that the burden of learning had traded hands. And you know, really, it had to be passed on. I can't force someone to

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Guide Content

learn—they have to accept that responsibility for themselves. This method allows them to clearly see that—and gives them a structured environment that ensures success.

—Jennifer Douglass (Westside High School, Macon, Georgia)

Document 6. Open educational resource 2



Article

Analysis of Innovative Methods' Effectiveness in Teaching Foreign Languages for Special Purposes Used for the Formation of Future Specialists' Professional Competencies

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Abstract: One of the most important tasks of higher educational institutions is the training of specialists to be able to adapt to changes in their professional life. At the end of the twentieth and the beginning of the 21st centuries, some methods for developing foreign language competence, needed for their future professional activity, were created by teachers. However, the effectiveness of these methods has not been studied. This fact has aroused the authors' interest and generated the idea about the necessity to conduct scientific research in order to identify the most effective methods of teaching foreign languages for special purposes. **Methods:** The given research paper is based on the analysis of Russian and foreign scholars' scientific works covering the problem of teaching foreign languages for special purposes to the students of humanitarian professions, as well as on the basis of the results from questioning students of bachelor degree programs who study foreign languages for special purposes in the field of humanitarian professions, and also of the results from questioning teachers specializing in teaching foreign languages for special purposes. **Results:** In the students' opinion, the most effective methods of teaching foreign languages for special purposes in the field of humanitarian professions are the following: discussion, ICT (information and communication technologies), and SCRUM (framework that helps teams work together, encourages team to learn through on a problem). According to the interviewed teachers' opinion, the most effective methods are discussion, ICT, and round table. The "dilemma" method is the least effective according to the students. As for the teachers, the less effective method is CLIL (content and language integrated learning). **Conclusions:** The study showed some common views among teachers and students concerning the effectiveness of methods of teaching foreign languages for professional purposes, such as discussion and ICT. The effectiveness of the discussion method is explained by the fact that it allows the integration of students' knowledge from different areas when solving a problem and provides an opportunity to apply language knowledge and skills into practice. This contributes to forming students' ability to think clearly, to perceive information critically, to highlight the main idea and find the means and arguments to confirm and substantiate it, and, consequently, to improve the understanding of any theoretical material. The use of ICT in the educational process allows the efficiency of the educational process itself to be improved significantly and leads to new approaches and organizational forms of educational work. In fact, while preparing educational programs and creating didactic materials, special attention should be given to the implementation of ICT methods and discussions in educational activities. Nevertheless, the respondents' subjective opinion should

1. Introduction

Modernity, as a complex philosophical concept, has no clear boundaries and is quite relative. Our contemporaries are united by the change of the state system that occurred in the nineties, which caused the collapse of the old ideals and values, left an imprint on people's minds, and changed their way of thinking and life. Moreover, technical progress that has rapidly been changing the world has brought nations together and has greatly influenced people's professional interaction. Professional-oriented learning of foreign languages does not stand aside but instead responds vividly to all the changes taking place in modern society. Communication in the professional sphere of Soviet citizens, with specialists from other countries, was minimal. Therefore, teaching foreign languages for special purposes was primarily aimed at developing the skills of reading and translating the special texts mainly through reproductive methods. With the fall of the so called "iron curtain", the need for specialists having oral communication skills has considerably grown. In this regard, new requirements for methods of teaching foreign languages for special purposes necessitated the development of students' listening and speaking skills. Changes in the tasks of professional education coincided with the establishment of the Institute of Productive Learning in Leningrad in 1992. This made it possible to develop new competences on the basis of the ideas brought into pedagogy by a team of Leningrad teachers, whose opinions were shared by their foreign colleagues. The result of this research institute activity has become the developed methods, such as cognitive, creative, and organizational methods, which have been used for 30 years to varying degrees in all Russian higher educational institutions. Such methods are fundamentally different from the reproductive ones that prevailed over several centuries and are considered in this article as modern. The main task of modern higher education is to train specialists to be able to not only master the foreign language for special purposes but also to be able to adapt to all changes in their professional life caused by the rapid progress and development of social thought. These factors allow students to develop their self-education ability, allowing them to find new knowledge [1] (p.4). Professionally-oriented teaching of foreign languages aims at providing graduates with the ability to use foreign languages in professional communication. Therefore, being of practical usage, the study of foreign languages for special purposes aims at solving the communicative problems in students' future professional activity. We revealed that some scientific papers dedicated to the study of foreign language for special purposes (LSP) teaching methods provide descriptions of their main characteristics and proved their effectiveness from the authors' subjective point of view [2,3]. Many articles on the problem of LSP teaching methods' effectiveness highlight only one of the methods, such as the interval repetition method "spaced repetition technique" [4–6] or individual information and communication technologies (ICT) techniques [7–10]. We suppose that a good theoretical study of a scientific problem does not always mean its highly effective implementation in practice. The majority of educationalists have created effective methods of LSP teaching methods in the past centuries and, at the present time, have been offering various forms for their active usage to develop foreign language competence that is needed in students' future professional activity. The analysis of scientific literature has shown that scientific works reflecting such data have not been developed yet. When improving

teachers' skills, many educators master new methods of foreign language teaching that theoretically meet the requirements of future specialists. However, the problem of dealing with the usage of theoretical knowledge in practice has not been solved yet. Moreover, the effectiveness of the LSP teaching methods aiding specialists to be successfully competitive in real professional activity, taking the modern labor market conditions into consideration, has not been studied.

The main objective of this paper was to identify, through research, the most effective LSP teaching methods allowing students to perfect special sublanguage and take part in professional communication.

In this paper, the authors have solved the following research problems:

- (1) identifying in practice the methods of teaching foreign language for special purposes in humanitarian professions;
- (2) assessing the effectiveness of LSP teaching methods put into practice by teachers; and
- (3) assessing the effectiveness of the methods taking humanitarian faculties students' opinion into consideration.

2. Materials and Methods

The given scientific research involves the analysis of theoretical material concerning the methods of teaching foreign languages for special purposes and their effectiveness. The results of scientific literature analysis have shown that the most widely used methods in teaching foreign language in modern educational practice can be identified as: the method of project [11,12], case studies [13,14], ICT [15–19], brainstorming [20,21], the role-playing method [22,23], tandem [24,25], extensive reading [26], the method of podcasts [27,28], the associative method [29,30] training in collaboration or cooperative learning, collaborative learning [31,32], sliding [33], the method of contrastive linguistics [34], discussions [35], dilemma [36], jigsaw reading [37], the method of theatre production [38], SCRUM [39], round table [40], peer review [41,42] mnemonics [43,44], the grammar–translation method [45], the direct method [45], the method of reading [45], the audio–lingual method [46], Dr. West's flipped learning or lipped classroom [47,48]; content and language integrated learning (CLIL) [49,50]; and the cooperative learning method [51,52].

At the second stage of the study, the authors considered productive methods of teaching foreign language for special purposes used in higher educational system in Russia. At the next stage, these methods were offered to the teachers and students for them to select and assess the most effective ones.

To identify the degree of effectiveness of a particular method of LSP teaching in a nonlinguistic university (faculty), a written questionnaire was completed by teachers and students.

The written teacher questionnaire was carried out in order to identify modern methods of teaching foreign languages in special purposes to the students of humanitarian specialties. The questionnaire involved the selection of methods based on the individual judgment of the participant, based on their personal experience in the field of teaching a foreign language for special purposes.

In the first part of the questionnaire, the teachers needed to name the university in which they teach the language for special purposes at the present time, their age, and gender. In the second part of the questionnaire, it was proposed to consider the modern methods of teaching a foreign language in the table and choose the ones used by them in pedagogical practice ticking one of the following (Table 1):

Table 1. Methods of teaching foreign languages for special purposes to students of humanities.

Teaching Methods			
Methods with Using ICT	Learning in Collaboration	Methods of Problem	Methods of Play
Method of Project	Discussion	Role-play Method	
Jigsaw Reading	Dilemma	Business Play	
SCRUM	Case Study	Educational Firm	
Cooperative Learning, Collaborative Learning	Round Table	Tandem	
	Brainstorming	Method of Mnemonics	
	Peer Review	Extensive Reading	
		Flipped Learning/Flipped Classroom	
		Role-play Method	
		CLIL	

Respondents were invited to select any number of methods. In the third part of the questionnaire, teachers were asked to indicate the additional used modern methods of teaching LSP which are not listed in the given list.

The students were asked to fill out a questionnaire to assess the effectiveness of modern methods of LSP teaching to humanitarian specialties. The survey in the form of a questionnaire was conducted in order to determine the most effective methods of teaching LSP to students of humanities which are used in practice. The questionnaire included an assessment of the effectiveness of modern teaching methods, presented in Table 1, by assigning them the corresponding points. The evaluation of effectiveness was of an individual participant's judgment based on their personal experience in learning LSP by the students of humanitarian faculties.

In the first part of the questionnaire, it was necessary to indicate the name of the university and the direction (profile) of training, as well as the year of studying at the university (the course in which the student is studying), the acquired language level in this course (A1, A2, B1, B2, and C1), their age, and gender. In the second part of the questionnaire, it was proposed to consider the proposed methods of teaching LSP (Table 1) and to evaluate the effectiveness of each of them. The assessment was made on a scale from 5 points to 0 point, where:

- 5—method of a very high efficiency;
- 4—method of high efficiency;
- 3—method of average efficiency;
- 2—method of low efficiency;
- 1—method of very low efficiency;
- 0—an inefficient method.

Several methods could be evaluated with the same number of points. Methods that are not used in teaching LSP to students of humanities were not evaluated.

3. Results

To solve the first problem of the given research aimed at identifying the methods of teaching LSP in humanitarian specialties used in teaching practice, 35 teachers from five leading universities in Russia and one university in Germany were interviewed: MGIMO University, RANEPA, Kuban State Technologic University, RUDN University, Financial University, and University of Duisburg-Essen (Germany) (Figure 1):

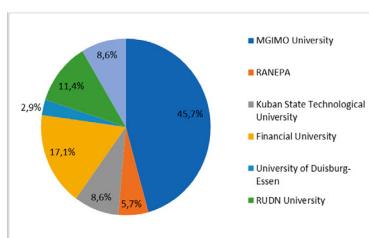


Figure 1. Distribution of teachers in educational institutions.

The age of the teachers was between 27 and 63 years old, of whom 91.4% were women and 8.6% were men who teach English, German, and French (Figure 2):

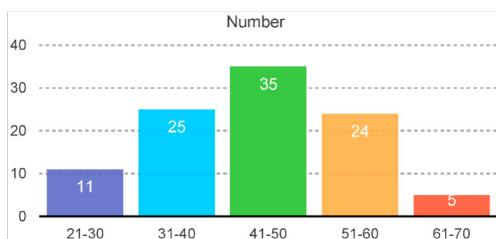


Figure 2. Distribution of teachers by age.

The results of the research showed that all the identified productive methods used in teaching LSP according to their popularity among teachers who participated in this research can be distributed as follows (Figure 3)

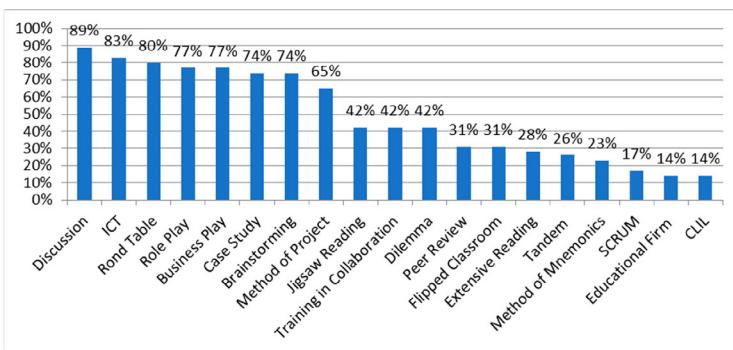


Figure 3. Distribution the methods by their popularity among teachers of foreign language for special purposes (%).

When analyzing Table 2, a significant variation in the frequency of using methods of LSP teaching should be noted. The most frequently used method is discussion, having a very high degree of

application: It was pointed out by 89% of teachers. At the same time, such methods as educational firm and CLIL are applied in practice only by 14% of the teachers: They are 6 times less likely to be used than the method of discussion. The substantial predominance of some methods used in LSP teaching over other methods can be explained in the teachers' opinion by the factors concerning (1) the degree of their effectiveness, (2) the various levels of teachers' proficiency and their ability to use them, and (3) the teachers' experience and practice.

Table 2. Assessment of the effectiveness of modern methods of teaching foreign language for humanitarian specialties from the teacher's standpoints, where 5 is the most effective method and 0 is not an effective method.

Teaching Methods	1. 21–31	2. 31–40	3. 41–50	4. 51–60	5. 61–70
Method of Project	2	3	3	5	2
Cooperative Learning, Collaborative Learning	2	2	2	2	2
Discussion	5	5	5	5	5
Role-play Method	3	5	5	5	1
Dilemma	2	2	2	2	2
SCRUM	0	1	1	0	0
Round Table	5	4	4	5	5
Brainstorming	3	3	5	3	3
Peer Review	2	2	2	1	1
Extensive Reading	0	2	2	1	2
Flipped Learning/Flipped Classroom	2	2	2	2	0
CLIL	0	1	1	0	0
Methods with using ICT	5	5	5	5	4
Business Play	3	4	4	2	5
Educational Firm	0	1	1	0	0
Case Study	3	3	3	3	5
Jigsaw Reading	2	2	2	2	2
Tandem	0	1	2	2	0
Method of Mnemonics	0	2	1	1	0

The first positions are occupied by methods that contain the most expressed professional component. These methods are discussion and round table. The discussion and the round table as teaching methods are the simplest from the point of view of their organization and implementation at the classes, which allow discussing various aspects of future professional activity in a foreign language. At the same time, these types of educational activities do not require an exact answer to the question posed or an exact solution of the problem. They allow the students to determine and evaluate if the answer to the question is correct or not based on their special knowledge obtained in lectures and seminars on subjects related to their future profession. The methods of discussion and round table differ from the case study method, which requires a specific solution to a specific professional task. The usage of the case study method at a foreign language lesson requires from the teacher not only professional mastering of a foreign language but also deep knowledge of the specialty in which their students are taught. This helps the teacher to formulate and solve professionally-oriented tasks in the lesson. The lack of deep knowledge in the specialty, the language of which teachers-linguists should teach the students, is the main reason of teacher's inability to solve, for example, legal or economic problems as one of the tasks in the case study method. This tendency is also confirmed by

the fact that the CLIL method occupies the last position in the ranking of the LSP teaching methods' popularity among teachers, since use of this method means a brilliant mastery of the special subject. The training of foreign language teachers in linguistic and pedagogical universities is not aimed at the training of specialists who are fully proficient in, for example, foreign language used in such fields as jurisprudence or economics. The only aspect that can be taught quite professionally in nonlinguistic universities, for example, at political science or international relations faculties, is political translation, since future foreign language teachers study it. The leading methods used by LSP teachers in higher educational institutions are those using information and communication technologies. These methods allow the teacher to apply a wide range of activities in LSP teaching process: from working on relevant articles on the specialty to creating educational firms and the application of the tele-tandem method. The results of the research showed that all the identified productive methods used in teaching LSP according to their efficiency among teachers of different ages who participated in this research can be distributed as follows (Table 2).

To solve the second problem of our research, aimed at evaluating the effectiveness of the methods used in the practice of LSP teaching to students of humanities, the authors asked students mastering a professionally-oriented foreign language for humanitarian professions to fill the questionnaire and to point at the most effective methods from their standpoint. At this stage of our research, the participants were 67 students from the 1st, the 2nd, the 3rd, the 4th years of studying on bachelor's degree programs at MGIMO University, Moscow Polytechnic University, Financial University, and Russian University of Peoples' Friendship. They were students studying English, German, French, and Chinese LSP. They were 68.7% female and 31.3% male at ages between 17 to 24 years old, and they had reached A1, A2, B1, B2, and C1 in their study levels. When determining the effectiveness of the methods used in teaching a foreign language for special purposes, we considered the students' position to be very important, as they receive a sufficient understanding of the requirements for them as future specialists. The results of the research are shown in Figure 4:

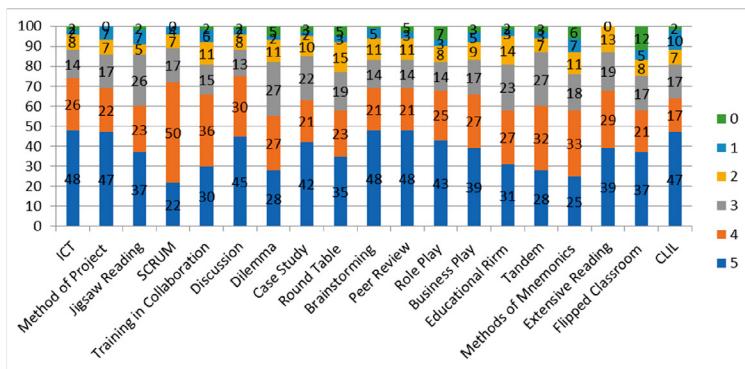


Figure 4. Assessment of the effectiveness of modern methods of teaching foreign language for humanitarian specialties (as a percentage) from the students' standpoints, where 5 is the most effective method and 0 is not an effective method.

In order to identify the most effective methods of teaching foreign languages for special purposes, the authors firstly collected the methods which were evaluated at "4" and "5" points by the students. The summarized points in percentage are shown in descending order in Figure 5:

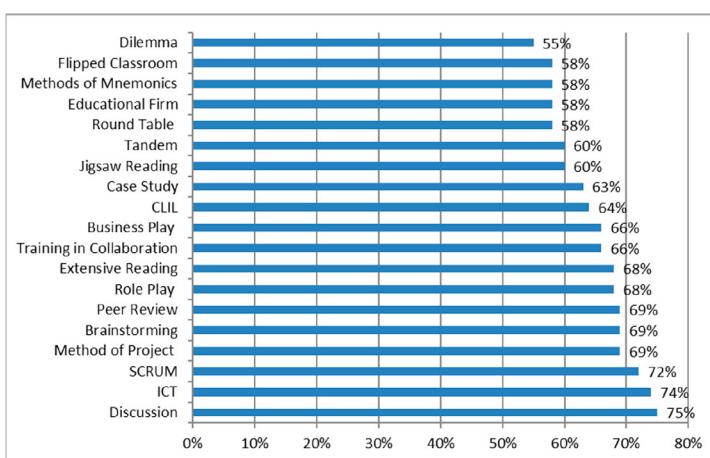


Figure 5. The most effective methods of teaching foreign languages for special purposes.

The evaluation of the methods given in the table has a relatively small variation. The students taking part in the research (55 to 75 percent of them) believe that the methods offered to them by the teachers of the foreign language for special purposes are effective. At the same time, it should be noted that none of the methods have been scored by the students less than 50%. This testifies to the fact that all the methods considered in the given research should be used in teaching foreign language for special purposes.

The top three most effective methods are discussion, ICT, and SCRUM. The least effective are such methods as dilemma.

4. Discussion

The majority of teachers (more than 50%) use such methods as discussion, ICT, round table, role-play, business play, case study, brainstorming, and the method of project at classes on foreign language for special purposes. The first three most popular methods pointed out by teachers include discussion, ICT, and round table. Moreover, it should be noted that students mentioned discussion and ICT as the most effective ones. This indicates that these methods, on the one hand, contain an orientation to the professional component of future specialists. In this regard, they are marked by students as the most effective. On the other hand, this result confirms the qualified usage of these methods by foreign language teachers. For example, the case study and training company methods train students for professional activities in a foreign language. The result of the research has shown that 74% of teachers use the method of case study in LSP teaching, but only 63% of the students called it effective. Despite the substantial professional orientation of the case-study method and its rather active use by LSP teachers, this situation can be explained by the insufficient level of teachers-linguists in special knowledge in the field of students' future profession. We consider that this fact significantly reduces the effectiveness of the case-study method. As for the "learning company" method, it is used by only 14% of teachers of foreign language for special purposes, despite its obvious high professional orientation. It was assessed as an effective method by 58% of students. These circumstances can be explained by the fact that there is no training program for teachers of a foreign language for special purposes in linguistic universities, and they have to get special knowledge in subjects related to the future profession of the students taught by them.

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 7. Open educational resource 3



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The Implementation of Feedback in the English Classes of Bengali Medium Schools

By Josephine Roy

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Abstract- This research investigated how feedback is implemented in the English language classes of the Bengali Medium Secondary Schools. In research studies, it has been shown that feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. By investigating from the perspectives of both the teachers and the students, this research attempted to find out the present conditions of teachers' feedback in the classroom setting that is trying to reduce the discrepancy between the current and desired amount of learning for the students to bridge their learning gap. This research conducted both qualitative and quantitative study that are reflected in the students' surveys and teachers' interviews which are analyzed with individual interpretation and comparison between the non – government and government Bengali medium schools on basis of the research questions.

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The Implementation of Feedback in the English Classes of Bengali Medium Schools

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Abstract: This research investigated how feedback is implemented in the English language classes of the Bengali Medium Secondary Schools. In research studies, it has been shown that feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competencies and understanding, and elevation of students' motivation and confidence. By investigating from the perspectives of both the teachers and the students, this research attempted to find out the present conditions of teachers' feedback in the classroom setting that is trying to reduce the discrepancy between the current and desired amount of learning for the students to bridge their learning gap. This research conducted both qualitative and quantitative study that are reflected in the students' surveys and teachers' interviews which are analyzed with individual interpretation and comparison between the non - government and government Bengali medium schools on basis of the research questions. It portrayed how large classes can be a factor for the teachers in providing feedback to students and how they can increase feedback in the classrooms even in these situations.

I. INTRODUCTION

Effective feedback is an essential part of students learning and skills development in the classroom. However, large classrooms and tight class schedules can prevent teachers from providing enough of this critically needed feedback. In the context of Bangladesh, teachers generally use the lecture method of teaching and sometimes they use participatory technique within lecture method; however, the lack of feedback for students at the end of the class only increase the learning gap of the students. Recent researches have attempted to understand how teachers in the large classrooms of the secondary schools are faced with the challenge of effectively providing feedback within the class time to facilitate student learning. The study indicated whether adding immediate feedback and practice opportunities to the learning experience results in improvement for the students in the classroom (Stuart, 2004).

II. STATEMENT OF RESEARCH PROBLEM

Educational systems in different countries use a variety of methods to encourage student learning. In many educational settings, immediate feedback is used in the classroom to provide students with information about their progress and achievement which has been regarded as an effective and an efficient means to

improve their performance (Stuart, 2004; Chase & Houmanfar, 2009). Previous researches have indicated that feedback is an essential component of quality instruction and a large part of a teacher's verbal repertoire (Duke and Henninger, 2011). A number of scholars have agreed that, teacher's feedback is important in the classroom setting and students' knowledge acquisition, performance skills, and social behavior are affected by teacher feedback (Brophy & Good, 1986; Madsen & Madsen, 1983).

In the context of Bangladesh, large classes hinder the opportunity for the teachers to implement effective amount of feedback in the English language classes of secondary level students. However, teachers' ability to provide feedback and the classroom atmosphere might be taken into consideration too. Recent research showed that in an environment, where feedback is less used, the teachers focus on mass lectures due to large classroom and time constraints. In this type of setting, most of the students do not volunteer answers to questions posed in class or participate in class discussion. It is because students in this type of setting have had little exposure to immediate feedback. As Chase and Houmanfar (2009) have stated, providing some form of feedback is better than no feedback at all and students benefit more from receiving elaborate feedback from the teacher. The proposed research therefore examined how teachers are largely faced with the challenge of providing immediate feedback and practice opportunities for the students in the government schools than in the non - government schools that creates a learning gap for the students. This research will also explore how student centered and peer assessment activities can help provide meaningful and time - saving feedback and how the engagement of the teachers and students in the feedback process can promote learner self assessment, reflection and future self-learning.

III. CENTRAL RESEARCH QUESTIONS

The study provides insights on the use of feedback by the teachers in the English language classes and how they are faced with the challenges of implementing effective feedback for improving students' performance. There are a number of research questions that I have used for elaborating my research objectives:

- 1) How does the classroom atmosphere challenge the teachers to provide effective feedback for students in the classrooms of the secondary schools?

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- 2) Is it the teachers' ability and quality of instruction that affects the learning process for the students?
- 3) Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback to bridge the learning gap and facilitate student learning?
- 4) How can teachers' and students' cooperative engagement in the feedback process help promote self assessment, reflection, motivation and improvement of performance for the students?

IV. RESEARCH LITERATURE - CONCEPTUAL FRAMEWORK, THEORY, HYPOTHESES

The theoretical background of this research considered several aspects of feedback and how teachers influence on promoting student learning using quality instruction and feedback which has been addressed by many scholarly studies. Feedback is a construct that has been extensively studied in both the psychological and educational literature. It has also been regarded as an effective and an efficient means to improve student performance (Chase & Homanfar, 2009). Hattie and Timperley (2007) illustrated that, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative a parent can provide encouragement and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of the learner's performance.

Spiller (2009) stated that, studies of the impact of feedback on student learning achievement indicate that feedback has the potential to have a significant effect on student learning achievement. According to a number of scholars, assessment provides a framework for sharing educational objectives with students and for charting their progress. It generates feedback information that can be used by students to enhance learning and achievement. This feedback information can also help teachers realign their teaching in response to learners' needs. When assessment serves these purposes it is called 'formative assessment' (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004). For this reason Ramsden (2003) and Black (1998) pointed out that effective and high quality feedback has been identified as an integral part of the learning process (as cited in Hatzipostolou and Paraskakis, 2010).

Stuart (2004) identified that, while learning occurs under a variety of education systems, feedback may be used effectively in the classroom to shorten the time needed to master a task. The teacher who is trained in the use of feedback can use class time more

efficiently to practice skills that students have not accomplished yet. This allows the teacher to devote more classroom time to cover skills where students need practice and feedback and less classroom time to areas where feedback indicates that student learning has occurred. Dinnen and Collopy (2009) identified that teacher's instructional or descriptive feedback tells students how to improve and correctional or evaluative feedback tells students whether something is right or wrong. Previous research showed that, teachers' and students' cooperative engagement in the feedback process not only help the students to receive initial feedback information but also foster teacher – student discussion. This discussion with the teacher helps students to develop their understanding of expectations and standards, to check out and correct misunderstandings and to get an immediate response to difficulties (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Lipnevich and Smith (2008) argued that, the most common type of feedback that students receive in a typical classroom is grades. They showed evidence from several studies that investigated the effect of differential feedback on learning and suggested that using grades to improve learning was simply not effective and led to the inhibition of students' performance. Rather they identified that, students who received comments perform significantly better than those who received grades. Hattie and Timperley (2007) also noted that the most improvement in student learning takes place when students get "information feedback about a task and how to do it more effectively" which is clearly related to the learning goals. So, they indicated that, the impact of feedback on learning achievement is low when feedback only focuses on "praise, rewards and punishment".

According to Hattie and Timperley (2007), a key to effective feedback is to "reduce the discrepancy between current and desired understanding". They established the notion that, the "main purpose of feedback is to reduce the gap between current understandings and performance and a goal". Adding to their research, Dinnen and Collopy (2009) also interpreted that, one way to help student achievement improve is by giving effective feedback as it serves as a way in which a teacher communicates to students the difference between his or her actual level of performance with the standard or goal. Therefore, meaningful feedback nonetheless provides students with an understanding of how they can close the gap between current and expected performance and helps them trouble-shoot their own performance (Boud, 2000; Hughes, 2013; Nicol & MacFarlane-Dick, 2006; Taras, 2005). Yorke (2003) explained that students' reception of feedback is very important as it provides them the opportunity for reflection and self – evaluation (as cited in Hatzipostolou and Paraskakis, 2010).

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

Bloom, Hasting and Maudas (1971), Hughes (2013) and Sadler (1989) illustrated that, students benefit from feedback when they understand the required standard; how their existing performance compares to this standard and what they need to do to achieve a higher standard (as cited in Murtagh and Baker, 2009). While teachers give feedback related to the task and to the student, studies suggest that feedback that is focused on the task is more effective at raising student achievement than feedback focused towards the student (Crooks, 1988; Sadler, 1989). In addition, Rust, O'Donovan and Price (2005) explains that, socio-constructivist approaches to student learning and assessment also emphasize the role of peers, and there is a growing body of knowledge that indicates that peer assessment opportunities can be powerful means of engaging students (as cited in Murtagh and Baker, 2009). Also, peers are sources of external feedback and peer dialogue is beneficial to student learning in a variety of ways. For example, students who have just learned something are often better able than teachers to explain it to their classmates in a language and in a way that is accessible. Therefore, it is sometimes easier for students to accept critiques of their work from peers rather than tutors, so peer discussion is motivational (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Feedback can be connected to the theory of Lev Vygotsky's "Zone of Proximal Development", where the feedback helps to reduce the distance between the actual development as determined by the independent problem solving skills and the potential development as determined through the problem solving skills under adult guidance or in collaboration with capable peers. essential part of the learning process where the less competent students learn from the competent students. So, when students get the appropriate assistance and tools i.e. feedback from the teacher and the peers, it helps them accomplish achieve the learning goal. This zone of proximal development moves progressively forward as students gains new knowledge, skills and abilities from the feedback (Murtagh and Baker, 2009).

V. RESEARCH METHODOLOGY

The study attempted to find out the challenges and impediments on the implementation of effective amount of feedback in the classroom. The research methods followed a mixed approach because the data and evidences were gathered from a range of sources by using a combination of different data collection tools. Student survey questionnaire were used to follow the quantitative approach while interview questionnaire were used to follow the qualitative approach.

VI. RESEARCH DESIGN

The research design that was be followed by the researcher was both qualitative and quantitative

which provided different perspectives of the research that complemented each other. The qualitative research method gave insights into the setting of the research and provided further suggestions. The common data discussion with the teachers with individual interpretation on their analysis. On the other hand, the student survey questions were used to quantify the data and generalize results of the students' opinions.

Other research procedures that were followed by the researcher were collecting books from the library and finding scholarly articles from the educational and academic databases to use as empirical study and references. All the journal articles that were collected are published in English in online scholarly journal websites. Besides, a detailed research on literature was conducted to find the ancestral link of the additional reference articles to use for information and include for the research study.

VII. SAMPLING

The sampling used for the study consisted of 4 teachers and 100 students from four different government and non - government secondary schools of Bangladesh. From the 2 government schools, 2 teachers and 50 students participated in the research and from the 2 non - government schools, 2 teachers and 50 students participated in the research. The school authority, the English teachers and sometimes by the researcher to conduct the research. The students answered the survey questionnaires the teachers answered by interviews on a particular set of questions.

VIII. INSTRUMENTATION

The researcher used separate interview and survey questionnaires for the teachers and the students. There were both close – ended short questions asking about the students' opinions and open – ended questions asking about the teachers' responses and suggestions. The student survey questions 1, 3, 7 is connected to the central research question 1, 5, 8, 9, the student survey question 2 is connected to the central research question 2, the student survey question 12 is connected to the central research question 3, the student survey questions 4, 6, 10, 11, 13 is connected to the central research question 4. Similarly, the teacher interview questions 7, 8 is connected to the central research question 1, the teacher interview questions 1, 2, 3, 4, 9, 10, 11 is connected to the central research question 2, the teacher interview questions 12, 13 is connected to the central research question 3, the teacher interview questions 5, 6, 14, 15 is connected to the central research question 4.

IX. DATA COLLECTION PROCEDURE

The data was collected from both the students and teachers of the government and non – government

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

secondary schools of Dhaka city since the field of research are in the context of Bangladesh. For the collection of the data, the researcher contacted the Bengali medium secondary schools and asked for permission to collect data and conduct interview for collecting students' and teachers' responses by submitting an application and receiving the permission from the principals of the schools.

X. LIMITATIONS

Some potential limitations of the research should be noted. First of all, this research is limited to exploring the implementation of feedback in the classrooms of the secondary schools only. Other contexts such as the primary schools, colleges and universities which could have been incorporated in the scope of study were not considered. Only the context of the Bengali medium schools was taken into account by the researcher, the English medium schools were not considered. Another limitation was that, only the government and non – government schools which are located in the area of Dhaka city was visited by the researcher, while other schools which are located in the rural areas outside Dhaka city were excluded. Therefore, the present study does not allow for inferences concerning the long-term implementation of feedback in classrooms. Besides, the political unrest and long terms holidays at the end of the year limited the researcher from collecting extensive data for the research.

Year 2015
42
Volume XV Issue VII Version I (G)

a. Often.(প্রায়ই)

b. Sometimes. (মাঝে মাঝে)

c. Seldom (কম্বলি)

d. Never.(কখনই না)

teachers were thoroughly evaluated and for the analysis of the data, both qualitative and quantitative research methods were employed. All the survey questions and interview questions, linked to the central research questions, are analyzed here in details both individually and through tables to find out the average opinions of the students and the individual responses of the teachers.

All of the responses of both the teachers and the students were divided into four major subject areas which are the classroom atmosphere, teacher's quality of instruction and feedback, effectiveness of peer feedback and teacher – student engagement. They are illustrated on basis of the subject areas below:

a) Classroom Atmosphere

The classroom atmosphere determines how much students participate in the class. From the research, it is seen that most of the students do not participate. Even though, students have exposure to feedback from the teacher, it is not enough, because they do not receive elaborate feedback all the time. It is because the teachers face challenges to provide feedback in the large classroom consisted of a large number of students. The large class size and restricted class time prevents teacher to provide good amount of feedback in class, but still the teachers try to increase their feedback even in these situations to facilitate the learning of the students.

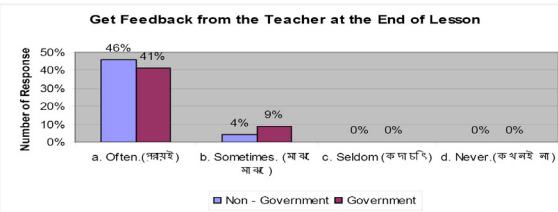
The analysis of the student survey questions shows that:

XI. DATA ANALYSIS PROCEDURE

After the collection of the data, all the survey papers of the students and recorded interviews of the

Q-1: 1. Do you get feedback from the teacher at the end of every lesson in class?

	Non - Government	Government
a. Often.(প্রায়ই)	46%	41%
b. Sometimes. (মাঝে মাঝে)	4%	9%
c. Seldom (কম্বলি)	0%	0%
d. Never.(কখনই না)	0%	0%



Most of the students of the government and non – government schools stated that they often receive

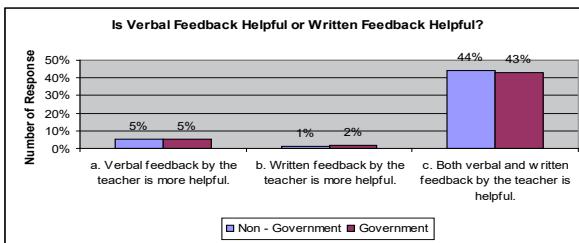
feedback from the teacher at the end of every lesson in the class.

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THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

Q-3: 3. Which one is more helpful to you? The verbal feedback or written feedback?

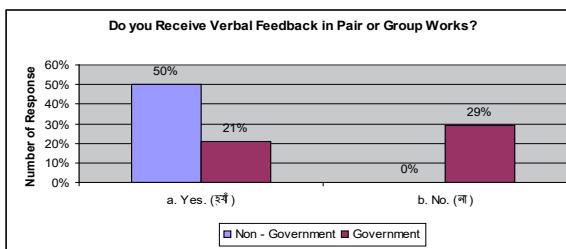
- | | Non - Government | Government |
|--|------------------|------------|
| a. Verbal feedback by the teacher is more helpful. | 5% | 5% |
| b. Written feedback by the teacher is more helpful. | 1% | 2% |
| c. Both verbal and written feedback by the teacher is helpful. | 44% | 43% |



Also, most of the students of the government and non – government schools said that both the verbal and written feedback is helpful for their learning.

Q-7: 7. Do you receive verbal feedback by the teacher on your pair or group works? Do you understand fully what the teacher says?

- | | Non - Government | Government |
|---------------|------------------|------------|
| a. Yes. (হাঁ) | 50% | 21% |
| b. No. (নো) | 0% | 29% |



In addition, the responses of the government and non – government school students showed that the non – government school students receive more feedback in their pair and group works, but government school students receive less feedback in their pair and group

works, because they have less or no group/ pair works in class.

The analysis of the teacher interview questions shows that:

Do you face challenge to provide effective amount of feedback within the limited class time?

Non – Government Teacher	Government Teacher
1. Teacher thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less it is not enough. It is necessary to	1. Teacher thinks that the limited class time is a great challenge for him, because sometimes when students ask questions, the teacher cannot complete providing feedback to all within the class time. The class time is

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

give more time to these students, but the teacher cannot always manage it. Sometimes, students also become tired after classes and even if teacher asks them to come with their problems, they do not come.	only 30/40 minutes and it is impossible to provide feedback to all the students within that time.
2. Within the limited class time, teacher has to face various types of questions from the students which he tries to answer.	2. Class time is 40 minutes and this class time is enough for the less number of students the school currently have. In other government schools there are 70 – 80 students so they have problem within the limited class time.

The non – government school teachers thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less is it not enough. It is necessary to give more time to these students, but the teacher cannot always manage it.

Is large classroom a problem for providing effective amount of feedback to all the students?

Year 2015

44

Global Journal of Human Social Sciences (G) Volume XV Issue VII Version I

Non – Government Teacher	Government Teacher
1. From the teacher's perspective, she thinks that she can manage the large classroom but actually it is tough to manage a large classroom and provide feedback to everyone. Everyone had to admit this truth.	1. The teacher thinks that, when there is problem of a large classroom, students can be divided into sections to make learning effective. In large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details. In this case, teacher moves around the class.
2. Teacher thinks that large classroom with a large number of students hampers the academic atmosphere.	2. Large classroom can be a problem for providing feedback and if the teacher could provide enough time for students at the end of the class for revising the lesson, it could have been better.

The non – government school teachers thinks that large classroom with a large number of students hampers the academic atmosphere and it is tough to manage a large classroom and provide feedback to everyone.

The government school teachers thinks that, in large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details.

b) *Teacher's Quality of Instruction and Feedback*

Students' learning is influenced by the quality instruction and feedback of the teacher in class. This feedback also helps the teacher to measure students' progress and take action to close the learning gap of

The government school teachers thinks that the limited class time is a great challenge because in the government schools there are 70 – 80 students and when students ask questions, the teacher cannot complete providing feedback to all within the class time.

the students so that they can progress and achieve their learning goals.

The teacher's quality of instruction and feedback depends on the teacher's ability to provide feedback in the existing classroom atmosphere.

The trained teachers are able to give effective high quality feedback to students within the limited class time efficiently.

The teachers provide instructional feedback for the improvement of student performance and constructive feedback for the correction of errors and understanding what is right and what is wrong.

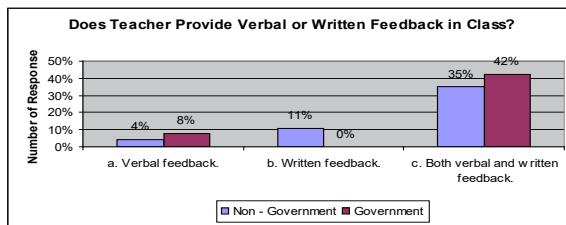
The analysis of the student survey questions shows that:

Q-2: 2. Does the teacher provide verbal feedback or written feedback in class?

- a. Verbal feedback.
- b. Written feedback.
- c. Both verbal and written feedback.

	Non - Government	Government
a.	4%	8%
b.	11%	0%
c.	35%	42%

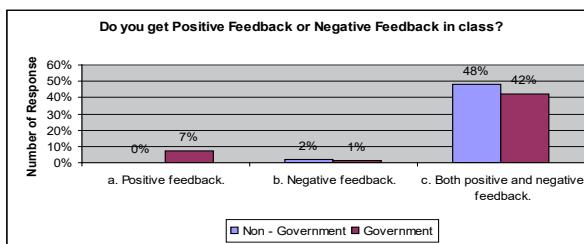
THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS



Both of the government and non – government school students said that the teacher provides both verbal and written feedback in class.

Q-5: 5. Do you usually get positive or negative feedback from the teacher in class?

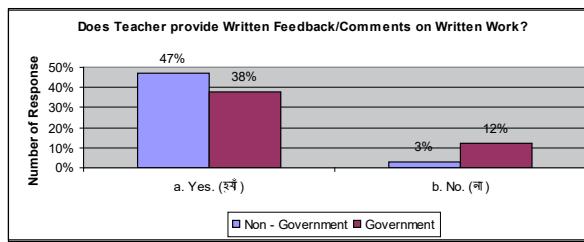
	Non - Government	Government
a. Positive feedback.	0%	7%
b. Negative feedback.	2%	1%
c. Both positive and negative feedback.	48%	42%



The responses of the government and non – government school students shows that they get both positive and negative feedback from the teacher in the class.

Q-8: 8. Does the teacher provide written feedback and comments on your written work, home work or assignment?

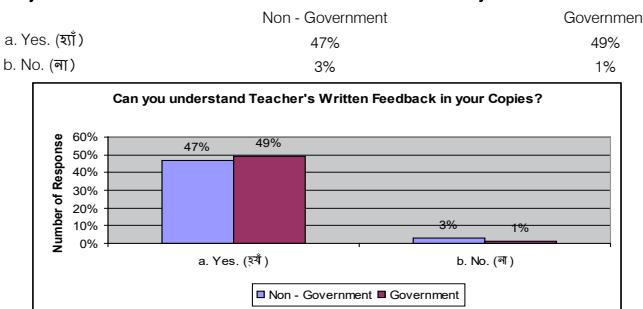
	Non - Government	Government
a. Yes. (হ্যাঁ)	47%	38%
b. No. (নো)	3%	12%



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Both the government and non – government school students said that the teacher does provides written feedback/ comments on their written work in class.

Q-9: 9. Can you understand the written comment or feedback of the teacher in your classwork or homework copy?



Both the government and non – government school students said the teacher's written feedback in their copies is understandable.

The analysis of the teacher interview questions shows that:

Do you think instant feedback (during class assessments) in the class enhance student learning?

Non – Government Teacher	Government Teacher
1. Teacher thinks that when she gives a task for students in the previous class and gets responses in the next class is feedback. In order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson	1. When students ask question, the teacher tries to realize his students' needs and what they want to know. When students ask question on basis of their interest in learning/lesson at that moment, it might not remain later, so if they get instant answers of their questions, it becomes very fruitful for them.
2. Teacher thinks that instant feedback enhance student learning because here, the teacher gives the students extra attention.	2. Teacher said that instant feedback in class increases their concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

The non – government school teachers said that, in order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson. They think that instant feedback enhance student learning because here, the teacher gives the students extra attention.

The government school teachers said that instant feedback in class increases students' concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

Do you provide feedback to students before, during or after the lesson (lecture and individual task, pair works and group activities)?

Non – Government Teacher	Government Teacher
1. According to present leaning situation, group work is a necessity. For example, teacher let students read a dialogue and then provide instructions in groups to write a new dialogue from the lesson.	1. When teacher teaches a lesson, he asks questions to students to understand how much they have realized/ understood the lesson. Teacher gives feedback on the lesson he teaches during class.
2. Teacher tries to provide feedback and thinks that it help students to promote their learning and be creative in class.	2. Teacher always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

The non – government school teachers said that they provide feedback and thinks that it help students to promote their learning and be creative in class.

The government school teachers said that they ask questions to students to understand how much they

Does praise and grade only work as feedback for students? Are they enough?

Non – Government Teacher	Government Teacher
1. Teacher thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.	1. When students answer teacher's questions, the teacher praises him/her. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.
2. Teacher thinks that praise and grades are not enough and that teacher should provide them the opportunity to express what they have learned and give feedback on their reflection.	2. Teacher thinks praise and grades are not enough as feedback, teacher should also inform the errors of the students.

The non – government school teachers thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.

The government school teachers think that praise and grades are not enough as feedback, teacher

What kind of teacher feedback do you provide in class? Do you provide verbal or written feedback to students? Do you use instructional or correctional feedback?

Non – Government Teacher	Government Teacher
1. Teacher provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. Teacher provides both instructional and correctional feedback to students. When teacher gives students to write a composition or an application, she notices the spelling mistakes but still could not deduct marks because the grading system has changed and does not allow critical correction. 2. Teacher obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.	1. Teacher gives instructional and correctional feedback verbally and written in blackboard. Teacher uses both L1 and L2 in class for instruction and feedback but students ask questions usually in L1 as they are not fluent in English, but teacher always encourages them to speak English. Teacher exemplified that, they speak Bengali in 11 other subjects, so they could at least try speaking English in the English classes. 2. Teacher uses verbal feedback and written feedback during lectures, use of blackboard and checking scripts. Teacher uses instructional or correctional feedback by allowing students to illustrate what they have understood from the lesson/ topic.

The non – government school teachers provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. For example, when teachers obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.

Is there a particular style and language that you use when giving feedback?

Non – Government Teacher	Government Teacher
1. Teacher tries to make students understand in her way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.	1. When students ask questions, teacher answers them in English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

have realized/ understood the lesson. They always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

should also inform the errors of the students. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

2. Teacher tries to follow creative ways of providing feedback to students.	2. Teacher usually provides written feedback in class by checking the written scripts of the students when there is enough time and less number of students.
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The non – government school teachers tries to make students understand in their way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.

The government school teachers said that when students ask questions, teacher answers them in Does your assessment and feedback in class help improve learning, motivation and self-efficacy of your students?

Non – Government Teacher	Government Teacher
1. When students see that the teacher is trying to help them in learning, students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.	1. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.
2. Teacher thinks that his feedback and assessment process is the most important aspect for students' learning because students know that teacher will ask them questions about the lesson he is teaching to understand their perception of the lesson.	2. Teacher feels that her assessment and feedback process increases students' confidence to ask questions to the teacher in class.

The non – government school teachers thinks that their assessment and feedback help students see that the teacher is trying to help them in learning, so students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.

The government school teachers think that their assessment and feedback increases students'

English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

confidence to ask questions to the teacher in class. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.

What do you do to maximize student learning in the feedback process?

Non – Government Teacher	Government Teacher
1. Teacher encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.	1. In group/ pair works when students come up with a point/ questions, teacher describes it to everyone.
2. When teacher provides feedback in class to a new batch of students, it becomes hard for them to get accustomed with his feedback process, but gradually it comes easier for them to understand and they feel interested to learn more from the teacher.	2. Teacher thinks that instant feedback helps maximize student learning but teacher never indicates particular student to answer, so whoever answers the questions, other students eventually learns the answer from him.

The non – government school teachers encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.

The government school teachers said that, in group/ pair works when students come up with a point/ questions, teacher describes it to everyone. They think that instant feedback helps maximize student learning. easily accept the critique of their peers and even the peers can explain better than the teacher in an accessible way. The peer feedback is more effective because peer discussion is motivational, it is time –

saving and student – centered that helps to bridge the learning gap of the students.

The analysis of the student survey questions shows that:

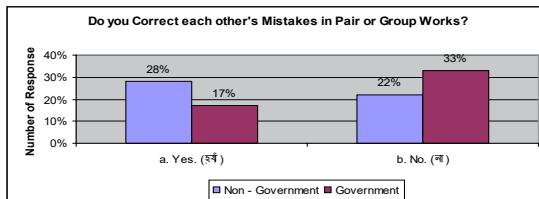
c) *Effectiveness of Peer Feedback*

Peer feedback is a powerful means of engaging students in the feedback process because students can

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

Q-12: 12. Do you correct each others' mistakes in class through the pair or group works?
Does the teacher help you do that?

	Non - Government	Government
a. Yes. (হ্যাঁ)	28%	17%
b. No. (নো)	22%	33%



Most of the non – government school students said that they correct each others' mistakes in pair or group works because pair and group works are done in class. However, most of the government school students said that they do not correct each others' mistakes in pair or group works because pair and group works are not done frequently in their classes.

The analysis of the teacher interview questions shows that:

Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback?

Non – Government Teacher	Government Teacher
1. Teacher thinks that peer feedback is more effective than teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them. Even though spelling mistakes occur, still students at least try and interact with each other.	1. Teacher promotes peer assessment in class and is it more effective and also saves time.
2. Teacher always says, "Try to think deeply to correct the mistakes yourselves" and promotes peer assessment and feedback in class.	2. Peer feedback and assessment is not applied, but they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy.

The non – government school teachers said that peer feedback is more effective than teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them.

they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy

The government school teachers said that peer feedback and assessment is not applied in class, but

they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy

Do you engage students in dialogue or conversation in class through pair/group works that helps promote peer feedback?

Non – Government Teacher	Government Teacher
1. When there is a listening text in the book, teacher invites two students to come in front and role play according to the dialogues in the book. If teacher	1. When students work in groups/pairs, teacher makes sure that they interact both orally and share their written works with each other.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

gives them a little bit idea of stress and intonation, it will improve their fluency and students will feel happy knowing that they have learned something.	
2. Teacher engages students in dialogue or conversation through pair/group works.	2. Teacher promotes dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

The non – government school teachers said they engage students in dialogue. For example, when students to come in front and role play according to the dialogues in the book.

The government school teachers said they promote dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

d) Teacher – Student Engagement

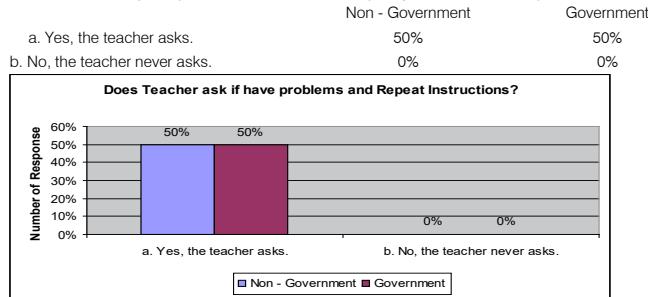
On basis of learner's performance, the teacher provides feedback which increase students' learning and achievement. The feedback information on their task and how to do it effectively helps to identify the learning gap, so both teacher and learners can act on feedback and reduce the discrepancy between the current learning and the desired learning.

The teacher – student cooperation in the feedback process help students to receive feedback information from the teacher on their performance and it increase teacher – student engagement in the feedback progress and performance through self evaluation and teacher's assessment. Most of the teachers use the instant feedback in class to maintain the teacher – student engagement.

Through feedback information, students can chart their progress which enhances their learning, increases their motivation and improves their performance in class. The teachers also realign their teaching, evaluate students' achievement, develop competencies of students and create more feedback opportunities in class.

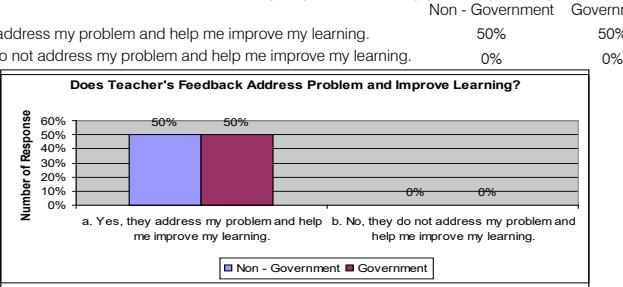
The analysis of the student survey questions shows that:

Q-4: 4. Does the teacher ask you if you have not understood anything in the class and repeat the instructions?



Both the government and non – government questions whether the students have understood school students said that they teacher does ask something or not and repeat instructions in class.

Q-6: 6. Does the teacher's feedback addresses your problem and help you to improve in your learning?



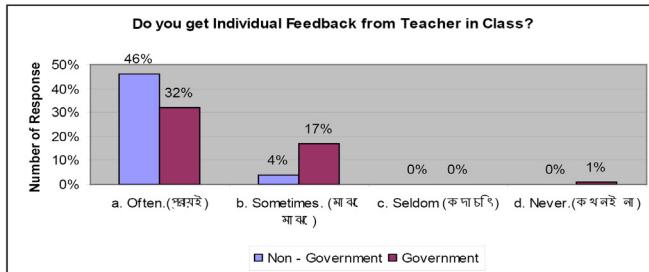
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THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

Both the government and non – government school students said that the teacher's feedback addresses their problem and improves their learning.

Q-10: 10. Do you get individual feedback from the teacher in class?

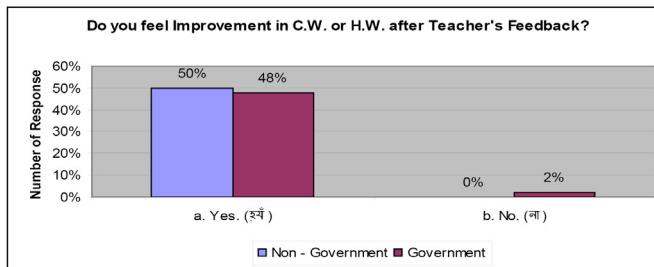
	Non - Government	Government
a. Often.(প্রয়োগ)	46%	32%
b. Sometimes. (মাঝে মাঝে)	4%	17%
c. Seldom (কমাচিং)	0%	0%
d. Never.(কখনই না)	0%	1%



Most of the government and non – government school students said that they often receive individual feedback from the teacher in the class.

Q-11: 11. Do you feel improvement in your class work or home work after the teacher gives you feedback?

	Non - Government	Government
a. Yes. (হ্যাঁ)	50%	48%
b. No. (না)	0%	2%

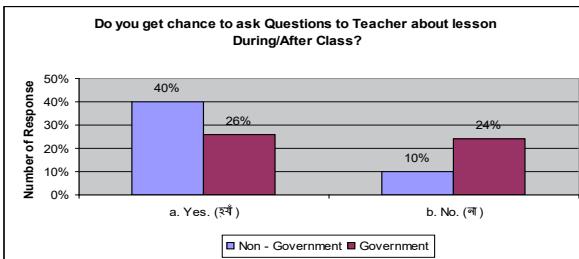


Almost all the government and non – government school students said that they feel improvement in their class work or home work after the teacher gives them feedback in class.

Q-13: 13. Do you get chance to ask questions to your teacher if you have not understood anything or need to know more about your lesson during or after the class?

	Non - Government	Government
a. Yes. (হ্যাঁ)	40%	26%
b. No. (না)	10%	24%

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Most of the non – government school students said that they get chance to ask questions to the teacher about the lesson. However, half of the government school students said that they get chance to ask questions to the teacher about the lesson and

half of them said that they do not get chance to ask questions to the teacher about the lesson. The analysis of the teacher interview questions shows that:

Do you provide detailed feedback to students on group works, pair works and assessment task? Do they help students to self-assess and self-correct?

Non – Government Teacher	Government Teacher
1. Teacher checks how much students learn through group works. Teacher divides the students as pro/con in groups and tries to obtain responses and students come up with creative points to talk. Teacher tries as much to provide feedback of tasks in groups.	1. When teacher gives group and pair works, teacher answer questions and provide suggestions when students from groups/ pairs come up with their questions. Teacher thinks it helps them to self – assess and self – correct when they work in groups/ pairs.
2. Teacher tries his best to provide detailed feedback in group/pair works so that they can detect their own mistakes.	2. If more group/pairs works could be done in class, students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families.

The non – government school teachers checks how much students learn through group works. They try their best to provide detailed feedback in group/pair works so that students can detect their own mistakes.

Applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families. They think that group/pair works should be increased in class, but the government schools students are not regular as they work outside so even if teacher tries to promote group works, she will not find available students in class.

The government school teachers said that more group/pairs works could be done in class, so students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be

Do you manage to provide feedback to individual students or do you provide feedback as whole to the entire class?

Non – Government Teacher	Government Teacher
1. Teacher particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. Teacher corrects their errors in their written scripts also.	1. Teacher tries to provide individual feedback to students, but when teacher gives them feedback there are also other students beside them who also gets the feedback additionally.
2. Teacher provides both individual feedback and whole class feedback.	2. Teacher provides both individual and whole class feedback every day depending on the lesson.

THE IMPLEMENTATION OF FEEDBACK IN THE ENGLISH CLASSES OF BENGALI MEDIUM SCHOOLS

The non – government school teachers particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. They correct their errors in their written scripts also.

In the last two weeks, were there other types of feedback that you have given students? Was it verbal or written?

Non – Government Teacher	Government Teacher
1. Teacher revises the old lessons and provides feedback on students' written and verbal responses during that time.	1. Teacher gives students to write essays in groups and asks them after a few classes whether they can present the essay/topic orally in class.
2. In the last two weeks, teacher mostly provided verbal feedback in class.	2. In the last two weeks, the teacher mostly used the verbal feedback to review and check students' perception.

The non – government school teachers revises the old lessons and provides feedback on students' written and verbal responses during that time.

The government school teachers said they gave students to write essays in groups and ask them after a

The government school teachers provide both individual and whole class feedback every day depending on the lesson.

few classes whether they can present the essay/topic orally in class. They mostly used the verbal feedback to review and check students' perception.

To what extent do your assessment and feedback processes inform and shape your teaching?

Non – Government Teacher	Government Teacher
1. Teacher thinks she is learning herself by giving students feedback and it is adding to her teaching practices. She is trying her best to provide feedback to students from her own responsibility.	1. When teacher faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: মূলনা চাল ভাতে বাঢ়। Each study, lesson and feedback in class is affected by the way teacher learns.
2. Teacher said, the assessment and feedback process not only helps the students but also helps shapes his teaching.	2. When teacher provides feedback to students in class, it also increases her experience as she learns from her students that helps shape her teaching process.

The non – government school teachers thinks that they learn by giving students feedback and it is adding to their teaching practices. They are trying her best to provide feedback to students from their own responsibility.

The government school teachers said that when they faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: মূলনা চাল ভাতে বাঢ়। Each study, lesson and feedback in class is affected by the way teacher learns.

XII. SIGNIFICANCE

This particular research topic on the implementation of feedback in the classrooms will not only contribute to knowledge in the area but will also review the condition of the application of feedback by the teachers in the practical classroom atmosphere. The findings from this research illustrated how feedback could be implemented more effectively in the classrooms and how teacher could use the peer

feedback strategy and teacher – student engagement in class to promote student learning.

XIII. CONCLUSION

This study attempted to fill in the gap of the current understanding of the effects and implementation of feedback in the classrooms that actually helps promote students' performance, motivation and self-efficacy. It also uncovered how students of different levels and goal orientations respond differently to feedback by the teacher and how the teacher can bridge the learning gap by engaging students in the feedback process to facilitate their learning. In conclusion, the results of this study looked into how the teacher implements feedback facing the challenges in the large classrooms and how student receiving effective feedback have a significant improvement in their classroom performance and learning progress.

XIV. RECOMMENDATIONS

After considering both the data analysis and conclusion, we could make three recommendations for further investigation in this area of research. To make

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

findings generalized, the sample size of the teachers and the students could be expanded significantly to include more participants for the research. Second, this study only looked at the classroom atmosphere, teacher's feedback, peer feedback and teacher – student engagement as part of implementing effective feedback in classrooms. So, it would be useful to analyze how the students and the teachers use feedback information to improve student performance and teacher's experience of providing feedback over time. This might reveal what forms of feedback works most effectively in the classroom atmosphere of the Bengali medium secondary schools. Third, while this research suggests types of feedback that are effective at improving student performance, there is little information on how to support the teachers for improving their quality of instruction as they learn to give effective feedback to the students in class.

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 8. Lesson plan explanation

Explanation of the Lesson Plan Format

<u>Template Title</u>	<u>Description</u>	<u>Note:</u>
Learning Unit Title:	Use something descriptive of the content; avoid cute names that don't tell about the lesson.	
Background/Summary:	Give any needed background as a context for the learning unit. Provide an overview/summary of the unit in a brief paragraph.	
Curricular areas:	List all the areas that the unit covers, for example, <i>geography, science, and the arts</i> .	
Grade Level:	Be explicit, for example, <i>5th grade or ages 10-11</i> .	
Timeframe:	Identify the estimated time needed for the learning unit, for example, <i>one week of 45 minute periods</i> .	
Materials:	List all the supplies needed. Include things like the Internet, drawing paper, rulers, colored pencils, calculators, etc.	
Standards:	Identify what students will understand about the topic as a result of this unit. Use the National Standards, for example, Geography ❖ <i>Standard 15—Understands how physical systems affect human systems.</i> ➤ <i>Knows the ways in which human activities are constrained by the physical environment</i> Science ❖ <i>Standard 1—Understands the basic features of the earth</i> ➤ <i>Knows the organization of simple food chains and food webs</i>	
Objectives:	Use the standards to develop objectives for the learning unit, for example, ❖ <i>Students will describe how farming is affected by the availability of water.</i>	

1

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Explanation of the Lesson Plan Format

Template Title

Description

Note:

- ❖ *Students will identify simple food chains using Mali as an example.*

Procedure:

Identify the activities and events that will lead to learning. Include all the steps the teacher should follow including the sequence, and time estimates for each. Be sure to indicate cooperative learning or other methods that the teacher should follow. All statements should be directive in form.

Assessment:

Describe the performance task that will show that the students have learned what you intended them to learn. The assessment should reflect the standards and should be the outgrowth of the activities in the lesson, for example, *Students will write and act out a role play in which members of a farming community in Mali decide how they will manage their water resources.*

Follow-up/Enrichment Activities:

Suggest activities that will further learning on this topic or extend it in other areas, for example, *Have students apply the geography and science principles learned in this lesson to your home town by having students interview local farmers about how they deal with water resources.*

Additional Resources:

If there are any other resources (on-line or in print) that will help the teacher use this lesson plan, include them in a bibliographical format.

2

Guide Content

Document 9. Communicative language teaching lesson plan

Appendix 1:

Communicative language teaching lesson plan

Look at the lesson plan developed by Diana Croucher, a teacher in Barcelona, Spain, who makes use of a communicative approach. To what degree does she also focus on accuracy in the lesson? Which of the beliefs about the communicative approach, presented in this chapter, do you think this teacher adheres to?

LESSON PLAN

Level: Elementary / pre-intermediate (CEFR A2/B1)

Length of lesson: 55 minutes

AIMS

Communicative aims

Students tell each other about an important event in their lives and see if they can agree on whose story is the most exciting/interesting.

Linguistic aims

To use and practise the language they already know and to learn new language in the context of storytelling.

Timetable fit

In previous lessons, students have already done substantial work on listening and oral fluency. They have also studied the present simple, the present continuous, the past simple, comparatives and superlatives and question formation, among other things.

LESSON PROCEDURE

Stage	Time	Focus	Procedure	Aim
Pre-task speaking	10 minutes	Open class	Teacher projects relevant picture onto board (e.g. two girls at graduation ceremony). Asks students what they can see. Asks if this is a normal day or special occasion. Introduces theme, 'An important event in my life'.	To generate interest, activate top-down knowledge, activate vocabulary and establish the context.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Stage	Time	Focus	Procedure	Aim
		Pairs Open class	Teacher hands out pictures of other important events. In pairs, students talk about different pictures/events. Teacher monitors activity. Feeds in vocabulary. Check task.	Introduce new vocabulary. Interactive personal response to the theme. To clarify any problems.
Listening	10 minutes	Individually Open class	Teacher explains she's going to tell students about an important event in her life. Puts questions on board. (See below.) Teacher tells students about an important event in her life (trip to Costa Rica). Students listen and answer questions. Check answers to questions.	To focus students' attention, give them a purpose for listening. Provides useful exposure to target language.
Speaking	5 minutes	In pairs Open class	Teacher writes prompts on board. (See below.) Students have to reconstruct her story. Teacher monitors activity. Check answers.	To give students the opportunity to put meanings into words. Fluency practice. To clarify any problems.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

WORKSHEET

An important event in my life

My husband and I went to Costa Rica on holiday five years ago. First, we flew to Madrid and then to the capital, San José. I remember that the flight was very long – eleven hours in total. Costa Rica is a very beautiful country. Everything is really big – the trees, the plants and the flowers. We saw lots of birds and animals – monkeys, crocodiles and parrots. It was really exciting, and we had a lovely time.

Complete the questions

1. When _____ to Costa Rica?
Five years ago.
2. Where _____ to ?
We flew to Madrid and then to San José.
3. What _____ ?
We saw lots of trees, plants and flowers.
4. How _____?
It was exciting. I had a lovely time.

exciting boring	interesting wonderful lovely	difficult terrible horrible
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Stage	Time	Focus	Procedure	Aim
	5 minutes	In pairs	Teacher mediates. Students change partners and repeat the task.	Provide help if necessary. Gives them a chance to give a more polished performance.
	5 minutes	Open class	Teacher opens up the activity to the whole class – invites students to ask each other questions across the classroom. Teacher comments on task achievement and invites students to ask any questions they may have.	Develop a good class dynamic and an interactive, personal response to theme. Clarify problems. Give feedback.

TEACHING MATERIALS

Live listening – teacher writes these questions on board for students to answer while listening.

Where did I go?
Who did I go with?
Was it a good or a bad experience? How do you know?

Post-listening – teacher writes these prompts on board.

What can you remember? EXAMPLE: Five – I went to Costa Rica five years ago.

In pairs – what can you remember? Here are some words to help you.

Madrid / San José
11 hours
Beautiful
Big
Birds and animals
Exciting

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

WORKSHEET

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It was exciting. I had a lovely time.

exciting boring	interesting wonderful lovely	difficult terrible horrible
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Guide Content

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 10. Instructions for curricular planning

SUBSECRETARÍA DE
FUNDAMENTOS EDUCATIVOS



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Contenido

1. INTRODUCCIÓN.....	3
2. ANTECEDENTES	3
3. NIVELES DE CONCRECIÓN CURRICULAR.....	5
4. LOS ELEMENTOS CURRICULARES.....	6
5. PLANIFICACIÓN CURRICULAR INSTITUCIONAL (PCI)	8
6. ELEMENTOS DE LA PLANIFICACIÓN CURRICULAR INSTITUCIONAL (PCI).....	9
7. PLANIFICACIÓN CURRICULAR ANUAL (PCA).....	15
8. PLANIFICACIÓN MICROCURRICULAR.....	21
9. ANEXOS	23

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

1. INTRODUCCIÓN

En la práctica cotidiana del docente, la planificación es una de las actividades que aseguran que los procesos de enseñanza y aprendizaje sean exitosos.

“La planificación permite organizar y conducir los procesos de enseñanza y aprendizaje necesarios para la consecución de los objetivos educativos. Además, lleva a reflexionar y tomar decisiones oportunas, pertinentes, tener claro qué necesidades de aprendizaje poseen los estudiantes, qué se debe llevar al aula y cómo se puede organizar las estrategias metodológicas, proyectos y procesos para que el aprendizaje sea adquirido por todos, y de esta manera dar atención a la diversidad de estudiantes” (AFCEGB 2010).

Si bien en la labor diaria del docente se suelen presentar imprevistos y problemáticas de distinta índole que generalmente llevan a realizar ajustes a las planificaciones, es importante partir de la base de algo ya construido y previsto con anterioridad.

En el caso de la educación de personas jóvenes y adultas en situación de aprendizaje, además, se deben considerar las características propias de esta población, debido al cúmulo experiencial con el que cuentan, razón por la cual las actividades que se propongan deben ser significativas y útiles.

Este instructivo orientará a los docentes en la elaboración de las planificaciones meso y microcurricular, facilitando los lineamientos y los formatos diseñados para el efecto y sugeridos según las características de la planificación curricular.

2. ANTECEDENTES

Constitución de la República del Ecuador

- El artículo 343 establece que: “El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades”.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

- El artículo 344 menciona que: "El sistema nacional de educación comprenderá las instituciones, programas, políticas, recursos y actores del proceso educativo, así como acciones en los niveles de educación inicial, básica y bachillerato, y estará articulado con el sistema de educación superior.

El Estado ejercerá la rectoría del sistema a través de la autoridad educativa nacional, que formulará la política nacional de educación; asimismo, regulará y controlará las actividades relacionadas con la educación, así como el funcionamiento de las entidades del sistema".

Ley Orgánica de Educación Intercultural

- El artículo 11 establece como obligaciones de los docentes, entre otras, las siguientes:
"a) Cumplir con las disposiciones de la Constitución de la República, la Ley y sus reglamentos inherentes a la educación;
d) Elaborar su planificación académica y presentarla oportunamente a las autoridades de la institución educativa y a sus estudiantes".
- El artículo 22, referente a las competencias de la Autoridad Educativa Nacional, en el literal c) indica: "Formular e implementar las políticas educativas, el currículo nacional obligatorio en todos los niveles y modalidades y los estándares de calidad de la provisión educativa, de conformidad con los principios y fines de la presente".

Acuerdos Ministeriales

- Acuerdo Nro. MINEDUC-ME-2016-00122-A del 11 de diciembre de 2016, que expide "LA NORMATIVA PARA LOS PROCESOS DE REGULACIÓN Y GESTIÓN ACADÉMICA EN LAS INSTITUCIONES EDUCATIVAS".
- Acuerdo Nro. MINEDUC-ME-2016-00020-A del 17 de febrero de 2016, que expide los "CURRÍCULOS DE EDUCACIÓN GENERAL BÁSICA PARA LOS SUBNIVELES DE PREPARATORIA, ELEMENTAL, MEDIA Y SUPERIOR; Y, EL CURRÍCULO DE NIVEL DE BACHILLERATO GENERAL UNIFICADO, CON SUS RESPECTIVAS CARGAS HORARIAS".
- Acuerdo Nro. MINEDUC-ME-2016-00081-A del 31 de agosto de 2016, que expide la "ACTUALIZACIÓN DEL CATÁLOGO DE LAS FIGURAS PROFESIONALES DE LA OFERTA FORMATIVA DE BACHILLERATO TÉCNICO".
- Acuerdo Nro. MINEDUC-ME-2016-00082-A del 31 de agosto de 2016, que expide el "CATÁLOGO DE LAS FIGURAS PROFESIONALES DE LA OFERTA FORMATIVA DE BACHILLERATO TÉCNICO PRODUCTIVO".



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

- Acuerdo Nro. MINEDUC-ME-2016-00060-A del 6 de julio de 2016, que expide la "NORMATIVA PARA LA CONFORMACIÓN Y FUNCIONAMIENTO DE LA JUNTA ACADÉMICA Y LAS COMISIONES DE TRABAJO EN LAS INSTITUCIONES EDUCATIVAS FISCALES, FISCOMISIONALES, MUNICIPALES Y PARTICULARES DEL SISTEMA NACIONAL DE EDUCACIÓN".
- Acuerdo Nro. MINEDUC-ME-2016-00094-A del 3 de octubre de 2016, que expide la "NORMATIVA QUE REGULA LA ELABORACIÓN DE LA POLÍTICA INTERNA DE TAREAS ESCOLARES EN LAS INSTITUCIONES EDUCATIVAS DEL SISTEMA NACIONAL DE EDUCACIÓN DE LOS NIVELES DE EDUCACIÓN GENERAL BÁSICA Y BACHILLERATO GENERAL UNIFICADO".

3. NIVELES DE CONCRECIÓN CURRICULAR

El artículo 8 del Acuerdo Ministerial Nro. MINEDUC-ME-2016-00122-A del 11 de diciembre de 2016 señala una distribución de responsabilidades en el desarrollo del diseño curricular en función de tres niveles de concreción, los mismos que se describen a continuación:

3.1. Primer nivel: corresponde a la planificación macrocurricular, que es elaborada por un conjunto de expertos de las áreas del conocimiento, docentes de los diferentes niveles de educación, pedagogos, curriculistas, entre otros; en este nivel se determina el perfil, los objetivos, los contenidos, los criterios e indicadores de evaluación obligatorios a nivel nacional. Constituyen las políticas generadas por la Autoridad Educativa Nacional, mismas que están plasmadas en el Currículo Nacional Obligatorio¹.

El currículo es flexible y abierto, permite a las instituciones educativas y a los equipos de docentes definir, a partir de lo establecido, los contenidos que correspondan a las necesidades e intereses de los estudiantes, y que estén acordes con la realidad institucional y de la comunidad.

3.2. Segundo nivel: se basa en el currículo obligatorio, corresponde a la planificación mesocurricular y comprende dos diseños específicos, la Planificación Curricular Institucional (PCI) y la Planificación Curricular Anual (PCA), que son elaborados de manera conjunta por las autoridades y

¹ Educación Inicial, Educación General Básica, Bachillerato General Unificado (Bachillerato en Ciencias, Bachillerato Técnico), Bachilleratos Complementarios (Técnico Productivo y Artístico).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

docentes, coordinados por la Junta Académica, de las instituciones educativas y que deben responder a las especificidades y al contexto institucional, así como a la pertinencia cultural propia de los pueblos y nacionalidades indígenas.

3.3. Tercer nivel: se basa en los documentos curriculares del segundo nivel de concreción, corresponde a la planificación microcurricular y es elaborada por los docentes para el desarrollo de los aprendizajes a nivel de aula que responde a las necesidades e intereses de los estudiantes de cada grado o curso.

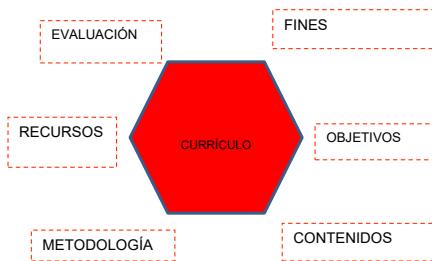
Tabla 1: Niveles de Concreción Curricular

primer nivel	2 ^{do} nivel	3 ^{er} nivel
Macro Autoridad educativa nacional	Meso Autoridades y docentes de las Instituciones Educativas	Micro Docentes
Curículo Nacional Obligatorio	Curículo institucional Planificación curricular institucional	Curículo de aula Planificaciones de aula Adaptaciones curriculares (individuales y grupales)
Prescriptivo	Flexible	Flexible

Elaborado por: Equipo de la DINCU

4. LOS ELEMENTOS CURRICULARES

Todo currículo responde a las preguntas: ¿para qué enseñar? ¿Qué enseñar? ¿Cuándo enseñar? ¿Cómo enseñar? ¿Qué, cómo y cuándo evaluar? Estas preguntas se corresponden con los fines, objetivos, contenidos, metodología, recursos y evaluación; elementos esenciales a la hora de realizar cualquier tipo de planificación curricular.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

En el sistema educativo ecuatoriano, estos elementos esenciales, de acuerdo a la especificidad de cada nivel y subnivel de educación, en el currículo referente, responden de diferente manera pero están acordes a las interrogantes arriba citadas.

Tabla 2: Elementos curriculares esenciales en Educación Inicial, Educación General Básica (EGB) y Bachillerato General Unificado (BGU) y Bachilleratos Complementarios.

ELEMENTOS ESENCIALES	EDUCACIÓN INICIAL	EDUCACIÓN GENERAL BÁSICA (EGB) Y BACHILLERATO GENERAL UNIFICADO (BGU)			BACHILLERATOS COMPLEMENTARIOS
		Niños de 3 a 5 años	Educación Básica y Bachillerato en Ciencias	Bachillerato Técnico (BT)	
a. Fines	Perfil de salida del nivel inicial	Perfil del bachillerato ecuatoriano	Perfil del bachillerato ecuatoriano	Perfil de las figuras profesionales	Perfil de la figura profesional
b. Objetivos	Objetivos de subnivel y de aprendizaje	Objetivos de subnivel, generales de área y de área por subnivel	Objetivos por unidad y por guía	Objetivos de módulos formativos y de unidades de trabajo	Objetivos de módulos formativos y de unidades de trabajo
c. Contenidos	Destrezas	Destrezas con criterios de desempeño	Saberes y conocimientos	<ul style="list-style-type: none">• Contenidos Procedimentales• Contenidos Conceptuales• Contenidos Actitudinales	<ul style="list-style-type: none">• Contenidos Procedimentales• Contenidos Conceptuales• Contenidos Actitudinales
d. Metodología	Experiencias de aprendizaje	Experiencias de aprendizaje (1.º grado de EGB) Unidades didácticas (de 2.º grado de EGB a 3.º curso de BGU)	Unidades integradas y guías	Unidades de trabajo	Unidades de trabajo



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

e. Recursos	Recursos	Recursos	Recursos	Recursos	Recursos	Recursos
f. Evaluación	Indicadores de evaluación	Criterios e indicadores de evaluación	Dominios	Criterios de evaluación		Criterios de evaluación

Elaborado por: Equipo DINCU

Con el objeto de utilizar un mismo lenguaje, en este instructivo, al momento de determinar los lineamientos para la planificación en los niveles de concreción meso y microcurricular, se hará uso de forma general de los elementos esenciales que se proponen en la primera columna del cuadro anterior.

5. PLANIFICACIÓN CURRICULAR INSTITUCIONAL (PCI)

La PCI es un componente del PEI. En este documento se plasman las intenciones del proyecto educativo institucional que orienta la gestión del aprendizaje; tiene una duración mínima de cuatro años antes de ser ajustado o modificado.

Con el aporte de los docentes de los diferentes grupos, grados y cursos y en el marco de lo establecido en el Proyecto Educativo Institucional (PEI), tal como menciona el artículo 6, numeral 1 del Acuerdo Ministerial Nro. MINEDUC-ME-2016-00060-A, la Junta Académica de cada institución educativa desarrollará la Planificación Curricular Institucional (PCI).

Su construcción se realiza sobre la base de la información pedagógica generada en el diagnóstico institucional y su lógica de construcción es:



5.1. Análisis del currículo nacional: en este paso se examina el perfil, los objetivos, los contenidos y su secuenciación, la metodología y la evaluación propuestos en el currículo nacional, con el fin de determinar los aprendizajes básicos contextualizados a la institución educativa.



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

5.2. Análisis del diagnóstico institucional: al ser la PCI parte del PEI, se analizará el diagnóstico institucional desde tres miradas:

- Problemas pedagógicos detectados en la evaluación del componente de aprendizaje.
- Factores internos y externos que influyen en la situación problemática y las posibles estrategias de solución.
- Priorización de necesidades de aprendizaje que deberán ser consideradas al momento de contextualizar el currículo nacional a cada una de las instituciones educativas.

Cabe señalar que, con la implementación del nuevo currículo para EGB y BGU, para aquellas instituciones que ya tienen definido su PEI, en algunos casos implicará un ajuste a las acciones determinadas para la gestión del aprendizaje; por ello, previo al planteamiento del currículo institucional es importante que autoridades y docentes de cada institución educativa realicen las siguientes actividades:

1. Analizar el nuevo currículo nacional obligatorio.
2. Analizar los objetivos de aprendizaje del área alcanzados por la institución educativa en primer, cuarto, séptimo y décimo grados de EGB y el tercer curso del nivel de BGU; es decir, al finalizar cada uno de los subniveles de EGB y el nivel de BGU.
3. Establecer la relación entre los objetivos alcanzados en el último grado/curso de cada subnivel con los criterios de evaluación planteados en el currículo nacional.
4. Identificar aprendizajes básicos imprescindibles que no hayan sido alcanzados al finalizar cada uno de los subniveles de EGB y el nivel de BGU.

5.3. Delimitación de lineamientos: una vez realizado el análisis del currículo nacional y del diagnóstico institucional, se fijarán lineamientos pedagógicos, metodológicos, de evaluación, del pensum y carga horaria, de planificación, de acción tutorial y de acompañamiento pedagógico, entre otros.

Estos lineamientos serán la base para el planteamiento de los elementos curriculares esenciales en la formulación de la PCI.

6. ELEMENTOS DE LA PLANIFICACIÓN CURRICULAR INSTITUCIONAL (PCI)

6.1. Enfoque pedagógico: es el eje fundamental de la PCI, por tanto, debe ser evidente y concordante con la misión y visión de la institución educativa.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

El enfoque pedagógico describe el tipo de estudiante con el que la institución aportará a la sociedad; evidencia la posición de la institución educativa frente a los contenidos, saberes, didáctica, estrategias metodológicas, evaluación, roles, recursos, entre otros; y explicita las corrientes que sustentan los principios epistemológicos y pedagógicos de los contenidos que la institución educativa establece en articulación con los lineamientos nacionales.

6.2. Contenidos de aprendizaje: son los aprendizajes básicos, objetivos y contenidos (ver tabla 2, literal c), de las áreas del conocimiento, establecidos en el pensum de estudios institucional.

Para la construcción de esta planificación, la Junta Académica deberá determinar los contenidos de aprendizajes para los diferentes grados de EGB y cursos de BGU (y para BTP, en los casos que la institución educativa cuente con esta oferta) en función de su contexto y las metas institucionales; esta información servirá de base para la elaboración de la PCA.

En la planificación curricular institucional (PCI) se ha de seleccionar, incluir, organizar y secuenciar los contenidos de aprendizajes básicos considerando la carga horaria (de cada grado del subnivel, las horas a discreción y el horario de lectura) establecida en el currículo nacional y el contexto institucional. Es importante recalcar que, en el proceso de selección, organización y secuenciación de contenidos de aprendizaje, no es necesaria la desagregación de contenidos, por tanto, debe quedar claro que este documento es una propuesta general por nivel y por subniveles ya que los contenidos de aprendizaje por grados y cursos se concretan en la PCA.

Son considerados básicos los aprendizajes cuya adquisición por parte de los estudiantes en un determinado nivel o subnivel educativo se considera necesaria por estar asociados:

- a. al ejercicio de la ciudadanía en la sociedad ecuatoriana y ser fundamentales para promover la equidad y compensar las desigualdades sociales y culturales, evitando que se conviertan en desigualdades educativas;
- b. a la consecución de una "madurez" personal en las diferentes áreas del desarrollo -cognitiva, afectiva, emocional, de relaciones interpersonales y social-, al logro de la "felicidad personal" y a los planteamientos del "buen vivir";

Página 10

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

- c. a la capacidad de las personas para construir y desarrollar - su proyecto de vida personal y profesional, y ser una garantía para promover una ciudadanía activa, constructiva, enriquecedora y satisfactoria tanto para las personas individualmente como - para la sociedad en general; y
- d. a la posibilidad de acceder a los procesos formativos y educativos posteriores con garantías de éxito, en definitiva, a la capacidad para seguir aprendiendo a lo largo de la vida.

6.3. Metodología: son los procedimientos que deben conducir el desempeño de los docentes con los estudiantes en el desarrollo de los aprendizajes; la organización y comunicación en el aula; el desarrollo de los diversos enfoques (disciplinar y epistemológico) en cada área; la forma de establecer las normas y la disposición de los recursos didácticos en función de atender la diversidad y lograr aprendizajes significativos; la organización del tiempo y los espacios que aseguren ambientes de aprendizaje agradables y funcionales con el objeto de crear hábitos y propiciar el desarrollo de actitudes positivas.

En este elemento además se especificará la política sobre tareas escolares que la institución educativa determine, en concordancia con la normativa proporcionada por la Autoridad Nacional.

La metodología se articula al marco educativo nacional en concordancia con el enfoque pedagógico determinado por la institución.

6.4. Evaluación: son lineamientos para evaluación y promoción acordes al enfoque pedagógico de la institución en articulación con la normativa nacional vigente (LOEI, Decretos Ejecutivos, Reglamento LEOI, Acuerdos Ministeriales e Interministeriales, el Currículo Nacional, el Instructivo de Evaluación y los Estándares de Aprendizaje), elementos que describen las políticas institucionales y estrategias de evaluación que aplicará la institución. Es importante que los lineamientos que determine la institución incluya procesos para autoevaluación y coevaluación de los estudiantes. En la elaboración de este producto, se deberá considerar los resultados de las pruebas estandarizadas que son emitidos por el INEVAL, en las cuales ha participado la institución educativa, con el fin de plantear estrategias para mejorar y elevar la calidad de la educación.

6.5. Acompañamiento pedagógico: son estrategias para la mejora continua de la práctica pedagógica; permiten generar espacios de diálogo y reflexión con el

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

propósito de fortalecer el desempeño profesional directivo y docente y, en consecuencia, mejorar la calidad de la educación en la institución educativa.

Para la elaboración de las estrategias, se debe tomar en cuenta, entre otros elementos, las evaluaciones de desempeño docente, con el fin de generar lineamientos para fortalecer el nivel disciplinar y didáctico de los y las docentes de la institución, poniendo en práctica estrategias de acompañamiento pedagógico, inter aprendizaje, círculos de estudio, clases demostrativas y procesos de auto, hetero y co-evaluación, y los planes de formación continua del profesorado.

6.6. Acción tutorial: son estrategias de orientación educativa, inherente al currículo institucional, direcionadas al acompañamiento académico, pedagógico y socio-afectivo de la diversidad de estudiantes dentro de un marco formativo y preventivo, que incluya acciones de acogida del alumnado, atención a la diversidad y no discriminación.

Por otra parte, este elemento permite determinar el procedimiento para designar los tutores, así como su perfil y sus competencias. La institución educativa debe construir una propuesta que oriente a los docentes en el quehacer tutorial, apegados al Código de Convivencia y a la normativa nacional.

6.7. Planificación curricular: son lineamientos para adaptar y delimitar la estructura, temporalidad, seguimiento y evaluación de los documentos de planificación que la institución utilizará en la práctica pedagógica. Para la elaboración de estos lineamientos, se debe considerar los elementos esenciales de toda planificación (fines, objetivos, contenidos, metodología, recursos y evaluación) que deben tener los siguientes aspectos:

- a. La obligatoriedad de la elaboración de la planificación curricular anual y su ingreso en el portal Educar Ecuador.
- b. La flexibilidad para realizar la planificación curricular de aula.

6.8. Proyectos Escolares: son espacios académicos de aprendizaje interactivo, donde se trabaja en equipo sobre una temática de interés común utilizando la metodología del aprendizaje basada en proyectos, con un enfoque interdisciplinario que busca estimular el trabajo cooperativo y la investigación.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Estos proyectos se realizan al interior de la institución educativa, dentro de la jornada escolar, y comprenden campos de acción alrededor de los cuales los estudiantes deberán construir un proyecto aplicando sus conocimientos y destrezas descritos en el currículo; asociados a una problemática, interés o necesidad propia de su realidad, de manera creativa, innovadora y emprendedora.

Las áreas que sirven como ejes para la formulación de proyectos son Ciencias Naturales y Ciencias Sociales.

Luego del análisis de la normativa e instructivo que regula y orienta la implementación de los proyectos escolares la institución educativa debe definir:

- Estrategias de motivación: en las que los estudiantes tendrán la oportunidad de demostrar los resultados y las habilidades desarrolladas, por ejemplo, las ferias institucionales de ciencias que les permitirán participar en ferias distritales, zonales o circuitales.
- Estrategias de acompañamiento y asesoramiento: en las que la institución establecerá acciones de retroalimentación, asesoría interna y externa, inter aprendizaje, entre otras; como un proceso permanente y sostenible.
- Estrategias de evaluación: en el instructivo de proyectos escolares se define claramente los momentos y tipos de evaluación, sin embargo la institución debe definir las acciones de evaluación tanto de resultados como de impacto, para posteriores decisiones en cuanto a motivación y acompañamiento.

6.9. Adaptaciones curriculares: son lineamientos que desde la institución educativa se deben planificar para asegurar la contextualización del currículo y surgen de los resultados de la autoevaluación institucional.

Esta contextualización puede tener un origen diverso, por ejemplo: geográfico, cultural, social, de aprendizaje, entre otros.

Cuando las adaptaciones curriculares tengan relación con el aprendizaje, en este acápite, se deberá explicar el proceso que la institución va a seguir para contextualizar el currículo según las necesidades educativas especiales asociadas o no a la discapacidad, dependiendo del grado de adaptación que se necesita:



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Adaptación Curricular Grado 1 o de acceso al currículo

Son modificaciones que se realizan en los siguientes aspectos: espacio, recursos o materiales, infraestructura, temporalización y comunicación.

Adaptación Curricular Grado 2 o no significativa

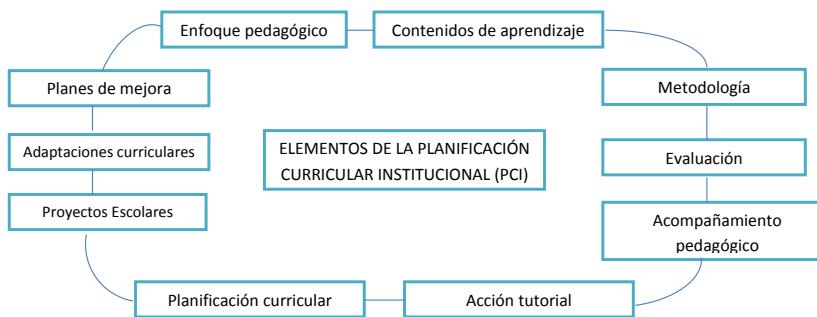
Se modifican a los elementos del Grado 1, más la metodología y la evaluación, los objetivos educativos y criterios de desempeño deben ser iguales a los de su clase.

Adaptación Curricular Grado 3 o significativa

Se modifican los elementos que constan en el Grado 2 más los objetivos educativos y las destrezas con criterios de desempeño.

6.10. Planes de mejora: nacen de la autoevaluación institucional del componente de gestión pedagógica del PEI, es decir son específicamente de carácter curricular. A partir de esta delimitación, en la PCI, se determinan los lineamientos para desarrollarlos de acuerdo al contexto, necesidades y requerimientos institucionales. Como aspectos importantes para considerar en los planes de mejora son el problema priorizado, las metas a cumplir, los recursos necesarios, las acciones concretas, los responsables, entre otros.

Grafico N. ° 1



Elaborado por: Equipo DINCU

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

La planificación curricular institucional tendrá una duración de cuatro años, de tal manera que se garantice su aplicabilidad y desarrollo concluyendo con un año de evaluación.

7. PLANIFICACIÓN CURRICULAR ANUAL (PCA)

Es un documento que corresponde al segundo nivel de concreción curricular y aporta una visión general de lo que se trabajará durante todo el año escolar.

Con base en los lineamientos propuestos en la PCI, en especial los relacionados al punto 6.2, previo a la construcción de la PCA, se hace necesario que los docentes reunidos por grados, cursos y/o áreas establezcan, para cada uno de sus grupos de estudiantes los contenidos de aprendizaje que se trabajará, por tanto, es indispensable realizar una desagregación de los contenidos de aprendizaje. El instrumento para realizar la desagregación de contenidos de aprendizaje será establecido por cada institución educativa y este será la guía para definir las unidades de planificación² de la PCA.

La planificación curricular anual es el resultado del trabajo en equipo de las autoridades y los docentes de las áreas (Matemática, Lengua y Literatura, Ciencias Naturales, Ciencias Sociales, Educación Física, Educación Cultural y Artística, Lengua Extranjera), áreas técnicas, expertos profesionales, y docentes de Educación Inicial.

Tomando en cuenta las particularidades de los currículos de los niveles de educación (Tabla 2), la autoridad educativa nacional ha establecido el formato de PCA que será utilizado por todas las instituciones educativas del país, el mismo que se encuentra en el portal “Educar Ecuador”.

El formato de PCA contiene secciones que deben ser cubiertas según la especificidad institucional y de acuerdo con los siguientes lineamientos:

7.1. Datos informativos

En esta sección deben constar los datos de identificación de la institución, el nivel educativo y el nombre del equipo de docentes que elabora la planificación.

Además, debe constar:

² Una unidad de planificación es el conjunto de objetivos, contenidos y actividades para el desarrollo y evaluación de contenidos; organizados en períodos amplios.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Área: corresponde a las áreas propuestas en el currículo de EGB y BGU (Lengua y Literatura, Matemática, Ciencias Naturales, Ciencias Sociales, Lengua Extranjera, Educación Física y Educación Cultural y Artística); en el caso de BT y BTP, corresponde a las áreas técnicas (Agropecuaria, Industrial, de Servicios, Artística y Deportiva) y a la Figura Profesional que se planifica.

Para el caso de las instituciones del Sistema Intercultural Bilingüe, deberán constar las áreas que se integran en el desarrollo de esta planificación.

En primer grado de EGB todas las áreas están integradas, por esta razón en este aspecto se indicará únicamente "Currículo integral".

En el subnivel de Preparatoria (primer grado de EGB) se establece un currículo integral organizado por ámbitos de desarrollo y aprendizaje. En las 25 horas pedagógicas deberán realizarse las actividades de la jornada diaria (actividades iniciales, finales, de lectura, dirigidas, rutinas, entre otras), organizadas en experiencias de aprendizaje que estimulen de manera integral las destrezas con criterios de desempeño de los siete (7) ámbitos de desarrollo y aprendizaje. Este currículo integral se encuentra articulado con el enfoque y metodología del Currículo del nivel de Educación Inicial.

Es importante considerar que en Educación Inicial el currículo tiene un enfoque integrador, por lo tanto, no es tratado por asignaturas sino por ejes y ámbitos de desarrollo al igual que el currículo integral de Preparatoria.

Asignatura: corresponde a una de las asignaturas o módulos formativos de las figuras profesionales que se planifican.

No aplica para educación Inicial y primer grado de EGB (exceptuando Educación Física y Educación Cultural y Artística).

Grado/cupo: en este aspecto se debe indicar el grado o curso según corresponda la planificación. Es importante considerar que para el caso de Educación Inicial se debe indicar el grupo al que corresponde la planificación; los grupos son: de 0 a 1, de 0 a 2, de 2 a 3, de 3 a 4 y de 4 a 5 años.

En el caso del BTP no aplica porque su duración es solo de un año escolar.

Nivel educativo: corresponde a los niveles de Educación Inicial, EGB y BGU.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

7.2. Tiempo

Es la información relacionada con la distribución de la carga horaria según lo prescrito en el currículo correspondiente y lo establecido en la institución educativa. Entre los aspectos a señalar están:

Carga horaria semanal: escribir la carga horaria para la asignatura correspondiente según lo prescrito en el currículo y lo establecido por la institución educativa.

Considerar que, para primer grado, en relación al currículo integral, la carga horaria es de 25 horas, que corresponden al desarrollo de experiencias de aprendizaje y no de asignaturas.

En el subnivel de Preparatoria (primer grado de EGB) se establece un currículo integral organizado por ámbitos de desarrollo y aprendizaje. En las 25 horas pedagógicas deberán realizarse las actividades de la jornada diaria (actividades iniciales, finales, de lectura, dirigidas, rutinas, entre otras), organizadas en experiencias de aprendizaje que estimulen de manera integral las destrezas con criterios de desempeño de los siete (7) ámbitos de desarrollo y aprendizaje. Este currículo integral se encuentra articulado con el enfoque y metodología del Currículo del nivel de Educación Inicial.

En Educación Inicial se deben tomar en cuenta las orientaciones metodológicas determinadas por el currículo de educación inicial.

En el caso del BT corresponde a la carga horaria semanal prescrita para cada módulo formativo. En el caso del BTP no aplica porque depende de la organización que se asuma con la entidad receptora.

Número de semanas de trabajo: son las 40 semanas prescritas por la autoridad educativa nacional. En el BTP no aplica porque la organización del año de estudio dependerá del horario de trabajo que se establezca para la formación de los estudiantes en la entidad receptora.

Tiempo considerado para evaluaciones e imprevistos: es el tiempo en semanas destinado para evaluaciones e imprevistos dependiendo de la organización institucional. En el caso del BTP no aplica por cuanto debe cumplirse con las 1200 horas de formación estipuladas para esta oferta formativa.



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Total de semanas clases: es la diferencia entre el número de semanas de trabajo y número de semanas destinado a evaluaciones e imprevistos. No aplica para el BTP.

Total de períodos: es el producto entre la carga horaria semanal por el total de semanas de clases. En lo que corresponde al BTP debe anotarse el número de horas de formación a desarrollarse, tanto en la institución educativa como en la entidad receptora.

7.3. Objetivos

Para Educación Inicial y primer grado de EGB no hace falta incluirlos en esta planificación puesto que estos se encuentran establecidos en los currículos correspondientes.

A partir del subnivel elemental en la EGB hasta el BGU (tronco común) corresponde a los propuestos por la institución educativa articulados con lo prescripto a nivel nacional, considerando las edades de los estudiantes de cada uno de los grados y cursos. Son desglosados de los objetivos del área por subnivel propuestos en el currículo nacional.

En BT y los bachilleratos complementarios deberán desagregarse de los objetivos de área.

En BT y BTP deberán anotarse los objetivos de los módulos formativos correspondientes.

7.4. Ejes transversales/valores

Son los determinados por la institución educativa en concordancia con los principios del Buen Vivir y aquellos que se relacionen con la identidad, misión y contexto institucionales.

7.5. Desarrollo de unidades de planificación³

En esta sección se expondrá una visión general de las unidades que se trabajarán durante todo el año escolar; el número de unidades será determinado por el equipo docente de acuerdo a los contenidos que se hayan establecido para los diferentes grupos de estudiantes.

³ Una unidad de planificación es el conjunto de objetivos, contenidos y actividades para el desarrollo y evaluación de contenidos; organizados en períodos amplios.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Las unidades están en correspondencia con la metodología determinada en la PCI, por tanto, su organización está en función de lo señalado en la tabla 2. Los elementos de este apartado son:

Título de la unidad: es el título que describe la unidad.

Objetivos específicos de la unidad de planificación: son determinados por el equipo de docentes en la básica, bachillerato, bachillerato técnico y bachillerato técnico productivo; en estos dos últimos casos se denominan objetivos de las unidades de trabajo.

En Educación Inicial y primer grado son determinados por el docente y corresponden a los objetivos de las experiencias de aprendizaje.

En Educación Intercultural Bilingüe son determinados en los currículos adaptados para de este sistema.

Contenidos: de acuerdo a lo propuesto en el PCI los docentes deberán seleccionar los contenidos (Tabla 2, literal c), para organizar las unidades de planificación.

En Educación Inicial, cada docente seleccionará de las destrezas del currículo las destrezas que se articulen con las experiencias de aprendizaje propuestas.

En los subniveles de EGB y el nivel de Bachillerato en Ciencias, BT (tronco común), corresponden a las destrezas con criterios de desempeño que los equipos de docentes desagregan en función de lo propuesto en el PCI.

En el BT y BTP, son los docentes quienes organizan las unidades de trabajo y sus contenidos (procedimentales, conceptuales y actitudinales) en función de lo propuesto en el currículo nacional. En el caso que la FIP cuente con las Unidades de Trabajo definidas desde el Ministerio de Educación (desarrollo curricular) los docentes deberán iniciar la planificación con la revisión y ajuste de las mismas; en caso contrario, los docentes deberán determinar las unidades de trabajo a partir del enunciado general del currículo, para lo cual deberán apoyarse en la Guía para la Elaboración del Desarrollo Curricular de los Módulos Formativos de las Figuras Profesionales de Bachillerato Técnico y Bachillerato Técnico Productivo, que se encuentra en la página web del Ministerio.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Para el caso de Educación Intercultural Bilingüe, corresponde a los saberes y conocimientos que se proponen en el currículo adaptado para este sistema.

Orientaciones metodológicas: en educación inicial, básica y bachillerato (ciencias, técnico y bachilleratos complementarios) son planteadas por los docentes y describen las actividades generales que se realizarán con los estudiantes para trabajar el conjunto de contenidos propuestos en la unidad de planificación. Estas orientaciones son la guía para el planteamiento de las actividades al momento de desarrollar las unidades de planificación. Para el caso del Sistema Intercultural Bilingüe estas orientaciones se plantean en unidades integradas que se proponen desde el nivel central.

En esta sección también se harán constar las estrategias que se utilizarán para el desarrollo de los planes de mejora.

Además, se debe considerar, para la EGB Preparatoria, Elemental y Media, las actividades que incentiven el cumplimiento de los 30 minutos diarios de lectura libre de textos relacionados con todas y cada una de las áreas del conocimiento propuestas en el currículo nacional o a la lectura recreativa en el contexto de la actividad escolar cotidiana, según la disposición general tercera del Acuerdo Ministerial No. MINEDUC-ME-16-00020-A.

Evaluación: son los criterios para medir el avance de los estudiantes en el trabajo que se desarrolla en cada unidad de planificación.

En Educación Inicial son determinados por el docente en relación a las destrezas.

En EGB, bachillerato en ciencias y BT (tronco común), corresponden a los criterios de evaluación y los indicadores propuestos en el currículo nacional; estos últimos deben proponerse desagregados en relación con las destrezas con criterios de desempeño que se trabajen en cada unidad de planificación. Además, en este apartado se debe señalar los componentes del perfil a los que dichos indicadores apuntan.

Para el BT y BTP son determinados por los docentes de acuerdo a los objetivos de cada unidad de trabajo, en articulación con lo propuesto en el currículo nacional.

Duración: semanas u horas según el número de unidades de planificación, es decir lo que va a durar cada unidad en ser desarrollada.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

7.6. Recursos: materiales bibliográficos digitales, que son utilizados para plantear las unidades de planificación.

7.7. Observaciones: son las novedades que se presentan en el desarrollo de cada unidad, en este apartado se puede sugerir ajustes para el mejor cumplimiento de la planificación.

La planificación curricular anual que funge como la directriz para generar las planificaciones de aula de acuerdo al contexto, necesidades e intereses de los estudiantes, será registrada a través del portal “Educar Ecuador”, conforme la normativa que lo especifica.

8. PLANIFICACIÓN MICROCURRICULAR

Es un documento cuyo propósito es desarrollar las **unidades de planificación** desplegando el currículo en el tercer nivel de concreción; está determinado de acuerdo a los lineamientos previstos por cada institución educativa en el PCI; es de uso interno, por tanto, los formatos propuestos por la autoridad nacional de educación en relación a esta planificación, **son referenciales**, ya que las instituciones educativas pueden crear sus formatos, tomando en cuenta los elementos esenciales: fines, objetivos, contenidos, metodología, recursos y evaluación.

Son responsables de la elaboración y desarrollo de la planificación microcurricular los docentes encargados de los diferentes grupos de estudiantes en educación inicial, los docentes de grado en los subniveles de básica preparatoria, elemental y media y los docentes de las asignaturas y figuras profesionales de las diferentes áreas en la básica superior y bachillerato; y, los docentes de los módulos formativos de las figuras profesionales de bachillerato técnico y bachillerato técnico productivo.

En este documento se deben evidenciar las adaptaciones curriculares que se realizarán para atender a estudiantes con necesidades de aprendizaje asociadas o no a una discapacidad, para ello es importante contar con el Documento de Adaptaciones Curriculares Individuales (considerar la Guía de Adaptaciones Curriculares emitida por la Subsecretaría de Educación Especializada e Inclusiva).

Para llevar el currículo al aula, se sugieren planificaciones como:

Página 21

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

EDUCACIÓN INICIAL	EGB	BGU	BACHILLERATOS COMPLEMENTARIOS		
Niños de 3 a 5 años	Educación Intercultural	Educación Intercultural Bilingüe	Bachillerato en Ciencias	Bachillerato Técnico	Bachillerato técnico productivo
Planificación por experiencias de aprendizaje	Planificación por experiencias de aprendizaje (1º grado) Planificación de unidad didáctica (de 2.º a 10.º grado de EGB)	Guía de aprendizaje	Planificación de unidades didácticas	Planificación de unidades didáctica (tronco común) Planificación de las unidades de trabajo	Planificación de las unidades de trabajo Queda a potestad de la institución

Las instituciones educativas podrán llevar sus unidades de planificación a un nivel de mayor desagregación y detalle, de acuerdo a lo que se haya establecido en los lineamientos de su PCI.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

9. ANEXOS

A continuación se anexan a este instructivo un **formato establecido** para la planificación anual y algunos **formatos sugeridos** de planificación de aula, estos últimos son referenciales ya que las instituciones educativas pueden crear sus formatos, tomando en cuenta los elementos esenciales: objetivos, contenidos, metodología, recursos y evaluación.

ANEXO N.º 1

PLANIFICACIÓN CURRICULAR ANUAL

LOGO INSTITUCIONAL	NOMBRE DE LA INSTITUCIÓN	AÑO LECTIVO												
PLANIFICACIÓN CURRICULAR ANUAL														
1. DATOS INFORMATIVOS														
<table border="1"><tr><td>Área:</td><td>No aplica para EI y EIB hasta básica media (proceso DDTE) Corresponde a las áreas del conocimiento propuestas en las mallas curriculares de la EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) Para BT y BTP es el área técnica y la figura profesional correspondiente.</td><td>Asignatura:</td><td>No aplica para EI e EIB hasta básica media (proceso DDTE) En EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) es la correspondiente al área de conocimiento según la malla curricular En BT y BTP corresponde al módulo formativo</td></tr><tr><td>Docente(s):</td><td colspan="3">Nombres del equipo de docentes que realizan la planificación</td></tr><tr><td>Grupo/Grado/cursada:</td><td>Especificar el grupo de EI, grado de EGB o</td><td>Nivel Educativo:</td><td>Especificar si se trata de EI, EGB o BGU</td></tr></table>			Área:	No aplica para EI y EIB hasta básica media (proceso DDTE) Corresponde a las áreas del conocimiento propuestas en las mallas curriculares de la EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) Para BT y BTP es el área técnica y la figura profesional correspondiente.	Asignatura:	No aplica para EI e EIB hasta básica media (proceso DDTE) En EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) es la correspondiente al área de conocimiento según la malla curricular En BT y BTP corresponde al módulo formativo	Docente(s):	Nombres del equipo de docentes que realizan la planificación			Grupo/Grado/cursada:	Especificar el grupo de EI, grado de EGB o	Nivel Educativo:	Especificar si se trata de EI, EGB o BGU
Área:	No aplica para EI y EIB hasta básica media (proceso DDTE) Corresponde a las áreas del conocimiento propuestas en las mallas curriculares de la EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) Para BT y BTP es el área técnica y la figura profesional correspondiente.	Asignatura:	No aplica para EI e EIB hasta básica media (proceso DDTE) En EGB, Bachillerato en Ciencias y Bachillerato Técnico (tronco común) es la correspondiente al área de conocimiento según la malla curricular En BT y BTP corresponde al módulo formativo											
Docente(s):	Nombres del equipo de docentes que realizan la planificación													
Grupo/Grado/cursada:	Especificar el grupo de EI, grado de EGB o	Nivel Educativo:	Especificar si se trata de EI, EGB o BGU											

Página 23

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

	curso de BGU. En EIB especificar los números de las unidades. No aplica para BTP		No aplica para BTP
2. TIEMPO			
Carga horaria semanal	No. Semanas de trabajo	Evaluación del aprendizaje e imprevistos	Total de semanas clases
Según la malla curricular	No aplica para BTP	Tiempo considerado para evaluación e imprevistos. No aplica para BTP	Número de semanas de trabajo menos las semanas de evaluación e imprevistos. No aplica para BTP
3. OBJETIVOS			
No aplica para El, el subnivel de Preparatoria ni para la EIB hasta básica media (proceso DDTE) puesto que ya se encuentran en los currículos correspondientes.			
A partir del subnivel elemental en EGB en el bachillerato en Ciencias, el Bachillerato Técnico (tronco común) son los propuestos por la institución educativa para cada uno de los grados/ cursos en articulación con lo propuesto en los objetivos del subnivel/nivel.			

Página 24

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Ministerio
de Educación



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Para BT y BTP (figuras profesionales) se deben transcribir los objetivos de los módulos formativos						
4. EJES TRANSVERSALES:		Los determinados por la institución educativa en concordancia con los principios del Buen Vivir. En EIB corresponden a los armonizadores de saberes				
5. DESARROLLO DE UNIDADES DE PLANIFICACIÓN						
N.º y Título de la unidad de planificación	Objetivos de la unidad de planificación	Contenidos	Orientaciones metodológicas	Evaluación	Duración	
Para El y el Subnivel de Preparatoria: Número y título de la experiencia de aprendizaje Desde el Subnivel Elemental hasta Bachillerato en Ciencias y Bachillerato Técnico (tronco común): número y título de la Unidad didáctica Para BT y BTP: Número y título de las unidades de trabajo.	Los determinados por el equipo de docentes EGB, BGU: destrezas con criterios de desempeño. El: destrezas EIB hasta básica superior (proceso PAI): Indicar el círculo de conocimiento BT y BTP: contenidos procedimentales, conceptuales y actitudinales	Los que se tratarán en el desarrollo de cada unidad de planificación, son seleccionados por el equipo de docentes en relación a los propuestos en los currículos de las áreas. Son planteadas por el equipo de docentes.	Descripción general del tipo de actividades que se realizarán con el alumnado para trabajar el conjunto de contenidos para cada unidad de planificación.	Criterios de evaluación propuestos en el currículo Indicadores de evaluación (desagregados del currículo). En El son creados por el docente EIB hasta superior (proceso PAI) corresponden a los dominios	Semanas u horas según el número de unidades de planificación	

Página 25

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

6. BIBLIOGRAFÍA/ WEBGRAFÍA		7. OBSERVACIONES
Bibliografía empleada tanto en el fundamento del diseño de cada unidad de planificación como textos seleccionados para el trabajo con el alumnado.		Se consignarán las novedades en el cumplimiento de la planificación. Además, puede sugerir ajustes para el mejor cumplimiento de lo planificado.
ELABORADO	REVISADO	APROBADO
DOCENTE(S):	NOMBRE:	NOMBRE:
Firma:	Firma:	Firma:
Fecha:	Fecha:	Fecha:

Esta planificación aporta una visión general de lo que se trabajará durante todo el año escolar, deberá ser elaborada por el conjunto de docentes del área o los docentes de grado y será la directriz para generar las planificaciones de unidad didáctica de acuerdo al contexto, necesidades e intereses de los estudiantes.

EI: Subnivel 2 de Educación Inicial niños de 3 a 5 años
EGB: Educación General Básica
BGU: Bachillerato General Unificado
EIB: Educación Intercultural Bilingüe
BT: Bachillerato Técnico
BC: Bachilleratos complementarios
BTP: Bachillerato Técnico Productivo
BCA: Bachillerato Complementario Artístico

Página 26

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

ANEXO N.º 2

EJEMPLO DE FORMATO DE PLANIFICACIÓN MICROCURRICULAR POR EXPERIENCIA DE APRENDIZAJE PARA EDUCACIÓN INICIAL Y PREPARATORIA

Experiencia de aprendizaje: Nombre o título de la experiencia de aprendizaje.

Grupo de edad: Grupo de edad con el que se va a desarrollar la experiencia.

No. de niños: Número de estudiantes que tiene el grupo

Tiempo estimado: Días o semanas que durará el desarrollo de la experiencia.

Fecha de inicio:

Criterio de Evaluación	No aplica para Educación Inicial (EI) En 1.º grado de EGB, son tomados del currículo y se corresponden con las DCD.			
Descripción general de la experiencia:	Descripción general de lo que consistirá la experiencia y lo que se va a lograr con los estudiantes.			
Elemento integrador:	Elemento integrador de la experiencia. Puede ser una canción, un juego, una vivencia en el hogar, un objeto que interese mucho a los niños, entre otros.			
Ámbito de Desarrollo y Aprendizaje	Contenidos	Actividades	Recursos	Indicadores para evaluar
En EI anotar los ámbitos establecidos en el Currículo de Educación Inicial a los que pertenecen las destrezas seleccionadas. En 1.º grado anotar los ámbitos establecidos en el Currículo de Preparatoria a los que pertenecen las destrezas con criterios de desempeño seleccionadas.	En EI, anotar las destrezas seleccionadas del currículo. En 1.º grado de EGB anotar las destrezas con criterios de desempeño seleccionadas del currículo.	Describir todas las actividades que se van a desarrollar hasta concluir la experiencia.	Anotar la lista de equipos, materiales y demás recursos necesarios para desarrollar las actividades.	En EI, los docentes deben crear los indicadores. En 1.º grado de EGB, los docentes deben escribir los indicadores (desagregados) con los cuales se va a evaluar el desarrollo de cada una de las destrezas con criterios de desempeño seleccionadas.)
Adaptaciones curriculares: En este apartado se deben desarrollar las adaptaciones curriculares para los estudiantes con N.E.E asociadas o no a la discapacidad.				

Página 27

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

Especificación de la necesidad educativa: Enunciar la Necesidad Educativa que presenta el estudiante, puede ser asociada o no a la discapacidad. Indicar las iniciales del o los estudiantes.

Ámbito de Desarrollo y Aprendizaje	Contenidos	Actividades	Recursos	Indicadores para evaluar
Enunciar el ámbito a trabajar, debe guardar correspondencia con el ámbito establecido para todo el grupo.	En las adaptaciones curriculares Grado 2, anotar la misma destreza para todo el grupo. En caso de adaptaciones Grado 3, se especificará la destreza o DCD modificada según el ámbito establecido y la Experiencia de aprendizaje.	Describir todas las actividades específicas que se van a desarrollar hasta concluir la experiencia.	Anotar la lista de equipos materiales y demás recursos específicos para desarrollar las actividades.	Deben crearse en función de la destreza o DCD modificada para las adaptaciones Grado 3.

ANEXO N.º 3

EJEMPLO DE FORMATO DE PLANIFICACIÓN MICROCURRICULAR DE UNIDAD DIDÁCTICA

PLANIFICACIÓN MICROCURRICULAR				
Nombre de la institución				
Nombre del Docente			Fecha	
Área	Matemática	Grado	Quinto	Año lectivo 2016-2017
Asignatura				Tiempo
Unidad didáctica				
Objetivo de la unidad				
Criterios de Evaluación	<i>Son tomados del currículo y se corresponden con las DCD. Es importante que los criterios de evaluación se escriban con sus respectivos códigos.</i>			
¿Qué van a aprender? DESTREZAS CON CRITERIO DE DESEMPEÑO	¿Cómo van a aprender? ACTIVIDADES DE APRENDIZAJE (Estrategias Metodológicas)	RECURSOS	¿Qué y cómo evaluar? EVALUACIÓN	

Página 28

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

			Indicadores de Evaluación de la unidad	Técnicas e instrumentos de Evaluación
<p>Son las DCD que se seleccionaron para el grado y se desagregaron para la unidad, estas deben contener la referencia del código de la DCD correspondiente.</p>	<p>Metodología y actividades concretas para el trabajo de las destrezas con criterios de desempeño seleccionadas, tomando en cuenta el alcance de cada una de estas, la articulación en las actividades y los diferentes momentos para su desarrollo.</p>	<p>Recursos necesarios para el trabajo de las DCD con el alumnado.</p>	<p>Son los indicadores de evaluación del currículo que hayan sido desagregados para cada una de las unidades.</p> <p>Es necesario que se indique el código de referencia del indicador de evaluación correspondiente</p>	<p>Descripción de las técnicas e instrumentos concretos que se emplearán para evaluar el logro a través de los indicadores propuestos.</p>
<p>Adaptaciones curriculares: En este apartado se deben desarrollar las adaptaciones curriculares para todos los estudiantes con N.E.E asociadas o no a la discapacidad.</p>				
Especificación de la necesidad educativa	Especificación de la adaptación a ser aplicada			
DESTREZAS CON CRITERIO DE DESEMPEÑO	ACTIVIDADES DE APRENDIZAJE	RECURSOS	EVALUACIÓN	
Enunciar la Necesidad Educativa que presenta el estudiante, puede ser asociada o no. Indicar las iniciales del o los estudiantes.	En las adaptaciones curriculares Grado 2, anotar la misma destreza para que para todo el grupo .En caso de adaptaciones grado 3, especificar la DCD modificada en correspondencia con el objetivo de la Unidad.	Describir todas las actividades específicas que se van a desarrollar hasta concluir la experiencia de aprendizaje.	Anotar la lista de equipos materiales y demás recursos específicos para desarrollar las actividades. Grado 1,2,3	Indicar en función de la DCD modificada para las adaptaciones Grado 3.Indicar el código de referencia.
				Describir las técnicas o instrumentos específicos

Página 29

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

ANEXO N.º 4

EJEMPLO DE FORMATO DE PLAN DE TRABAJO SIMULTÁNEO

Esta planificación la pueden utilizar en las instituciones educativas unidocentes y pluridocentes.

Datos informativos:

Institución Educativa:	Tiempo:		
Asignatura:	Nombre del docente:		
Grado:	Número de estudiantes:	Año lectivo:	

Matriz de un plan simultáneo

Grados de básica	Segundo grado	Tercer grado	Cuarto grado
Destrezas con criterios de desempeño	Son tomadas, para cada grado, de las matrices presentadas en este documento y que fueron construidas en base al currículo nacional vigente.		
Indicador de logro de la clase	Es creado por el docente y especifica hasta dónde se logrará alcanzar la destreza con criterios de desempeño en la clase por cada grado.		
Recursos	Se enlistan los materiales que se utilizará para cada uno de los grados o para el ciclo.		
Tiempo	Tipo de aprendizaje/ Estrategias metodológicas	Tipo de aprendizaje/ Estrategias metodológicas	Tipo de aprendizaje/ Estrategias metodológicas
Se indica el tiempo total de dos o más períodos de 40 minutos que corresponden a una clase.	Se detallan las estrategias metodológicas de acuerdo al tipo de aprendizaje. Se debe tomar en cuenta adaptaciones curriculares para estudiantes con NEE asociadas o no a una discapacidad. Aprendizaje mediado AM Aprendizaje autónomo AA		

Observaciones:

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Página 30

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

ANEXO N.º 5

EJEMPLO DE PLANIFICACIÓN MICROCURRICULAR PARA EDUCACIÓN INTERCULTURAL BILINGÜE, SEGÚN EL MOSEIB

LOGO INSTITUCIONAL	NOMBRE DEL CECIB			PERÍODO LECTIVO			
PLANIFICACION DE CONOCIMIENTOS Y DOMINIOS -PCD							
1. DATOS INFORMATIVOS:							
Docente: Ingresar el nombre del docente	Área/Asignatura Para el PAI y Bachillerato: registrar el nombre del área o asignatura, correspondiente.	Proceso Escribir el proceso correspondiente: IPS, FCAP, DOTE, PAI, Bachillerato.	No. de Unidades de aprendizaje/Curso Desde EIFC hasta PAI: registrar los números de las unidades que corresponden al año lectivo. En Bachillerato, registrar el curso o año.	Paralelo Escribir en letras el paralelo			
No. de Periodos Escribir el número total de períodos, de trabajo	Fecha inicial Fecha en la que inicia el desarrollo del círculo de conocimientos		Fecha final Fecha en la que finaliza el desarrollo del círculo de conocimientos				
Número y título de la Unidad de aprendizaje Transcribir de la PCA	CÍRCULO DE CONOCIMIENTOS Número y nombre Transcribir a partir del PCA	Saberes y conocimientos Organizar a partir del currículo de EIB de las nacionalidades. Para el Bachillerato, organizar los contenidos a partir del currículo nacional y del currículo de EIB.	Objetivo específico Redactar en base a los saberes y conocimientos a desarrollarse.	Dominio de aprendizajes Transcribir los dominios que corresponden a los saberes y conocimientos del círculo.			
2. PLANIFICACIÓN DE ESTRATEGIAS METODOLÓGICA							
FASES DEL SISTEMA DE CONOCIMIENTO	ACCIONES CURRICULARES Redactar actividades en cada fase y sub fase, que ayuden a desarrollar los saberes y conocimientos que corresponden al presente círculo de conocimientos.		RECURSOS Redactar los recursos y materiales didácticos a emplearse				

Página 31

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

1. DOMINIO	Senso-percepción		
	Problematización		
	Desarrollo de Contenidos.		
	Verificación		
	Conclusión		
	2. APLICACIÓN		
3. CREACIÓN			
4. SOCIALIZACIÓN			
3. ADAPTACIONES CURRICULARES NEE En este apartado se deben desarrollar las adaptaciones curriculares para todos los estudiantes con N.E.E asociadas o no.			
ESPECIFICACIÓN DE LA NECESIDAD EDUCATIVA A ATENDER		ESPECIFICACIÓN DE LA ADAPTACIÓN A APLICAR	
		FASES DEL SISTEMA DE CONOCIMIENTO	ACCIONES CURRICULARES
Enunciar la Necesidad Educativa que presenta el estudiante, puede ser asociada o no a la discapacidad. Indicar las iniciales del o los estudiantes.		Se enuncian todas las fases.	Redactar actividades específicas en cada fase y sub fase, que ayuden a desarrollar los saberes y conocimientos que permitan dar sentido al círculo de conocimiento alineados a los objetivos específicos y a los dominios de aprendizaje.
ELABORADO		REVISADO	APROBADO
DOCENTE:	Nombre:	Nombre:	
Firma:	Firma:	Firma:	
Fecha:	Fecha:	Fecha:	

Nota: por cada unidad de aprendizaje, el docente elaborará 4 PCD (Planificaciones de Conocimientos y Dominios)

Página 32

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

ANEXO N.º 6

EJEMPLO DE PLANIFICACIÓN MICROCURRICULAR PARA BACHILLERATO TÉCNICO Y BACHILLERATO TÉCNICO PRODUCTIVO.

LOGO INSTITUCIONAL	UNIDAD EDUCATIVA			
	PLAN DE UNIDAD DE TRABAJO			

1.- DATOS DE REFERENCIA

FIGURA PROFESIONAL	(*)			
NOMBRE DEL DOCENTE	Nombre del docente responsable del desarrollo del módulo formativo			
CURSO	No aplica para BTP	PARALELO	AÑO LECTIVO	(*)
NOMBRE DEL MÓDULO FORMATIVO	(*)			
OBJETIVO DEL MÓDULO FORMATIVO	(*)			
Nº Y NOMBRE DE LA UNIDAD DE TRABAJO	(*)	Nº DE HORAS PEDAGÓGICAS	(*)	
OBJETIVO DE LA UNIDAD DE TRABAJO	(*)			

2.- DESARROLLO DE LA UNIDAD DE TRABAJO

Nº	NOMBRE	OBJETIVO	TIEMPO	EVALUACIÓN		
				SECUENCIA DE LA ACTIVIDAD	RECURSOS	CRITERIOS

Régimen Costa

Página 33

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

1	Son las actividades de enseñanza-aprendizaje definidas por el docente para el desarrollo de los contenidos curriculares de la UT. (Cada actividad debe tener su planificación).	Objetivo de aprendizaje de cada actividad.	Tiempo de cada actividad (La suma de los tiempos de todas las actividades equivale al tiempo de duración de la UT).	Describir la secuencia de desarrollo de cada actividad de enseñanza-aprendizaje.	Recursos específicos a utilizar en el desarrollo de cada actividad.	Criterios establecidos por el docente con enfoque competencial (considerar: procedimientos, conceptos y actitudes), en función del objetivo de aprendizaje de la actividad.	Determina el docente en función de los criterios de evaluación.
2							

3.- ADAPTACIONES CURRICULARES En este apartado se deben desarrollar las adaptaciones curriculares para todos los estudiantes con N.E.E asociadas o no a la discapacidad

ESPECIFICACIÓN DE LA NECESIDAD EDUCATIVA ATENDIDA

Enunciar la Necesidad Educativa que presenta el estudiante, puede ser asociada o no a la discapacidad. Indicar las iniciales del o los estudiantes.

ESPECIFICACIÓN DE LA ADAPTACIÓN APLICADA

Nº	ACTIVIDAD DE ENSEÑANZA-APRENDIZAJE			SECUENCIA DE LA ACTIVIDAD	RECURSOS	EVALUACIÓN	
	NOMBRE	OBJETIVO	TIEMPO			CRITERIOS	TÉCNICA-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



INSTRUCTIVO: PLANIFICACIONES CURRICULARES PARA EL SISTEMA NACIONAL DE EDUCACIÓN

		Indicar el objetivo modificado en caso de Adaptaciones Curriculares grado 3	Indicar el tiempo estimado para lograr el objetivo modificado	Describir la actividad especificada. En caso de adaptaciones Grado 3 serán modificadas pero mantendrán correspondencia con el objetivo planteado.	Enunciar los recursos específicos para las adaptaciones Grado 1,2 y3	Establecer el indicador en función de la actividad modificada para adaptaciones grado 3	INSTRUMENTO

4.- BIBLIOGRAFÍA/WEBGRAFÍA

ELABORADO POR:	REVISADO POR:	APROBADO POR:
DOCENTE: _____	NOMBRE: _____	NOMBRE: _____
Firma: _____	Firma: _____	Firma: _____
Fecha: _____	Fecha: _____	Fecha: _____

(*) Información tomada de la Planificación Curricular Anual.

Página 35

Guide Content

Content

First
Bimester

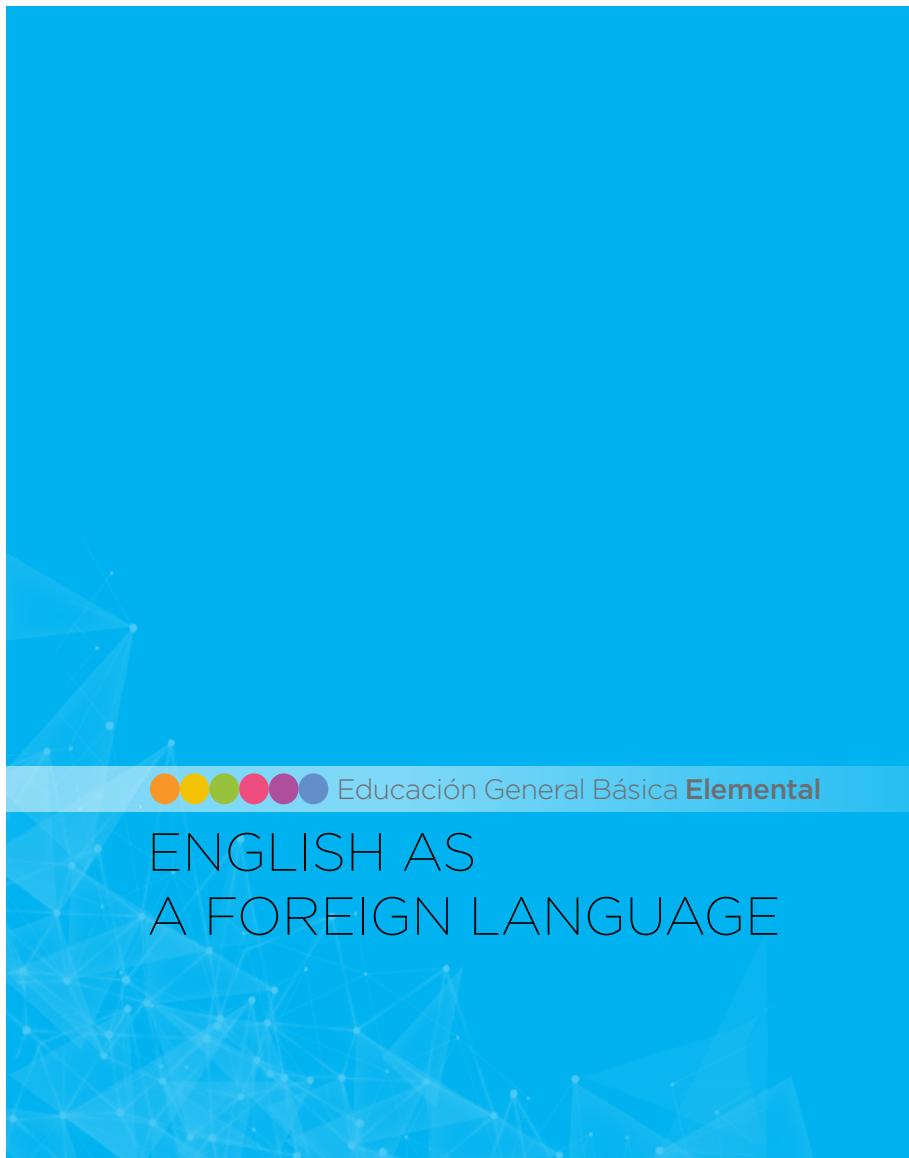
Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 11. English as a Foreign Language for Subnivel Elemental of Educación General Básica



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

English as a Foreign Language for Subnivel Elemental of Educación General Básica

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Elemental of Educación General Básica to the General Objectives of the Subject Area

The main role of the sub-level EGB Elemental is to set the foundation for forming competent, autonomous, and critical readers, speakers, and writers, people who are able to use a range of tools in order to communicate ideas, learn to learn, and deepen and enrich their knowledge base.

This level is not just limited to initial literacy, which we understand in this curriculum as learning the rudiments of a language system, but instead focuses on the challenge of introducing learners into a culture of readers and writers. This relates to English as a foreign language (EFL) in that learners will want to learn English because the tasks and texts are fun, engaging, and in English. Gone are the days of *rote learning* tasks where learners memorize grammar rules and write long lists of vocabulary words. Learners of this EFL curriculum will, instead, experience the language in meaningful, authentic contexts, thus developing a love for language and becoming lifelong learners.

Learners at this level are able to relate to familiar contexts, such as the home and school. By giving learners opportunities to communicate within these contexts they will be better able to relate to English. Learners will also be encouraged to experience the English language in a variety of ways, through song, dance, art, crafts, music, and other subject areas like Math and Science, thus increasing vocabulary and experiencing the language in ways similar to that in which a native speaker of English might. By adapting activities to learners' interests, motivation increases and, indirectly, so does language acquisition.

In summary, the teacher should be a guide in the classroom, and learners should be allowed to work from their own interests, able to explore topics and language that arise naturally. The classroom should be as **learner-centered** as possible, therefore ensuring that learners' learning - and not teachers' teaching - is the focus of each lesson.

Curricular Thread 1: Communication and cultural awareness. The teacher should attempt to introduce learners to various cultural contexts in order to better understand their own culture and that of others, through the lens of foreign language acquisition. Learners can practice ways to introduce themselves and talk about themselves in order to develop a sense of identity, similar to and different from others'. Various cultures and contexts should be used as examples in the classroom so that



learners, from an early age, can develop the sense of belonging to a diverse, global community, both at a national level as well as an international level.

Furthermore, teachers should encourage learners to work cooperatively in pairs and groups, thus improving social skills such as tolerance and collaboration, in addition to creative and critical thinking skills such as negotiating for meaning. Learners should participate in many situations in which they can be exposed to the various social and communicative functions of the English language. Guided by the teacher, learners will become aware of how to ask for help, how to use basic expressions of politeness and how to say hello and good-bye. The teacher should give classroom instructions in English as much as possible so that learners can see authentic models and uses of the language. Teachers can ask learners to check answers in pairs, to work together on small projects in class, and to participate in short dialogues in order to obtain practice in the various ways that we, as humans, interact with others. Values such as helping others and sharing are introduced throughout the curriculum, and the teacher should also be sure to work on these values as needed, drawing upon the natural opportunities that tend to arise when children work together in a classroom.

As learners work together and learn acceptable forms of behavior, they will be improving skills of tolerance and acceptance, as well as building a sense of national and local identity.

Curricular Thread 2: Oral communication (listening and speaking). Since listening and speaking are purposefully considered within the same curricular thread, these two macro-skills should optimally be integrated within meaningful and truly communicative lesson procedures. The primary classroom provides a favorable environment for fluency-focused, experiential and organic oral skills development through interpersonal interaction and authentic input.

Listening skills. A never-ending wealth of age-appropriate, up-to-date authentic listening material is freely available online, giving teachers the opportunity to match listening texts to the interests, background and language needs of individual groups of learners. There are many radio websites for young learners (e.g., BBC Schools Radio or NPR Kids Public Radio to name just two), as well as dedicated EFL sites such as Learn English Kids, which provide audio and video downloads. Please see the web resources list at the end of this document for a list of suggested sites. Creative teachers will also exploit the extensive option of selecting short video clips and creating listening activities for the primary classroom (Cruse, 2006).

The frequent, creative use of these and other similar listening resources will keep primary learners' motivation high while providing them with different models of spoken English to aid pronunciation at both **segmental and suprasegmental** levels (i.e., individual sounds as well as rhythm and intonation), particularly where the teacher wishes to supplement their own accent as the main input model.

While the range of listening texts enjoyed in the classroom may be diverse and authentic, listening tasks should deliver a high success rate for primary learners,

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

and classroom procedures should be as non-threatening as possible (e.g., check answers to comprehension questions with a partner before being called on in open class.). This is to help nurture the attitude of wanting to focus attention and trying to cope with sections of audio input which are difficult to understand: the message *if you listen carefully, you will understand something* should be inherent in each listening lesson.

A variety of listening tasks within meaningful contexts will help learners to learn to listen for the general idea (**gist**), for specific information, detail, or to predict or infer information. Over time and with practice, primary learners will build up their repertoire of listening sub-skills and intuit the subtle differences between them, providing a firm basis for continued listening to A2 and B1 level texts as they continue through EGB, BGU and beyond. Finally, the role of **extensive listening** should be promoted, with English language music, movies, poetry, and spoken word narratives being integrated in the school and home environment at suitable moments, just for fun.

Spoken production. The early primary school years offer a uniquely fertile window of opportunity for spoken production to take root, as younger learners are invariably keen to imitate, participate, and focus on meaning, rather than on the form of the language for accuracy's sake. A wise ELT teacher will harness the young child's impulse to imitate at this precise age and stage, through a varied, ongoing, gradually changing input of spoken texts for the group to enjoy and "get their tongues around" together. Never again in a learner's English learning will their speech apparatus (and neural counterparts) be so malleable as during EGB Elemental, and it is even believed that after the age of 10 or 11 acquisition of English sounds, rhythms, and intonation patterns becomes much more difficult (Rawson & Richter, 2003).

A good model, good fun, lots of repetition, physical movement (whole body actions, clapping, etc.), encouragement to join in (without ever forcing verbal production) and plenty of praise for just trying, as well as the teacher's genuine attitude of enjoyment in the texts and activities all provide the right conditions for spoken production to begin to develop. Through the school year, this ever-changing kaleidoscope of spoken production opportunities may include:

- Campfire Songs (e.g., *I know an old lady who swallowed a fly*).
- Circle games (e.g., *Fruit basket*).
- Circle songs (e.g., *Ring around the roses*).
- Clapping rhymes (e.g., *Miss Mary Mack*).
- Counting rhymes (e.g., *One, two, buckle my shoe*).
- Educational songs (e.g., *Heads, shoulders, knees and toes*).
- Jazz chants (e.g., *Freddie likes potatoes but he doesn't like rice*).



- Jump rope rhymes (e.g., *Teddy bear, teddy bear*).
- Nursery rhymes (e.g., *Hickory dickory dock*).
- Party songs (e.g., *Hokey pokey*).
- Playground games (e.g., *Queenie, queenie, who has the ball?*).
- Poems (e.g., *This is the house that Jack built*).
- Rhymes for deciding who is “it” (e.g., */p dip sky blue*).
- Tongue twisters (e.g., *Peter Piper picked a peck of pickled peppers*).
- Traditional songs (e.g., *Lavender’s blue*).
- And so on (e.g., *Your ideas!*)

It is important to note that, although there may be a thematic link between the text and the unit being taught, the grammatical and lexical content of these texts is far less important at this stage than their richness in terms of sounds, rhythm, intonation, expressions, idioms, and simple enjoyment. Learners who “step into the stream of language” in this way (Rawson & Richter, 2003) will naturally develop the correct positioning and movement of **articulators** (lips, teeth, tongue, alveolar ridge hard palate, velum, etc.) for accurate production of English language sounds, as well as building up their active situational vocabulary, strengthening memory through recital and repetition, and forming habitual structures of language which can later be brought to consciousness through **noticing techniques**. Early choral reproduction of longer texts such as these bypasses in learners the (rather adult) tendency to attempt to understand every word in the text or analyze the structures used. Neither of these learning strategies is recommended for EGB Elemental, and teachers who insist on translation or other **intensive listening** techniques may even undermine the objective of this sub-thread, which is to experience and regurgitate extended chunks of language.

As learners develop their spoken production skills, more direct forms of spoken production can be introduced through very short conversations, mini-theater performances, scripted or unscripted role plays set in familiar contexts (e.g., a shop, the playground, etc.), substitution dialogues, ELT language games (involving repetitive structures and a strong guessing element), etc. In this way, the path between mechanical production and fluency is forged, and learners become increasingly independent in the content of their utterances, while maintaining high levels of confidence and motivation to communicate through speech.

Spoken interaction. The young EFL learner’s initial partner for spoken interaction in English will usually be the teacher, with short greeting/leave-taking and question/answer exchanges, both in open class and 1 to 1. However, it is vitally important

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

that the process of collaborative learning begins at primary level so that all learners, especially in large classes, have ample time and opportunity to fully develop their speaking and listening skills in parallel with their reading and writing skills, and other linguistic resources (grammar, vocabulary, etc.).

Pair work and group work are essential elements in the ELT classroom, where risk-taking, trial and error, and real-time feedback can take place (namely, *Did I get my message across? How could I say it more clearly?*). Communication breakdown between peers resulting from **impeding errors** can even be perceived to have greater value for developing **interlanguage** than instant communicative success resulting from accurate production. As such, short, simple collaborative tasks (e.g., group problem solving or creative projects, mingle activities, information gap activities, etc.) must be introduced from EGB Elemental, both to instill this learning behavior ready for EGB Media and Superior, and to allow learners early opportunities for linguistic creativity and verbal / non-verbal expression. In short, even the youngest learners should be given plenty of playful moments to “try on” their English persona and to pick up the language and wrestle with it a little, trying to make the language do what the learner wants it to do. Learners gradually take responsibility and make choices for their L2 language use, a process that can be made more conscious through classroom routines such as an English-speaking class mascot or a pretend English switch (Cameron, 2001).

In parallel to this process, simple functional exponents for asking for repetition or clarification (e.g., *I'm sorry? Could you repeat that, please?*) and strategies for paraphrasing (e.g., finding synonyms, describing missing words) can be taught, as well as simple ways to extend interaction (e.g., asking *And you?*). These tools will give primary learners confidence to communicate in a steadily increasing range of contexts throughout their school years and beyond.

Curricular Thread 3: Reading. There is substantial evidence to show that through reading, learners develop a host of other language skills (Krashen, 2004), such as spelling, grammar, vocabulary, and writing. Studies have also shown that learners who read regularly improve their listening, speaking, and pronunciation skills (Elley, 1991). In addition to language development, reading also serves to broaden the children's view of the world and their place in it (Littlejohn, 1996), as well as provide learners with new and interesting information, such as cross-cultural and cross-curricular content. Finally, the more learners practice reading, the better they will learn to equate sound-letter relationships, which is an essential part of literacy.

Young children can learn to read quickly. Plenty of praise, motivation, and practice, as well as a positive, fun, non-threatening environment all provide the right conditions for reading. Variety is also important. Reading lessons should be varied; for example, teachers could play the audio first and let the learners follow the pictures or let them read before / while listening; young learners could also be asked to mime along with the story or to carry out a role play after the reading. If we want to develop a lifelong love of reading, enjoyment in the early primary years is the key.



Reading comprehension. In early primary much of the reading comprehension consists of understanding individual words and making sense of the sound-word relationship. If possible, encourage weaker pupils to keep their own flashcards of words or vowel / consonant clusters which they find difficult to read. Gradually, learners move on to understanding the main ideas in short sentences and in very short simple texts (print and / or digital). At this point, it is recommended that learners work in pairs, so that they can help each other. Meanwhile, the teacher will monitor the pairs and give help to those who are having difficulties. Teachers should avoid asking individual emergent readers to read aloud to the whole class.

Study skills (including ICT). Study skills, "learning how to learn," is an essential part of learning. Even from a young age, learners need to know how to use some basic resources like picture dictionaries and how to make their own simple learning resources, such as a "Words I know" list at the end of each unit. Young learners can also learn how to make their own bright and colorful flashcards, and how they can use them to learn more. Flashcards are a valuable assistance to every learner, especially visual learners.

Another key aspect of study skills is learning how to organize ideas. In early primary, learners should begin to understand the information in simple **graphic organizers**, such as **Venn diagrams** and charts. They also need to develop **digital literacy**, which may consist of understanding information online. These skills are all part of the process of becoming a lifelong learner. (Note: Both flashcards and graphic organizers can be downloaded free of charge from the internet. Please see the web resources list at the end of this document for a list of suggested sites.)

Literacy-rich environment. A literacy-rich environment incorporates print culture (also known as "environmental print"), which is the print of everyday life. Out in the world, we are surrounded by a wealth of authentic texts, such as those found on street signs, logos, labels, price tags, candy wrappers, and road safety or warning signs. For many emergent readers, studying environmental print is extremely helpful, since it acts as a bridge from individual words to sentences, and builds their confidence at the same time.

Cross-curricular content. During EGB Elemental, children may be introduced to other school subjects in English (for example, art, music, science, social sciences, drama, etc.). The advantages of drawing on other parts of the school curriculum are numerous:

- To give content to the language lessons.
- To use skills and knowledge from other subjects in the English lesson.
- To motivate learners who find English difficult or uninteresting.
- To make connections across the school curriculum and deepen pupils' understanding of the topic. (Littlejohn, 1996)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Wherever possible, teachers should encourage learners to tell the class what they already know about the subject before reading cross-curricular texts, in order to activate schemata.

Curricular Thread 4: Writing. It is important to note that in teaching foreign language learners how to speak and read English, it is important not to neglect their writing development.

Initial literacy. It is important to note that some learners may have rudimentary writing skills in their mother tongue and these will very likely be transferred to English. For this reason, the main goals in EGB Elemental are to learn the standard writing mechanics (spelling, punctuation, and capitalization), in addition to developing handwriting and **typography** (writing on the computer).

Spanish has a strong correspondence between how a word is pronounced and how it is written, but English does not. The irregularity of English in this respect causes predictable problems when Spanish-speaking learners learn to write. A specific problem concerns the spelling of English words with double letters. Spanish has only 3 double-letter combinations (*cc, ll, rr*). English, in comparison, has 5 times as many, which causes problems like *hoping* being spelled as *hopping* (Coe, 1997). Teachers should help young learners, not only by giving more practice, but also by praising and encouraging them.

Text production. 21st Century literacy is considered to comprise far more than simply writing a sentence or a paragraph. It also involves the ability to write a variety of **text types**, both in print and online; for example, a text message, an email, a URL for a website, an email address, a greeting on a birthday card, and so on, all using the appropriate language and layout. By learning a variety of text types, especially online, we can gradually prepare learners for future jobs and further studies.

Curricular Thread 5: Language through the arts. During this stage learners will participate in a range of activities meant to help them develop an affinity for and enjoyment of literature and the arts by interacting with both oral and written texts. These activities are meant to be pleasurable and thus will awaken in learners a lifelong love of literature and the arts, successfully converting them into active, autonomous readers and learners who are able to understand and enjoy a variety of literary texts. Therefore, at this level, the contact that learners will have with literature and the arts is assumed to be the moment that enhances and strengthens learners' aesthetic sensibilities and imagination, while improving memory and linguistic macro-skills. Throughout this thread, learners will be allowed to participate in and experience recreational activities meant to contextualize both oral and written texts, by responding to the texts in a variety of ways, both physically and emotionally. During this process, learners will incorporate the use of ICT as a supplementary tool.

Creative writing. With respect to creative writing, it is not about trying to reproduce a text type exactly, but instead about developing creative writing skills using the reading of literary texts as a starting point. Learners will interact with different

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 2.1	Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



3. Performance Criteria for English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

MANDATORY

DESIRABLE

EFL 2.1.1	Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)
EFL 2.1.2	Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)
EFL 2.1.3	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.
EFL 2.1.4	Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.
EFL 2.1.5	Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)
EFL 2.1.6	Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)
EFL 2.1.7	Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.
EFL 2.1.8	Exchange basic personal preferences with peers in order to express likes and dislikes.
EFL 2.1.9	Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.
EFL 2.1.10	Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 2

Oral communication

 MANDATORY

 DESIRABLE

EFL 2.2.1	Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: <i>What's your name? How old are you? Where do you live? etc.</i>)
EFL 2.2.2	Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)
EFL 2.2.3	Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)
EFL 2.2.4	Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)
EFL 2.2.5	Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
EFL 2.2.6	Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)
EFL 2.2.7	Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every single word.



EFL 2.2.8	Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. (Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)
EFL 2.2.9	Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)
EFL 2.2.10	Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)
EFL 2.2.11	Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)
EFL 2.2.12	Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.
EFL 2.2.13	Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: <i>Thank-you, Can I help you? This is [name]. It's a [item], etc.</i>)
EFL 2.2.14	Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: <i>Where do you live? Do you have a bicycle? What color is it? etc.</i>)
EFL 2.2.15	Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. (Example: factual information about colors, numbers, quantities, prices, times, size, etc.)
EFL 2.2.16	Say when they do not understand and ask for slower or clearer repetition where required. (Example: <i>Sorry? Could you say that again, please?</i> etc.)

EFL 2.2.17	React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: <i>Oh!, Yes! Thanks. And you? etc.</i>)
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Curricular Thread 3

Reading

MANDATORY

DESIRABLE

EFL 2.3.1	Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.
EFL 2.3.2	Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.
EFL 2.3.3	Understand most of the details of the content of a short simple text (online or print).
EFL 2.3.4	Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. (Example: price tags, signs, notices (<i>No eating</i> , etc.), candy wrappers, etc.)
EFL 2.3.5	Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).
EFL 2.3.6	Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)
EFL 2.3.7	Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)
EFL 2.3.8	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.



EFL 2.3.9	Identify the meaning of specific content-based words and phrases, with the aid of visual support.
EFL 2.3.10	Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)

Curricular Thread 4

Writing

 MANDATORY DESIRABLE

EFL 2.4.1	Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, mean, bee, etc.)
EFL 2.4.2	Make a simple learning resource, in order to record and practise new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 2.4.3	Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer).
EFL 2.4.4	Write simple words, phrases and sentences for controlled practice of language items.
EFL 2.4.5	Write simple sentences on familiar topics to communicate basic ideas.
EFL 2.4.6	Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)
EFL 2.4.7	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

EFL 2.4.8	Complete a basic survey or a questionnaire by providing personal details.
EFL 2.4.9	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

Curricular Thread 5

Language through the arts

 MANDATORY

 DESIRABLE

EFL 2.5.1	Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
EFL 2.5.2	Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
EFL 2.5.3	Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.
EFL 2.5.4	Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity, and a love for literature.
EFL 2.5.5	Apply ICT and/or other resources to communicate simple thoughts in small groups.
EFL 2.5.6	Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
EFL 2.5.7	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE



EFL 2.5.8 Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.

EFL 2.5.9 Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.

4. Evaluation criteria for English as a Foreign Language in Educación General Básica Elemental

Curricular Thread 1: Communication and cultural awareness

● Evaluation criteria

CE.EFL2.1. Differentiate between different living situations in a variety of surroundings and express curiosity about the world through simple questions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing different houses and labeling different rooms and objects in a house.
- Using question words (who, what, where) to ask about places.
- Reflecting on differences between a house and an apartment.
- Creating a diorama of urban and rural aspects.
- Drawing a map of a neighborhood.
- Asking and answering questions about where you and others live.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL2. Draw on the established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multi-national society, so improving their understanding of the world and engendering socially responsible global citizens.	<p>EFL.2.1.2. Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)</p> <p>EFL.2.1.3. Ask simple basic questions in class about the world beyond one's own immediate environment in order to increase their understanding of different cultures.</p> <p>EFL.2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.2 We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals</p>	<p>EFL.2.1.1. Learners can recognize differences between where people live and write or talk about their own surroundings, as well as ask questions about how other people live. (I.2, S.2)</p> <p>CEFR: A1.1. Topics: Home, Places, World Around Us</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE



● Evaluation criteria

CE.EFL.2.2. Catalog everyday objects and places in different cultures and recognize ways to act responsibly towards one's environment and surroundings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Labeling pictures with correct names.
- Creating a poster of things that can be recycled.
- Matching objects with the places where they can be found. (Example: stove in kitchen, bed in bedroom, etc.)
- Simulating actions through TPR activities where learners follow basic commands. (Example: Put away your book, etc.).
- Choosing pictures that demonstrate responsibility (cleaning room, watering the flowers).

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

Skills and performance descriptors to be evaluated

EFL.2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

EFL.2.1.5. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)

Indicators for the performance criteria

I.EFL.2.2.1. Learners can classify everyday objects and familiar places. Learners can compare objects from different cultural contexts. Learners can say and recognize ways to take care of the environment and one's surroundings. (J.3, S.1)

CEFR: A1.1. Topics: Home, Weather, World Around Us

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short conversation.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Participating in short dialogues using greetings and leave-taking.
- Listening to or reading short dialogues and answering questions about the speakers' names, grades, schools, etc.
- Practicing the use of expressions of politeness during collaborative pair and small group work.
- Adding expressions of politeness to dialogues.
- Completing a short questionnaire or form about one's basic personal information. (Example: name, school, age, address, etc.)
- Responding to pictures or short texts by circling the corresponding emoticon. (Example: happy face, sad face, confused face, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

Skills and performance descriptors to be evaluated

EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)

EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.)

How the objectives contribute to the exit profile

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

Indicators for the performance criteria

I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

CEFR: A1.1. Topics: Family and Friends, Numbers 1-100



● Evaluation criteria

CE.EFL.2.4. Develop skills of collaboration by working together on projects and sharing materials while expressing personal preferences with peers.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing a very short, picture-based self-evaluation or peer evaluation form.
- Playing games in which learners must pass objects around the room. (Example: hot potato, etc.)
- Practicing helpful classroom language in mini dialogues and/or chants (Example: Can I borrow your eraser? Do you have a pencil? etc.)
- Completing a short survey about favorites or likes/dislikes and then sharing ideas with a partner.
- Making a pie chart about the things that are most liked in the class.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

How the objectives contribute to the exit profile

- J.2.** Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.
- J.3.** We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.
- S.4.** We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Skills and performance descriptors to be evaluated

EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.

EFL.2.1.8. Exchange basic personal preferences with peers in order to express likes and dislikes.

Indicators for the performance criteria

I.EFL.2.4.1. Learners can select pictures and/or short phrases that relate to collaborating and sharing and express personal preferences. (J.2, J.3, S.4)

CEFR: A1.1. Topics: Family and Friends, Clothes, Colors, Food and Drink, Sports and Leisure, Toys

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.2.5. Model turn-taking and ways to express to others when something is not understood to improve comprehension and/or intelligibility in conversations.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Role-playing and participating in short dialogues.
- Playing games that practice classroom language and turn-taking.
- Singing songs or chants that practice helpful language.
- Working in pairs and groups on a small project.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL.2.1.9. Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.

EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

Indicators for the performance criteria

I.EFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short conversations. (J.3, S.1, S.4)

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

CEFR: A1.1. Topics: Numbers 1-100, Sports and Leisure, Time, Toys



Curricular Thread 2: Oral communication (listening and speaking)

Evaluation criteria

CE.EFL.2.6. Listening for Meaning: Understand the main ideas in short simple spoken texts that include familiar vocabulary and are set in everyday contexts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to a very short and simple story and ordering the pictures showing what happens. (Example: *Jane is taking her dog for a walk. They see some birds. The birds fly away, etc.*)
- Listening to a short and simple conversation between 2 speakers and deciding who is speaking, where they are, and how they feel. (Example: *a boy and his Dad, at a soccer game, happy, etc.*)
- Watching a video clip and selecting the best title for it. (Example: *Funny monkeys at the zoo, etc.*)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Skills and performance descriptors to be evaluated

EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: *What's your name? etc.*)

EFL.2.2.2. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)

EFL.2.2.6. Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)

EFL.2.2.7. Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every word.

Indicators for the performance criteria

I.EFL.2.6.1. Learners can understand the main ideas in short simple spoken texts and infer who is speaking and what the situation is, without decoding every word. (I.3)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to short, staged instructions and carrying them out. (Example: Open the door. Take this book to Mr. Davila. Walk, don't run! etc.)
- Listening to very short (spoken or recorded) descriptions of scenes, and writing, coloring, or drawing items within them. (Example: learners are given a simple picture of a classroom. They listen to a description of it and identify the table where Sara sits and draw 3 pens and a red book on it, etc.)
- Listening to a short dialogue and filling in a simple form. (Example: a conversation between a boy and a teacher meeting for the first time. Learners fill in the boy's name, age, birth date, (part of his) address (e.g., house number or street name), favorite subject, etc. on a simple form.)
- Listening to a short text and demonstrating understanding of it using an accompanying graphic organizer. (Example: marking the route on a map while listening to directions, etc.)

General EFL area objectives being assessed

Skills and performance descriptors to be evaluated

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

EFL2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)

How the objectives contribute to the exit profile

Indicators for the performance criteria

I.3 We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestural. We take responsibility for what we say.

EFL2.2.5. Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)

CEFR: A1.1. All topics

Educación General Básica Elemental
ENGLISH AS A FOREIGN LANGUAGE 

● **Evaluation criteria**

CE.EFL.2.8. Production - Pronunciation: Produce individual words and short phrases clearly enough that other people can usually understand them easily.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking the student simple questions about themselves, their family, or their possessions and checking whether the responses are comprehensible. (Example: *What's your name? Juan. How do you spell Juan? J-U-A-N. How old are you? I'm eight/arm ett /, etc.)*
- Showing the student some picture flashcards of familiar vocabulary items and asking them to say the words. (Example: It's a house, a school, a car, a bike, to see if they are easily understood, etc.)
- Doing a mingle activity where learners ask and answer simple questions about a picture which has been stuck to their own back. (Example: for animal picture cards, learners ask and answer *Is it an elephant? No. Is it a horse? Yes. Is it black or white? White. etc.)* Observing to see whether each student's questions and answers are understandable by other learners.
- Ask the learner to sing a song or recite a chant together with a group of friends or with the teacher. Record the student's production with the recording device quite near to the student's mouth and listen to the recording to assess clarity of sounds, production of phonemes, rhythm and intonation.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL.2.2.8. Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. (Example: /v/ /ð/ // /i:/ and in words like singing, these, up, sea, etc.)
OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL.2.2.9. Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)
How the objectives contribute to the exit profile	EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	Indicators for the performance criteria
	IEFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be easily understood. They can also produce some phrases and short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)
	CEFR: A1.1. All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family, or their possessions and noting whether their response time is acceptable (i.e. may be slow, but not so slow that the interaction becomes uncomfortable for the student or the teacher), and whether their response is appropriate. Some learners may produce short sentences in response to basic questions. (Example: *What color are your shoes? Yes. What color are your shoes? Blue or They're blue, etc.*)
- Giving learners a picture of a familiar scene and asking them to tell you what they can see. Some learners may produce longer utterances. (Example: *a picture of a classroom where learners name individual items: table, chair, clock There are four chairs. The clock says 4 o'clock, etc.*)
- Running a mingle activity where each learner has a different simple question to ask the others. Learners move around the room asking their question and listening to the answers received. Observing to see whether each student asks the question fluidly and answers using individual words only or short sentences. (Example questions: *What's your favorite food? Chicken / It's chicken and rice / Do you like oranges? Yes. / Yes, I do. / I love oranges!, etc.)*

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)

EFL.2.2.12. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses may be slow though pauses do not make the interaction tedious or uncomfortable for participants. (I.3)

CEFR: A1.1. All topics

Educación General Básica Elemental
ENGLISH AS A FOREIGN LANGUAGE 

● **Evaluation criteria**

CE.EFL.2.10. Interaction – Interpersonal: Participate effectively in basic interpersonal interactions in everyday contexts, provided the interlocutor speaks slowly and clearly. (Example: requesting, introducing, responding, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Conducting a conversation with the teacher and learner playing two characters using masks or hand puppets. The learner may be given the character's details or invent them. (Example: name, age, favorite color, etc.) The student's character could introduce other puppets or request permission to do something. (Example: *This is Sebastian. He's 11. Can I borrow a pencil, please?*, etc.)
- Doing a mingle activity where learners meet and greet each other and ask and answer simple questions. Observing to see whether the learner can interact effectively, and whether they are able to ask for repetition when required, and / or react appropriately to responses received. (Example: *Find someone who.... Do you have a red car? Yes? Great!* - writes down name of person.)
- Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, offering help, taking leave, etc.) Informal assessment could involve a star chart, with points for learners who use L2 regularly.

General EFL area objectives being assessed

Skills and performance descriptors to be evaluated

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

EFL.2.213. Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: *Thank-you. Can I help you? This is [name], etc.*)

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

EFL.2.214. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: *Where do you live? Do you have a bicycle?, etc.*)

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

EFL.2.216. Say when they do not understand and ask for slower or clearer repetition where required. (Example: *Sorry? Could you say that again, etc.*)

How the objectives contribute to the exit profile

Indicators for the performance criteria

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

EFL.2.10.1. Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification, and can react appropriately to responses received. (I.3)

CEFR: A1.1. All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 3: Reading

● Evaluation criteria

CE.EFL.2.11. Identify and understand individual every-day words, phrases, and sentences, including instructions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing a line from individual words to a picture or a scene. (Example: learners read a list of farm animals and draw a line from each word to the appropriate animal in the scene, etc.)
- Reading a list of four words and crossing out the word that doesn't belong. (Example: arm - leg - house - foot, etc.)
- Reading a simple sentence, looking at the accompanying picture, and ticking yes/no. (Example: *This is a house. Yes, etc.*)
- Completing a gap in a sentence (print or online). (Example: Words: go, sleep. Sentence: *Every day I --- to school, etc.*)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL.2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4) CEFR: A1.1. All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE



● Evaluation criteria

CE.EFL.2.12. Understand the gist and details in short simple written texts (online or print).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying graphic organizer. (Example: learners read about the location of a house and mark the point X on a map.)
- Reading a short simple story of just a few lines and ordering simple pictures of familiar objects.
- Reading a short simple text and coloring a picture. (Example: This is Ben's room. His bed is green. Learners draw a green bed, etc.)
- Reading a short simple text and circling the correct answer. (Example: Question: *What's her name?* Answer: Mary / Sandra / Mia, etc.)

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Skills and performance descriptors to be evaluated

EFL.2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.

EFL.2.3.3. Understand most of the details of the content of a short simple text (online or print).

Indicators for the performance criteria

I.EFL.2.12.1. Learners can understand a short simple text on an everyday topic and successfully complete a simple task to show that they have understood most or some of it. (I.4)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.13. Understand the content in a variety of well-known text types, both print and online, using the layout and artwork for support; recognize typical signs and symbols found in the text types.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Matching common signs to their meanings. (Example: a simple classroom sign or a notice in the park, *Silence please, No eating, etc.*)
- Studying an environmental print text type and drawing a line from the word to the artwork. (Example: from the word cloud to a cloud weather symbol, or from the word stop to a "red" stop light, etc.)
- Circling an emoticon to match to a picture. (Example: *Amy feels sick / Amy is happy /, etc.*)
- Comparing and contrasting information. (Example: learners read simple price tags and match them to the correct sentences: *This toy is cheap. Those shoes are expensive, etc.*)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities	EFL.2.3.4. Understand the content in simple short written environmental print text types, using artwork, symbols, and layout for support. (Example: price tags, signs, notices (No eating, etc.), candy wrappers, etc.)
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required	
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3) CEFR: A1.1. All topics

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE

**Evaluation criteria**

CE.EFL.2.14. Demonstrate familiarity with study resources (both print and digital). (Example: a picture dictionary, some flashcards of known words, or a word list.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Using a simple learning resource and locating details. (Example: finding and circling or coloring three different kinds of fruit or three kinds of drink in an online or print picture dictionary, etc.)
- Using the alphabet to scan for particular items in lists. (Example: finding a word in a simple dictionary or locating a boy's name on a class list.)
- Testing each other on the meaning of flashcards. (Example: a boy shows a picture on a flashcard and asks: *What's this? Girl: it's an airplane, etc.*)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list.)

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

Indicators for the performance criteria

I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.15. Learn to read graphs, diagrams, charts, and other kinds of graphic organizer. Demonstrate understanding of a text presented in the form of a graphic organizer (both print and digital).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a list of words in a Venn diagram and understanding the meaning. (Example: Venn diagram: Dog/Cat. Task: Read a sentence and tick yes/no. Sentence: Dogs and cats have tails, etc.)
- Matching a simple short text to the correct plan. (Example: Text: a short simple description about a zoo: The giraffes are next to the pandas. Plan: a simple map of the zoo, etc.)
- Reading a short simple text and coloring a simple bar chart. (Example: a description of some children's favorite ice cream. Task: color the chart accordingly, etc.)

General EFL area objectives being assessed

OG.EFL.4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL.5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.6. Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

CEFR: A1.1 All topics

Educación General Básica Elemental
ENGLISH AS A FOREIGN LANGUAGE 

● Evaluation criteria

CE.EFL.2.16. Understand the main ideas in short simple written texts on cross-curricular subjects, both print and digital. (Example: art, science, music, math, history, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Identifying the main ideas in a short simple cross-curricular text. (Example: Text: short descriptions of towns in Ecuador; Task: circle the correct photo, etc.)
- Reading short simple instructions on a cross-curricular subject and making something. (Example: a sandwich, origami, or a mask, etc.)
- Studying simple cross-curricular information presented in the form of a graph, diagram, map, or chart and answering the yes / no questions. (Example: a graph showing how long different animals live, and answering yes or no to questions about them, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL2. Draw on their established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society, so improving their understanding of the world and engendering socially responsible global citizens.	<p>EFL.2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)</p> <p>EFL.2.3.8. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.</p> <p>EFL.2.3.9. Identify the meaning of specific content-based words and phrases, with the aid of visual support.</p> <p>EFL.2.3.10. Read a variety of simple text types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	<p>I.EFL.2.16.1. Learners can understand the main ideas and some basic details from a short simple cross-curricular* text and successfully complete a simple task, as well as acquire subject-specific lexis. (I.2)</p> <p>* The content is from other school subjects like art, music, math, science, geography.</p> <p>CEFR: A1.1. All topics</p>

Curricular Thread 4: Writing

● Evaluation criteria

CE.EFL.2.17. Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting / typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
- Unscrambling words or sentences and writing them out correctly. (Example: Word: veleen = eleven. Sentence: The re's - under - the chair - a backpack, etc.)
- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: does it live on a farm / does it have two legs, etc.)
- Writing new words in a picture dictionary and adding a sticker or picture.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	<p>EFL.2.4.1. Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, mean, bee, etc.)</p> <p>EFL.2.4.2. Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)</p> <p>EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	<p>IEFL.2.17.1. Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.), for making simple learning resources. (I.3)</p> <p>CEFR: A1.1. All topics</p>

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE

**● Evaluation criteria**

CE.EFL.2.18. Writing in order to perform controlled practice of vocabulary and grammar items.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing simple sentences to practice a grammar structure by writing words in gapped sentences. Support learners by providing pictures for context and / or a box of answers, from which they can choose. (Example: *My best friend is ten --- old. --- name is Carol. --- birthday is in May*, etc.)
- Identifying the differences between two pictures and writing simple sentences. (Example: *In picture A, there's one car, but in picture B there are two cars*, etc.)
- Answering questions about a scene using full sentences. (Example: *How many boys are there? There are four boys*, etc.)

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.4.3. Write simple words, phrases, and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.)

EFL.2.4.4. Write simple words, phrases, and sentences for controlled practice of language items.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.18.1. Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4)

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

CEFR: A1.1. All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.2.19. Convey some simple ideas, facts or opinions in a simple sentence or short paragraph, using basic vocabulary and structures.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *My best friend is ten --- old. --- name is Carol. --- birthday is in May, etc.*)
- Completing a simple open-ended sentence. (Example: *For breakfast I eat _____; In my bedroom there is _____, etc.*)
- Writing a description of yourself by completing the outline of a paragraph. Each sentence in the paragraph contains a sentence opener. (Example: *My name's... My hair is... My eyes are... etc.*)
- Reading a short simple paragraph which serves as a model text, then writing a similar paragraph on the same topic. (Example: Topics could include: *my best friend, my family, my house, my favorite animal, my town, etc.*)
- Writing a short simple paragraph on a familiar topic. Learners must write the answer to specific questions or use specific vocabulary. (Example: Topic: *describe your clothes.* Opening phrase: *I'm wearing...* Words: *t-shirt, pants, shoes, etc.*)
- Writing a short simple paragraph, using key words for support. (Example: *Draw a town and write about it using these words: hospital, pet store, park, bookstore, etc.*)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	<p>EFL.2.4.5. Write simple sentences on familiar topics to communicate basic ideas.</p> <p>EFL.2.4.6. Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)</p> <p>EFL.2.4.7. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words).</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	<p>I.EFL.2.19.1. Learners can produce a short simple sentence and a paragraph – with ample support – on a variety of topics, and some learners can do so with only limited support. (I.3)</p> <p>CEFR: A1.1. All topics</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE



● Evaluation criteria

CE.EFL.2.20. Complete a simple survey form or questionnaire by providing personal details. Write a variety of simple written text types, used in print or online, with appropriate layout and language. (Examples: message on a greeting card, name and address on an envelope, an email address, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Having learners complete a short simple questionnaire about themselves. Learners read open-ended questions and write the answers on the form. (Example: *What time do you get up? What time do you go to school? At 6 o'clock, etc.*)
- Interviewing a partner, asking yes/no questions and writing yes/no on the survey form. (Example: *Do you live in an apartment? Yes, etc.*)
- Writing a variety of simple text types, using the appropriate language and layout:
 - Listen to a URL address and write it down. (Example: www.cambridge.org, etc.)
 - Write your own email address or invent one. (Example: mydog@gmail.com for your pet, etc.)
 - Write a simple print/online message to a friend for their birthday. (Example: *Happy Valentine's Day, Juan! Have a wonderful birthday, Kate!*, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL.2.4.8. Complete a basic survey or a questionnaire by providing personal details. EFL.2.4.9. Write a variety of short simple text types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	I.EFL.2.20.1. Learners can write information in a simple survey form or questionnaire, and can type or write some simple digital text-types, such as a URL and an email address. (I.3) CEFR: A1.1. All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 5: Language through the Arts

● Evaluation criteria

CE.EFL.2.21. Distinguish key information in stories and other age-appropriate literary texts, both oral and written.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to or reading stories and drawing the main characters.
- Choosing pictures of or drawing the scenes of a literary text.
- Standing up every time they hear the name of a character.
- Explaining through pictures or charts (ICT) the relationships between characters. (Example: mom/daughter, friends, etc.)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

Skills and performance descriptors to be evaluated

EFL2.5.1. Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.

How the objectives contribute to the exit profile

J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.

Indicators for the performance criteria

I.EFL.2.21.1. Learners can recognize, through pictures or other media such as ICT, key aspects of a story or literary text (both oral and written). (J.1, I.2)

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

CEFR: A1.1. Topics: Animals, Toys

Educación General Básica Elemental
ENGLISH AS A FOREIGN LANGUAGE 

● **Evaluation criteria**

CE.EFL2.22. Describe and write about emotions and responses to literary texts through words and images, or other media (video, audio) on class or school bulletin boards and expand on ideas and responses to texts read/seen/heard in by participating in songs/chants, TPR activities and playground games.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Creating a dance for a song or rhyme.
- Illustrating a short piece of writing.
- Participating in TPR activities such as acting out the movements of a character in a story as it is read aloud.
- Discussing things learners have done that are similar to those the characters in the story have done. (Example: gone on vacation to the beach, got into a fight with a parent or friend, etc.)
- Moving to the rhythm of a song or chant.
- Creating an audio message or short video that tells what the student thought about the text.
- Writing short weekly journal entries.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL.2.5.2. Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL.2.5.3. Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p>	<p>EFL.2.22.1. Learners can report emotions and compose short responses to literary texts through words and images, or other media (video, audio). Learners can generate and expand on personal opinions and responses to oral and written texts through TPR, playground games, and songs. (I.3, S.3)</p> <p>CEFR: A1.1. Topics: Home, School, Transport, Sports and Leisure, Work</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.2.23. Display an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners, and vary elements of a literary text to create a new text.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Doing **extended reading**, in which learners get to choose what they read and are not evaluated or tested on it.
- Sharing in small groups or pairs the learners' favorite stories, songs, poems, etc., and saying why.
- Responding to a poem by drawing how it makes the learner feel.
- Writing questions the learners would like to ask a character in the story, or the author of the story.
- Inviting authors as guest speakers into the classroom so learners can share their responses to the story with them.
- Interviewing family members about their favorite book or poem, and then sharing their findings in class.
- Keeping a small class library and allowing fast finishers to choose a book or magazine to read while the rest of the class completes the task.
- Listening to a song and rewriting the song lyrics changing just one aspect. (Example: choosing and replacing the character's name, age, etc.)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

Skills and performance descriptors to be evaluated

EFL.2.5.4. Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity and a love for literature.

EFL.2.5.7. Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

How the objectives contribute to the exit profile

I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.23.1. Learners can demonstrate an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners and adapt elements of a literary text to create a new text. (I.1, I.4)

CEFR: A1.1. Topics: Family and friends, Time

Educación General Básica Elemental
ENGLISH AS A FOREIGN LANGUAGE 

● **Evaluation criteria**

CE.EFL.2.24. Communicate ideas and experiences and create short original texts through a range of resources and other media, including ICT.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Writing a text message to a friend.
- Producing an audio clip stating the student's daily routine.
- Using ICT resources to organize and edit a short piece of creative or informational writing.
- Taking pictures of or drawing what the learners usually eat for breakfast, then using the picture as a prompt for conversation in class.
- Writing a short, fictional story about a family member.
- Putting short captions under pictures.

General EFL area objectives being assessed

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.5.5. Apply ICT and/or other resources to communicate simple thoughts in small groups.

EFL.2.5.8. Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practise intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.24.1. Learners can communicate thoughts, feelings, and/or personal experiences and create short original texts through a range of resources and other media, including ICT. (I.2, I.3, I.4)

CEFR: A1.1. Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● **Evaluation criteria**

CE.EFL.2.25. Implement a range of creative thinking skills to show a respect for sharing and accepting different ideas in brainstorms and pair work.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Working on a project in small groups of 4-5 and discussing what the group is doing well and what it could do to improve.
- Brainstorming ideas for a writing project together as a class, using a graphic organizer.
- Creating a product for another class and making a short advertisement that could be used to sell the product.
- Playing games in class or doing puzzles.
- Discussing mistakes and how learners (and all humans) can learn from them.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

Skills and performance descriptors to be evaluated

EFL.2.5.9. Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Indicators for the performance criteria

I.EFL.2.25.1. Learners can utilize a range of creative thinking skills to show a respect for sharing and accepting different ideas while working in pairs and through brainstorms. (J.3, S.4)

CEFR: A1.1. Topics: Food and Drink, Toys, School, Work



5. Web Resources

Web (internet) resources are a great source for supplementing materials and inspiring new ideas for your classroom. This list is intended to provide a starting point for finding materials online. Please bear in mind that websites can be changed, hacked, or discontinued without notice.

Recommended ELT sites

<http://www.teachingvillage.org>
<http://www.onestopenglish.com/>
<http://www.andrewlittlejohn.net/website/az/home.html>
<http://community.eflclassroom.com/>
<http://teachingchildrenenglish.com>

Educational technology

<http://nikpeachey.blogspot.com/learning about technology>
<http://educationaltechnologyinelt.blogspot.com.ar/>

Primary and Secondary Education

http://www.elgweb.net/t_links.html (a wide range of really good sites here)
www.scholastic.co.uk/magazines/worksheets (excellent, free materials)
www.firstschoolyears.com (Music and other subjects)
www.enchantedlearning.com (free cross-curricular resources to download) and maps
www.collaborativelearning.com (task based learning)
www.eslkidstuff.com (free downloadable resources)
www.starfall.com (starting reading -letters/ words / sentences / books)
www.multiage-education.com (resources)
www.chalkface.com (resource materials)
www.cambridge.com/younglearnerresources (free pages from resource book series)
www.teachers.tv (15 minute video clips of teaching children of all ages and subjects)

CLIL materials and articles

<http://www.scoop.it/t/clil-tips-and-materials> (free)
<http://education.nationalgeographic.com/activity/>
<http://aclil2climb.blogspot.com/p/useful-resources.html> (free)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

<http://education.nationalgeographic.com/teaching-resources/> (free)
<http://lesson-plans.theteacherscorner.net/science/> (free)
<http://thematicunits.theteacherscorner.net/> (free)
www.planet-science.com
www.learningexcellence.net
www.learninggrids.com/resourcepage (Environmental topics)
www.oup.co.uk/oxed/international/floppy/photos (photos of children in schools)
www.infoplease.com/spot/geography (facts about world landmarks)
<http://www.firstschoolyears.com>

Free flashcards (EFL)

<http://www.eslflashcards.com/>
<http://esl-kids.com/flashcards/flashcards.html> (Downloadable handouts, games, songs, and flashcards)
<http://www.mes-english.com/> (100+ sets covering 60+ themes; free downloadable templates for games, board games, etc., which teachers can personalize.)
<http://www.eslkidslab.com/flashcards/>
www.busyteacher.com
<http://www.freeeslmaterials.com/flashcards.html>

Graphic organizers

<http://www.lapresenter.com/25%20Graphic%20Organizers.pdf>
http://www.teach-nology.com/web_tools/graphic_org/

Listening skills

www.kidspublicradio.org
www.ello.org

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Document 12. English planning example



UNIDAD EDUCATIVA SANTA MARIANA DE JESÚS



Unidad Educativa Santa Mariana de
Jesús

SCHOOL YEAR
2019 – 2020

Microcurricular Planning								
1. Information Data								
Teacher's Name:	Jackeline Elizabeth Michilena Atienza	AREA SUBJECT	ENGLISH ENGLISH	COURSE	3	PARALLEL	"A"	EDUCATIONAL LEVEL BACHILLERATO GENERAL UNIFICADO.
OBJECTIVES								
UNIT	3	Appreciate the use of English language through listening songs, in order to foster imagination, curiosity and memory, while developing a taste for language.						
UNIT TITLE	I CAN PLAY	DATE:	10 – 01 – 2020	TIME:				40 minutes
2. PLANIFICATION								
EVALUATION CRITERIA								
CE.EFL.2.8. Production – Pronunciation: Produce individual words and short phrases clearly enough that other people can usually understand them easily.								
Skills and performance descriptor			Methodological Strategies and activities			Resources	EVALUATION	
						Indicators	Evaluation's techniques and instruments	

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

UNIDAD EDUCATIVA SANTA MARIANA DE JESÚS



EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)

Warm up (10 minutes)

First listening. The students to close their eyes and listen to the song. Play CD Track.

Follow up Questions.

What instruments do you listen?

Worksheets. (20 minutes)

The students to identify the pictures.

“Let’s listen and choose the pictures that match what they hear.” I Play One on CD Track.

“What number did you hear?” (*one*)

“What instrument name did you hear?” (*triangle*)

“What picture do you choose?”

“What do you draw between 1 and a?” (*a line*)

Identify the image with sound and card. Moving to the rhythm of a song. (10 minutes)

I.EFL.2.8.1 . Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be easily understood. They can also produce some phrases and short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)

Technique:
Listen, look and practice.

Instrument:
Practical worksheet.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

UNIDAD EDUCATIVA SANTA MARIANA DE JESÚS



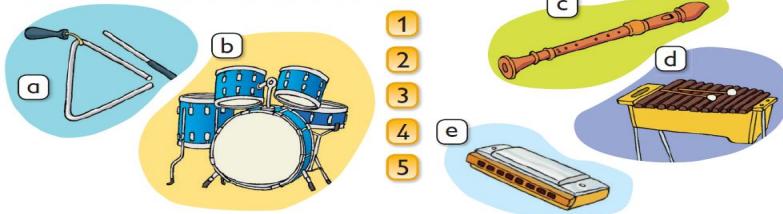
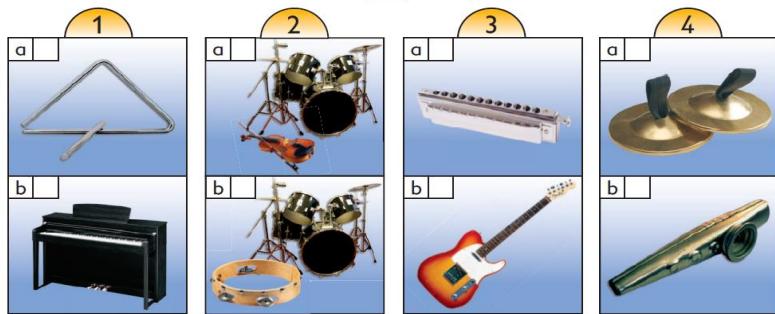
3. Description of the curriculum adaption to be applied							
Details of spe- cial needs	Skills and perfor- mance descriptor	Methodological Strategies and acti- vities	Resources	EVALUATION			
				Indicators	Evaluation's techniques and instru- ments		
Prepared: Jackeline Michilena		Approved by:					
Signature:		Signature:					
Date: 10-01-2020		Date:					

Anexes

UNIDAD EDUCATIVA SANTA MARIANA DE JESÚS



Student name: _____

A. Listen and choose.**B. Listen and check [a] or [b].****Practice****C. Look and choose.**

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

UNIDAD EDUCATIVA SANTA MARIANA DE JESÚS



INSTRUMENTS

VOLIN
DRUMS
TAMBOURINE
GUITAR
XYLOPHONE
HARMONICA
HAND BELL
KAZOO
RECORDER
TRIANGLE
CYMBALS
PIANO

Guide Content

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Medio de Educación General Básica to the General Objectives of the Subject Area

The principal responsibility of the EFL curriculum in the sublevel EGB Media is to develop learners who can communicate basic needs and information in English; learners who can effectively respond to a range of age-appropriate social situations as well as literary texts. This goal can be met by engaging learners' senses within an enriched, **meaningful** language environment. Consequently, the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, has been carefully considered throughout all five curricular threads, in order to help learners grow into critical and creative thinkers as they progress from an A1.2 to A2.2 level of the **CEFR**.

By the time learners have entered the sublevel EBG Media they should already have a good foundation for subsequent language learning. In this sublevel, they will be expected to continue the skills they have been working on, such as asking and answering questions on familiar subjects, or reading and listening for main ideas. As they progress to an A2.2 level, tasks can become more cognitively and linguistically challenging. Meanwhile, learners will be embarking on the road to more effective self-expression in English, while continuing down the path that has been established in the sublevel EGB Elemental.

Children acquire language through tasks that are meaningful and appropriate to their developmental level. Current research suggests that emotions drive attention and attention drives learning and memory, so by involving learners' emotions in the classroom, language development can occur more effectively. Learners in EGB Media are developing the ability to apply logical thought to concrete problems, but are still not quite ready for language analysis or talking about language. Even though repetition is necessary, in order to maintain interest and motivation a bit of novelty is required. Thus, experience continues to play a major role at this sublevel – students learn best when they can directly experience the language for themselves (Curtain & Dahlberg, 2010, p.8). Hands-on activities and collaborative projects in the classroom are a perfect way to ensure that learners are engaging all their senses and becoming competent, **autonomous** thinkers, speakers and writers. Lessons should be based around familiar topics, such as school and family, but must also be structured to allow learners to experience the English language in a variety of ways, such as through song, dance, art, crafts, music and other subject areas like Math and Science.

At this sublevel, learners are ready for meaning to be communicated in L2, without the help of L1. A variety of strategies must be implemented, however, in order to account for differences in **learning styles** and degrees of L2 acquisition. As explained in Curtain and Dahlberg (2010), context, interest and vocabulary continue

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

to be more important at this stage than “the grammatical details of the message” (p. 4), which means tasks should not focus on language analysis but instead focus on using the language in a variety of real-life applications.

Although learners in EGB Media are moving towards more objective thought and being able to reason more systematically using logic (McKay, 2006, p. 6-7), their learning can still benefit greatly through direct experience and the use of **realia** and visual aids.

To conclude, language is best acquired in a low anxiety environment (Curtain & Dahlberg, 2010, p.5), thus it is crucial that teachers provide learners with a setting in which their attempts at communication are valued, and not critiqued or ridiculed. Teachers can help learners navigate the process of communication by shaping learners’ language in order to make it suitable and comprehensible.

Curricular Thread 1: Communication and cultural awareness

Recognizing that culture is closely related to language, it can be concluded that cultural awareness is an essential component of communication instruction in the EFL classroom. As the world becomes increasingly diverse – in virtually every corner of the planet – it is the responsibility of educators to ensure that learners are prepared for living in it. In order to achieve this, learners must develop the ability to recognize inequality, injustice, racism and prejudice. Today’s learner will need to have strategies to deal with hostility and social problems (i.e., peer pressure) as well as be given opportunities to be a leader and to follow a leader. Consequently, the EGB Media EFL curriculum proposes the use of activities that develop learners’ concept of self. As learners grow in their understanding of self in relation to others, they develop the ability to function in groups. Moreover, by participating in pair and group work, learners will become aware of the importance of gesture and clarity in communicating with others, both of which are important functions of language.

Intercultural awareness. Young learners are generally enthusiastic students of language. As students get older and the “newness” of learning English as a foreign language wears off, however, learners’ interest can be reignited with culture. “Young people should be enabled to appreciate the richness of a diversity of cultures and be supported in practical ways to recognise and to challenge prejudice and discrimination where they exist” (“Guidelines on Traveller Education,” 2002, p. 34). The EFL curriculum recognizes not only the responsibility in promoting tolerance and respect for diversity at school and in the community, but also children’s innate curiosity of their world and surroundings.

According to “Intercultural Education in the Primary School” (2005), there are two principal focuses at the heart of **intercultural education**:

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

- It is education which "respects, celebrates and recognises the normality of diversity in all areas of human life" and interaction (p. 3). That is, it normalizes our differences and upholds the belief that as a species we are enriched by our differences in world views, customs and ways of life.
- It is education that challenges discrimination and promotes the values upon which equality is built.

Language and talk are at the core of raising **Intercultural competence**. By talking with children about their thoughts – rather than simply telling them what is right and wrong – learners will become better at articulating their own cultural stories and histories ("Intercultural Education," 2005). During this process, as they recognize the similarities and differences between their native culture and other cultures, they will also learn to respect the cultures and histories of others, while developing a sense of one's own cultural identity (Cardona , Rico, & Sarmiento, 2015).

In order to encourage students to recognize the value of different viewpoints, collaborative pair and group work can be used to structure tasks. Teachers can and should include authentic oral and written texts from a variety of local, regional and international contexts, then ask learners to respond to what they read. Example texts may be stories from refugee children, told in their own words, or fables and legends from specific regions of Ecuador or other countries. Students themselves can even be allowed to choose their own reading materials and texts. Participation from the community can be established and encouraged. Learners can be given questionnaires about what they find interesting, giving them power over what they get to learn, and in the process improving intrinsic motivation and connectness to the material. Most importantly, teachers must be the example in their room – the teachers themselves must be open to accepting various opinions, respectful of the diversity in their classroom and sensitive to making sure that an **inclusive** environment is maintained within the classroom.

As students work together and voice and accept opinions, they learn the fine art of respecting viewpoints different from their own and begin the journey towards developing empathy and curiosity about other cultures, races and ethnicities, while appreciating and valuing the similarities and differences between all human beings.

Social competence: As learners work in pairs and small groups, they participate in positive relationships and begin to develop a positive self-image. They will also begin to learn how to deal with conflict and differing ideas and opinions in a non-personal way. Students at this age need plenty of opportunities for affective learning experiences as they no longer assume that everyone thinks like they do and can start to see individuals, including themselves, as separate from each other (Curtain & Dahlberg, 2010, p. 16). Learners should continue participating in

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



short dialogues and role plays in order to practice a variety of social interactions, such as conducting short surveys or telling a story based on picture prompts. Teachers can help learners develop **social competence** not only by implementing cooperative and **collaborative learning**, but also through the use of friendly competition and games. Children in EGB Media are generally excited to work together towards a common goal, and it is important to foster this sense of collaboration and solidarity.

Teachers must remember that learner-centered instruction facilitates L2 acquisition, thus learners' interests and needs should constantly be assessed and re-assessed by the teacher. Learners at this age can be given more choices in the classroom: they can choose what stories they want to read or the videos they want to watch, they can choose topics for presentations, they can even be given a choice for what they want to do for homework and how they want to present it. For instance, students can write a summary of a text, give an oral presentation, sing the summary as a song or interpret the summary in dance or some other corporal movement, etc. Teachers should encourage learners to start making choices in the classroom and as they do so, they will begin to be more autonomous, more articulate with their choices and reasons for them and more responsible for their own learning.

Curricular Thread 2: Oral communication

One thing with which most experts of teaching young learners agree is that children acquire L2 through **extended listening** experiences and negotiating meaning. And all teachers of young learners know that children are talkers – for good or for bad, talking is the principal way they communicate. English language teachers can use this to their advantage in the EFL classroom through monitoring their own use of language and ensuring that the learners get ample opportunities to practice their listening and speaking skills.

Optimally, listening and speaking should be integrated in the sublevel EGB Media within meaningful and communicative lesson procedures. The two skills work together to comprise active uses of the language, listening being “the active use of language to access other people’s meanings” and speaking “the active use of language to express meanings so that others can make sense of them” (Cameron, 2001, p. 40). Consequently, the EFL curriculum views the two skills as interrelated and impossible to separate.

Listening skills. The repertoire of listening tasks should gradually increase in difficulty. Narratives and descriptions are accessible to children at an early age, and as they get older and their cognitive processes more sophisticated, they should add understanding instructions, arguments and opinions to their stock of skills. Classroom procedures should continue to be non-threatening and focus more

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

on listening as a process rather than actual product (e.g., checking answers to listening tasks with a partner, doing whole-class listening tasks such as Listen and point or Listen and say, etc.).

In the classroom, listening texts should be success-oriented. This can be guaranteed by choosing texts not only according to age and level, but also according to familiarity of content and context. Tasks must be scaffolded to give learners just enough guidance to be able to overcome any communication breakdowns and move them progressively toward a deeper understanding and more autonomy and control in the learning process. A variety of listening strategies should be explicitly taught to learners and the teacher's techniques should cover the spectrum of the learners' needs. Listening tasks can alter between extensive listening (i.e., to improve automaticity in recognizing spoken text and help learners tune into pronunciation patterns) and intensive listening skills (i.e., to listen for specific information and details). While improving learners' grammar and vocabulary through intensive listening is quite important for the L2 learning process, extensive listening can improve listening fluency and speed and thus make learners more autonomous as they begin to recognize **collocations**, grammar points and sound and speech patterns to improve comprehension.

Listening texts should always be meaningful and based on learners' interests and age. Authentic listening texts such as poems, songs and rhymes can be employed, but other meaningful texts should also be included. Web sites such as storynory.com and highlightkids.com (The Poetry Player Poems) are good sources for authentic, interesting listening texts. As always, the message *if you listen carefully, you will understand something*, should continue to be inherent in each listening lesson.

Spoken production. "From early childhood, the desire to connect emotionally and communicate with other people seems to drive speaking" (Cameron, 2001, p. 38). While children in the sublevel EGB Elemental are fond of and willing to imitate, children in EBG Media are becoming more willing and better able to speak using their own ideas and circumstances. They are interested in sharing thoughts and opinions, and therefore speaking as a productive skill becomes a very important element of the EFL classroom.

According to Cameron (2001), the act of speaking is more demanding on learners' cognitive resources and skills than the act of listening (p. 41). Thus, it is important for teachers to ensure that speaking activities are carefully planned and supported, not just for purposes of understanding but also for purposes of production. The use of authentic language in meaningful contexts should be emphasized and encouraged, and while teachers can provide feedback and correction, this should not be so regimented as to discourage learners from speaking altogether. Tongue twisters are one way to encourage students to work on and practice pronunciation, but even simple tasks such as showing learners a picture and asking

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



them to say what they see, having them describe a person's feelings or asking them to invent a small backstory to a picture, can be motivating to learners and stimulate their spoken production.

Songs, chants and poems continue to be effective ways to encourage children to imitate and reproduce language. Through these text types they will become equipped to master the sounds, rhythm, pitch and intonation of the English language. Songs, poems and chants are also rich resources of authentic uses of vocabulary and grammar. In addition, as songs and chants are based on rhythm and rhyme, learners at this age are much quicker to appreciate the poetic aspects and flow of the language while becoming aware of some of the common prosodic elements of English, such as emphasis, intonation and pitch (Kurniasih, 2011, p. 76).

Games and pair work activities are another rich resource for the speaking lesson. Learners can follow a given model, but teachers can challenge learners to begin to manipulate the language by presenting them with elements of choice in an activity, even if that choice is fairly controlled. When children engage in games and pair work activities, they develop a vast repertoire of grammatical and lexical forms without even consciously realizing it.

Speaking is also a way for learners to play with words and sounds. They are still willing at this age to experiment with language, but must be given opportunities to do so. Therefore, teachers need to be very aware of the quality and quantity of their **teacher talk**, to ensure students are given ample opportunity to practice their speaking skills. "Children need to talk. Without talking they cannot become good at talking. They can learn *about* the language, but the only way to learn to *use it* is to use it" (Halliwell, 1992, p. 8). Teachers can encourage some language autonomy by instructing students to "say what you want" (Puchta, 2007); in other words, to practice expressing themselves in English.

As learners become more skilled at speaking and actively constructing language for themselves, they will build confidence, and start seeing themselves as being successful future users of English. By obtaining full ownership of English, learners' confidence will build and motivation will increase.

Spoken interaction. "Underlying any social interaction,, is the human desire to make contact with other people, to cross the gap between their thoughts and one's own" (Cameron, 2001, p. 38). Teachers can tap into children's innate need to socialize by asking them to discuss things they have read and seen, such as stories, books or films, in pairs or small groups. As they talk to each other about their own personal insights and ideas, they gain valuable information about the insights and ideas of their partners, and their language learning is quickly enhanced.

In order to become good interactors and speakers of the language, learners must be taught skills to facilitate negotiating meaning, such as asking for clarification

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

or rephrasing to confirm what was understood. Speaking activities should emphasize discourse features of spoken interaction, and different types of strategies that can help learners manage social interaction, such as turn taking and back-channeling, can be directly taught and practiced through meaningful, in-class experiences.

Kauchak and Eggen (1998) asserted that talking and social interaction enhance learning of any kind (as cited in Kurniasih, 2011, p. 77). They are arguably the two most important skills most learners will need. Although speaking skills often lag behind listening skills throughout the sublevel EGB Elemental, as learners progress into the higher grades of EGB Media, they should be encouraged to manipulate language in order to express themselves at a more personal level. It is important for teachers to provide context for speaking activities in the classroom and ensure that all of the learners are aware of and understand the reason for speaking. If teachers are careful to structure tasks to include these elements, tasks will be success-oriented and learners will continue to be motivated throughout the curricular thread of Oral Communication.

Curricular Thread 3: Reading

All reading has a purpose. That is, a person who reads does so for a reason. The reason may be to find information, to verify existing knowledge or to identify with others and/or understand viewpoints different from our own. A person may read for pleasure; a person may read in order to appreciate the nuances and rhythm of language; a person may read to be intellectually stimulated and/or to satisfy emotional intelligence. In the EFL reading class, therefore, it is important that learners be trained to identify the purpose for their reading, so that they may apply the best strategies toward an overall comprehension.

There are some slight differences between teaching reading in an EFL context to teaching reading to native speakers of a language. While vocabulary is important for both groups in terms of comprehension, EFL learners can benefit tremendously from direct teaching of reading skills, such as skimming, scanning, inferring and predicting from context.

Learners in the sublevel EGB Media are at an age where they are becoming capable of **metacognitive** and abstract thought. They can begin to appreciate the reasons for which they do an activity, identify their purpose and think about how they may best go about completion of a task. They respond well to texts that focus on realistic detail and real-life heroes and heroines, and are often fascinated by legends, myths, history and facts (Curtain & Dahlberg, 2010). Consequently, teachers should choose age-appropriate and level-appropriate texts according to learners' interests, the lesson and curricular goals and text authenticity.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



Reading Comprehension. There is considerable research that shows the importance for teachers to focus on the process of reading as much as, if not more than, the product. In other words, reading strategies and the learners' ability to self-report on his/her use of these strategies is perhaps more important in developing reading skills than the primary concern of whether or not learners can "understand" a text through vocabulary and grammar and find the "correct" meaning. Learners in this sublevel are able to predict, hypothesize and classify information in age-appropriate texts, with some guidance from the teacher. They can differentiate fact from opinion and the chronological order of a text as well.

Learners can become familiar with a variety of text types (e.g., recipes, advertisements, rules for games, letters, notes, diary entries, posters, signs, poems and rhymes) not only by reading them but also by hearing them read aloud. Teachers can ensure learners are using and developing the appropriate strategies by explicitly mentioning how and when to use a particular strategy, and by explaining how certain strategies can be transferred from one text type to another. Reading lessons should start with a global understanding (**top down processing**) and move toward more detailed understanding (**bottom up processing**).

For learners to become independent readers, they need a wide range of strategies readily available to them in order to promote fluent reading. To make progression at the sublevel of EGB Media, teachers need to help learners develop knowledge of the grapho-phonemic relationships within words, so that they will be better prepared to progress to increasingly difficult texts. Learners at this level should start recognizing **morphemes** by sight and should be able to draw on grammatical information, (i.e., nouns, basic verb tenses, adjectives, prepositions) at a sentence level. Some strategies teachers can use are breaking down words (e.g. compound nouns, root words and some prefixes and suffixes), using context as a support for meaning (i.e., providing visuals), and **direct instruction** about common written features (e.g., "Once upon a time..." to begin a fairy tale). Teachers can also employ strategies such as listening to learners read texts aloud, in order to better identify the strategies they are already using ("Teaching Reading", n.d.).

With communicative competence as an important goal of the curriculum, everyday items such as train schedules, newspaper articles, travel web sites, billboards and advertisements are appropriate classroom reading materials. Nevertheless, other literary texts such as poems and short stories should not be excluded.

As Grellet (1981) reminds us: "Reading comprehension should not be separated from the other skills" (p. 8). In other words, learners read and take notes or write summaries. Learners read and listen to texts that match or contradict the opinion of an author. Learners read and discuss what they have read. The four skills are very much interrelated and the curriculum must reflect this integrated approach to English language teaching.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Use of resources and study skills. Using resources as a means to study is an important skill for learners at the sublevel EGB Media. Nowadays, learners should be proficient at using both print as well as digital resources. They should get practice in completing and developing graphic organizers online, through applications and web sites such as Popplet or Mindomo. Teachers should instruct learners on the proper use of a dictionary, both online and in print, by guiding learners to choose appropriate definitions for words. Learners should be given opportunities to find key words and ideas by highlighting, underlining and boxing text in a passage. Helping learners understand how texts are organized, such as focusing their attention on the table of content or graphs and figures that accompany the text, can also help them develop their study skills. Teachers can also encourage learners to create their own resources, such as illustrating words in a picture dictionary, creating flashcards for new vocabulary items or mapping out main ideas from a text in a concept map. By developing better study habits and refining their use of learning resources, learners will improve reading comprehension, writing ability and overall language use.

Literacy-rich environment. One of the successes of any reading program is to immerse learners in an environment where reading is front and center. Learners should have access to authentic texts, both nonfiction and fiction, as well as print and digital/online. They must be given some control over the choice of texts so that they can explore and develop this appreciation of the written word.

A literacy-rich environment engages all of the senses, which is why learner choice and interest play a vital role in this subthread. When learners use their emotions in the learning environment, they connect to the material, have better recall and are more likely to turn to the written text as a source of information and enjoyment. According to "Intercultural Education in the Primary School" (2005), teachers can stimulate learners in a literacy-rich environment by accompanying stories and instructions with "actions and visual aids that provide a context for understanding what is taught" (p. 165).

Teachers can create a literacy-rich environment by decorating the walls of the classroom with posters and signs, by displaying learners' works on bulletin boards in the classroom and around the school and by granting learners choice in the topics they want to research and learn about. Teachers may find that they can reignite interest in language through ICT and a range of Internet-based activities. Story forms are still very important for EGB Media learners, and they are better equipped to start appreciating more complex and abstract thought as they become less literal about symbols in stories and art.

Cross-curricular content. Integrating English language instruction with other subject content can help learners not only improve content knowledge but also develop their language skills (Met, 1994, p. 159). Implementing content from other subjects is an easy way to provide instant context and purpose for the learner. It is

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



one way learners can sustain and demonstrate knowledge of some of the techniques and approaches they are already applying in their other subjects, and by building schema they will consequently build confidence in the foreign language.

Some ways to deal with cross-curricular content at this sublevel are to have learners represent information in diagrams and graphic organizers, repeat patterns through verbal language and other visual representations, understand through seeing and respond through doing. Teachers should use concrete experiences in the classroom, and employ a variety of manipulatives, realia and other hands-on didactic materials in order to help learners bridge language with meaning. When delivering content, it is important for teachers to accompany their talk with other contextual clues, such as speaking more slowly, simplifying the language to the learners' level and ability and using redundancy as an additional support for meaning (Met, 1994, p. 168). Learners should also be allowed and encouraged to use both verbal and nonverbal means of communicating in a cross-curricular content lesson.

Curricular Thread 4: Writing

Improving learners' writing skills is a sure way to develop a solid foundation for future literacy development. Writing can introduce new aspects of language by providing a means to focus on vocabulary acquisition, grammar constructs and the rhythm and flow of a language. Writing develops critical thinking and gives learners the ability to express themselves in a way that can often not be done in spoken language. As learners get older, the ability to write – and write well – will become more and more important. Thus, it is essential that learners get practice writing from an early age.

Learners in EGB Media are generally eager to write, so teachers can take advantage of this by ensuring they give ample opportunities for them to manipulate the written language in a variety of ways. They enjoy putting themselves in other people's shoes and imagining and describing fantastical situations. This is a good time for connecting them with "penpals" (or "e-pals") or asking learners to write how-to articles about something they know well. In addition, they can begin to use simple sentences to write responses to things they have heard or read, or short paragraphs about familiar subjects such as their likes and free time using words given to them. Teachers can encourage learners to write through the use of **extended writing** exercises, such as writing in a journal or doing **free writing**. In extended writing assignments there is no need to correct language (such as grammatical accuracy or spelling and punctuation), but it should be responded to (in that the teacher reads the learner's writing and writes his/her thoughts in response).

Cameron (2001) reminds us, however, that at this age learners' reading and writing skills will always be less advanced than their speaking and listening skills, so it

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

is important to develop writing skills slowly and intentionally, through the use of scaffolding and explicit exercises that help learners become better, more fluent, writers.

Literacy building. "To become a fluent writer, it is necessary to write often and at length" (Cameron, 2001, p.155).

Now that learners are familiar with graphemes and morphemes and some of the basic conventions of writing, they are able to move on from initial literacy to literacy-building. Literacy is about communication but can also be about social life (Cameron, 2001, p. 154), meaning that everyday social writing, such as writing a birthday message or riddle, can be just as important (if not more) to literacy as writing for academic purposes. Writing skills will now need to be developed at the sentence level and above. Classroom exercises such as taking dictation or responding to writing prompts can help build learners' literacy skills. Spelling bees are a fun, social way to improve spelling, and this can spill over into other skills and areas such as reading, speaking and pronunciation. It must be mentioned, however, that learners may still need guidance and practice on their penmanship skills.

Collaborative writing, also referred to as interactive or shared writing, can be a non-threatening medium for learners to build literacy skills and strategies. Learners can work alongside the teacher to choose writing topics and develop these topics on a large piece of paper or a slide projected to the class. Teachers should continue doing "word work", such as conducting exercises to develop phonemic awareness, improve automatic high frequency word recognition and improve spelling through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will build the foundation for the more sophisticated skills needed as they grow older.

Digital and media literacy are absolutely essential in today's society. We are all citizens in a digital age. "We want – or, rather, we need – today's students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks, and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills" (Hicks & Hawley Turner, 2013, p. 59). With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website (n.d.), media literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages" (<http://digitalliteracy.us/information-media-technology-skills/>). In other words, it is a means to access deeper,

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students' ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners "comparable, if not equitable, opportunity to engage digitally and develop their literacies" (Hicks & Hawley Turner, 2013, p. 59).

Whichever means teachers use in order to develop learners' digital literacies, it is important to mention that the use of digital tools must complement the class lesson and advance the learning goals. Using technology as an "add-on" to our teaching defeats the basic purpose of digital literacies. Better said, digital literacy is not technology - it is *more than* technology (Hicks & Hawley Turner, 2013). It is simply not enough to use "new technologies" if we are not employing them to their full advantage, and if they are not a normal, everyday part of our classroom activity. Digital literacy, therefore, is not necessarily concerned with simply adding technology to the teaching we already do, but rather with implementing it as a means "to create and consume texts in critical, creative ways" (Hicks & Hawley Turner, 2013, p. 59).

By working on digital literacies in the EFL classroom, teachers can improve learning and acquisition in a variety of skills, many of which are not even linguistic. As cited in Plunkett (n.d.):

"Under the digital literacy umbrella are numerous interrelated skills that range from basic awareness and training to foster informed citizens and to build consumer and user confidence, to highly sophisticated and more complex creative and critical literacies and outcomes. Given the constantly evolving nature of technology, acquisition of digital literacy skills represents a process of life long learning.' (MNet, 2010)

As a result, learners will be able to carry over skills into other subject areas and aspects of their lives.

Content

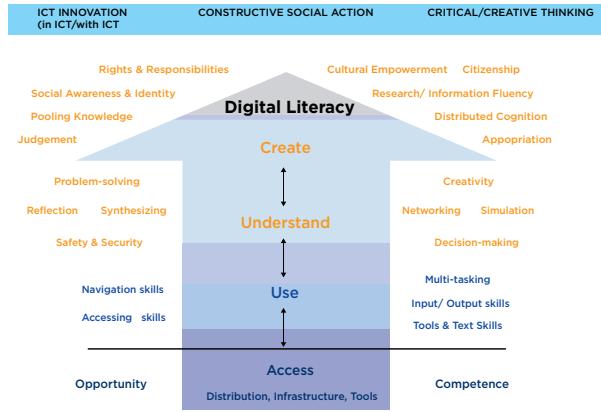
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



Teachers of students at this level can develop learners' digital literacies by working on navigation and accessing skills, teaching them the tools needed to create and cocreate texts using ICT and learning how to manage various tasks at once. The figure above illustrates the myriad of skills and subskills related to digital literacies. While, arguably, many of these skills are still out of reach to EGB Media learners, it is important to realize that they are developing **21st century skills** that will serve as a foundation for learning in school and beyond.

Text production. Writing involves a variety of language skills and subskills learners must draw from: grammar, vocabulary, punctuation, spelling and text organization, among others. Learners at this age are developing a "theory of mind" (Cameron, 2001), or a more sophisticated understanding of how other people think and function. As such, this is the perfect age to start introducing concepts of text production such as writing for a purpose and writing for an audience. Teachers should think beyond writing as a skill to practice grammar or vocabulary and start seeing it as a means to communication and understanding others.

All writing should be **APT** (Cameron, 2001, p.156), that is have an **audience**, a **purpose** and a **topic**. Writing for an audience "requires selecting and adapting language so that other people can make sense of the writer's ideas and arguments" (Cameron, 2001, p. 155). Some ways to help learners develop APT writing is to spend time in class on texts designed for an audience. Teachers can discuss the

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



audience the author is (probably) addressing. By making learners aware of audience, teachers can lead writing activities where learners can put this into practice. Some ideas include writing letters or email messages to authors of books, writing the text for an advertisement or writing short messages to the children in the class next door. Students can write simple stories for children in lower grades, illustrating their stories and then reading them to the children. "Wordless books" are another way to access text production. Learners are given a series of pictures to which they must add dialogue and text. As students write more, they will get better at writing, and can eventually produce short articles of class events or even book and film reviews.

Learners at this age should also be introduced to the idea of editing and working on several drafts. They should be encouraged to revise their work and self-correct. Teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs, showing how they relate together. Drawing learners' attention to topic sentences and supporting details will also influence their writing positively.

Curricular Thread 5: Language through the arts

"Language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination and fantasy" (Halliwell, 1992, p. 7). In fact, imagination is a powerful stimulus for real language use. Children involve all the senses in L2 acquisition and so it is essential for teachers to create lessons that incorporate a range of activities which allow learners to explore, clarify and express their feelings and experiences through creative problem solving and imaginative thinking.

The thread of Language Through the Arts is concerned with just that. Students in the sublevel of EGB Media need the freedom to create, share and laugh. Teachers can encourage students in this sublevel by planning activities that allow them to empathize with others, to experience the uniqueness and richness of the world, to use their imaginations to "test out" different versions of the world and "confirm how the world actually is by imagining how it might be different" (Halliwell, 1992, p. 7).

As cited in Curtain and Dahlberg (2010), Canadian educator Kieran Egan has described educational development in terms of how learners make sense of and engage with the world (p. 15). Egan states that children in this age group are found in the "Romantic Layer". In this developmental stage, they are beginning to separate the world around them from their internal world. Consequently, it is important for teachers to value the child's ideas and build his/her confidence and self-esteem. Teachers can do this by welcoming and acknowledging their

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

students' self-expression and in the process will foster a sense of excellence that will serve the students in years to come.

Literary texts in context. One of the ways children experience their world is through oral and written stories. Literary texts, whether these be songs, rhymes, poems or short stories or novels, provide opportunities for multisensorial classroom experiences where learners can explore and experience the human condition from a safe distance and in contexts they may or may not be exposed to in their real, everyday life. Thus, teachers need to create a literacy-rich environment in the classroom. This can be done by posting learners' work on the walls, by creating a bulletin board/online message board or post box where learners and teachers can exchange messages, by reading stories aloud to help increase learners' language capacity and range or by giving learners access to a variety of literary texts inside and outside of the classroom, from which they are free to choose, access and read at their leisure.

Children love stories because they help them make sense of their world. As they read or listen to a story, they identify patterns and deviations from patterns (Cameron, 2001). Stories can be a rich source for language learning as they often have examples of extensive vocabulary, parallelism, alliteration, contrast and/or **intertextuality** – all language components that learners may not get to experience in most day-to-day social interactions.

Literary texts do not only refer to stories, however. Songs and chants will open learners to the rhythm and intonation of the language. Fables and poems are authentic sources of cultural and social conventions of the language, and often express universal themes and values across cultures. Menus and advertisements will be familiar and recognizable to learners from their own native languages, and provide context clues for language learning and development. Anecdotes, web chats and personal letters/emails can provide authentic examples of practical, real-life situations learners are most likely already experiencing at this age. Having learners translate their understanding of these texts into physical, linguistic, emotional and artistic expressions gives them a powerful meaning and motivates and engages students in their own learning.

Children at this age learn best when new information incorporates and emphasizes "transcendent" and universal qualities (e.g., courage, nobility, genius, ingenuity, energy, creativity, etc.), that can help them overcome real and perceived threats. Learners at this sublevel are very receptive towards stories and texts that include characters with these qualities. They also enjoy texts that include realistic detail and real-life heroes and heroines (Curtain & Dahlberg, 2010, p. 16-17). Literature will help learners explore universal themes such as love, freedom, equality, war and loss. This also gives learners the chance to learn about literary devices that occur in other genres and texts (e.g., advertising). Surprise endings can motivate learners to respond in a variety of ways to the texts. At this sublevel, teachers

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



should continue pairing stories and texts with some pictures as support for understanding and comprehension.

Creative writing. By now learners are beginning to acquire the ability to express their creativity through writing stories and other short texts (i.e., rhymes, riddles, poems, songs, etc.). Intertextuality can play an important part in this process: students combine ideas from other texts they are familiar with – whether they be from their own, local or regional context or from a larger global context – and use these various combinations to create a new story. Teachers can encourage this emerging talent by doing creative writing activities in class – learners can gradually go from changing lyrics in a song or completing sentences in a short story to using pictures or video prompts to create their own short stories. Learners can be encouraged to add captions to comic/graphic story boards or illustrate their own stories as comics. They can add lyrics to known songs and record their new versions to share online with others. As learners progress in this sublevel, the teacher can encourage them to open a class blog where they share their writing, or produce an online class magazine or newsletter with their creative writing samples.

Creative thinking skills. As described in Curtain and Dahlberg (2010), Romantic Layer learners love challenges. They also need lots of **affective** tasks/components in their learning experiences. Learners are ready to work out problems in small groups, using creative thinking skills such as brainstorming, playfulness and imagining. For instance, teachers can ask learners to invent something to solve a common everyday problem in their lives, then ask them to design their invention and share it with others. Another good creative thinking task is having learners change/adapt an everyday object to make it more interesting, useful, beautiful, etc. Learners can be asked to imagine solutions to problems of their own suggestion or choice. By developing creative thinking skills in learners of EGB Media, we are tapping into their emerging intellectual tools and preparing them for dealing with a variety of future, adult experiences.

To develop creative thinking skills, teachers can begin to introduce drawing techniques such as **mind mapping** or illustrating situations – ideal and flawed, current, past and future. Another way to develop creative thinking is to have learners role play situations in groups, or perform enactments of literary texts they have heard or read.

"An open mind is the most important prerequisite for creative thinking" ("Creative Thinking Skills", n.d.). It is vital that teachers do not squash down ideas just because they do not fit with preconceived notions of what is "correct" and what is "incorrect". Teachers should let learners' ideas run their course for a while to see where they lead, playing the role of guide and facilitator and leading learners towards answers that work in the real-world, whether they agree with our idea of the final, "acceptable" answer or not.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



2 Curricular Objectives of the English as a Foreign Language Area for Subnivel Medio of Educación General Básica

By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 3.1	Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.
O.EFL 3.2	Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.
O.EFL 3.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 3.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 3.5	Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.
O.EFL 3.6	Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.
O.EFL 3.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.
O.EFL 3.8	Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.
O.EFL 3.9	Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.
O.EFL 3.10	Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

3. Performance Criteria for English as a Foreign Language Area for Subnivel Medio of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

 MANDATORY (7)

 DESIRABLE (3)

EFL 3.1.1	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.
EFL 3.1.2	Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)
EFL 3.1.3	Exchange basic personal preferences with peers in order to express likes and dislikes.
EFL 3.1.4	Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)
EFL 3.1.5	Describe, read about, participate in or recommend a favorite activity, book, song or other interest to various audiences. (Example: peers, other classes, teachers, other adults, etc.)
EFL 3.1.6	Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)
EFL 3.1.7	Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.)
EFL 3.1.8	Interpret and demonstrate knowledge in classroom activities of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. (Example: gestures, body language, volume, etc.)
EFL 3.1.9	Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions/cultures and identify similarities and differences, as well as universal cultural themes, through the use of graphic organizers and dramatic enactments in class.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



EFL 3.1.0	Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own, by asking WH- questions and formulating simple, culturally aware statements.
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Curricular Thread 2**Oral communication****MANDATORY (11)****DESIRABLE (5)**

EFL 3.2.1	Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)
EFL 3.2.2	Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every single word.
EFL 3.2.3	Record key items of specific information from a heard message or description, either in written form or by drawing a picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
EFL 3.2.4	Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
EFL 3.2.5	Understand most changes in the topic of discussion if people speak slowly.
EFL 3.2.6	Use other students' contributions in class as models for their own.
EFL 3.2.7	Identify the main idea of short, clear, simple messages and announcements and understand sentences and frequently used expressions related to areas of immediate relevance. (Example: follow verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

EFL 3.2.8	Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)
EFL 3.2.9	React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: Oh!, Yes! Thanks. And you? etc.)
EFL 3.2.10	Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
EFL 3.2.11	Ask for someone to repeat themselves or say something in a different way and ask for common classroom needs. (Example: getting attention or obtaining an object, etc.)
EFL 3.2.12	Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions, give directions, express a personal opinion, etc.)
EFL 3.2.13	Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.
EFL 3.2.14	Make and respond to invitations, suggestions, apologies and requests.
EFL 3.2.15	Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ecuadorian celebration, a class trip, a party, a game played, etc.)
EFL 3.2.16	Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures practiced in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

**Curricular Thread 3****Reading****MANDATORY (7)****DESIRABLE (3)**

EFL 3.3.1	Understand most of the details of the content of a short simple text (online or print)
EFL 3.3.2	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.
EFL 3.3.3	Identify the meaning of specific content-based words and phrases, with the aid of visual support.
EFL 3.3.4	Distinguish between fact and opinion and relevant and irrelevant information in an informational text through the use of mind maps/charts.
EFL 3.3.5	Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.
EFL 3.3.6	Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.
EFL 3.3.7	Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)
EFL 3.3.8	Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)
EFL 3.3.9	Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)
EFL 3.3.10	Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 4

Writing

 MANDATORY (6)

 DESIRABLE (3)

EFL 3.4.1	Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 3.4.2	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words)
EFL 3.4.3	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)
EFL 3.4.4	Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
EFL 3.4.5	Write a questionnaire or survey for friends, family or classmates using WH- questions in order to identify things in common and preferences.
EFL 3.4.6	Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)
EFL 3.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 3.4.8	Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)
EFL 3.4.9	Make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.)

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

**Curricular Thread 5****Language through the arts****MANDATORY (6)****DESIRABLE (3)**

EFL 3.5.1	Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.
EFL 3.5.2	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters or other elements of literary texts.
EFL 3.5.3	Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.
EFL 3.5.4	Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.
EFL 3.5.5	Evaluate literary texts (both written and oral, online, in video or in print) according to pre-established criteria. (Example: completing a checklist, a chart, a personal response, etc.)
EFL 3.5.6	Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information from literary texts.
EFL 3.5.7	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
EFL 3.5.8	Create stories, poems, songs, dances and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.)
EFL 3.5.9	Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

4. Evaluation criteria for English as a Foreign Language in Educación General Básica Media

Curricular Thread 1: Communication and cultural awareness

Evaluation criteria

CE.EFL.3.1. Cultivate an awareness of different cultures and identify similarities and differences between them through oral and written literary texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Finding recipes from other cultures and making them share in class.
- Writing a short descriptive paragraph about a country of the learner's choosing.
- Looking at images of traditional dress in regions of Ecuador or elsewhere.
- Reflecting on differences between people from other countries and regions.
- Researching traditional food/dress/artifacts from other cultures and presenting them in class through a poster.
- Writing a list of questions about a people or culture and using ICT and/or print resources to find the answers.
- Watching a video or reading a text and recording information about similarities and differences in a graphic organizer.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO 

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p>	<p>EFL 3.1.1. Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.</p> <p>EFL 3.1.9. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions/cultures and identify similarities and differences, as well as universal cultural themes, through the use of graphic organizers and dramatic enactments in class.</p> <p>EFL 3.1.10. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own, by asking WH- questions and formulating simple, culturally aware statements.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>J.1 We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.</p>	<p>I.EFL.3.1.1. Learners can show an awareness of different cultures and identify similarities and differences between them through oral and written literary texts. (I.2, S.2, J.1)</p> <p>CEFR: A2.2. Topics: Food, World Around Us, Countries and Nationalities, Descriptions, Adjectives, Clothing</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.2. Recognize and exhibit responsible behaviors at home, at school and towards the environment.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing and illustrating statements about socially responsible behaviors. (Example: If you see old people on a bus, you can...)
- Making a useful object out of recycled materials. (Example: a frame, a pencil holder, etc.)
- Creating a poster of class rules.
- Simulating desirable classroom behaviors through role play activities.
- Choosing pictures that demonstrate responsibility (wearing a helmet when riding a bike, crossing the street at a crosswalk, etc.) and/or crossing out pictures of actions that are not socially responsible (throwing litter on the street, wasting water, etc.)
- Surveying classmates about the chores they help with at home.
- Practicing the use of expressions of politeness during collaborative pair and small group work.
- Adding expressions of politeness to dialogues.
- Brainstorming ways to help others, at school and in the community.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	<p>EFL 3.1.2. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)</p> <p>EFL 3.1.7. Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.</p>	<p>I.EFL.3.2.1. Learners can say ways to take care of the environment and one's surroundings. Learners can identify and exhibit socially responsible behaviors at home, at school and towards the environment. (J.3, S.1)</p> <p>CEFR: A2.2. Topics: Home, World Around Us, Natural World, Family, School</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.3. Interact with others using a variety of both verbal and nonverbal communication features and express likes and dislikes while giving recommendations in basic yet effective terms.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Participating in short role plays using a range of verbal and nonverbal communication.
- Listening to a poem or short story and writing a short recommendation for a learner in another class.
- Rating oral and written literary texts with stars. (Example: five stars = excellent!)
- Talking in pairs about a video that learners have watched.
- Completing a short questionnaire about a text learners have read in class.
- Asking for video recommendations from family members and then discussing these recommendations in class the next day.
- Responding to age and level appropriate texts by circling the corresponding emoticon. (Example: happy face, sad face, confused face, etc.)
- Completing a short survey about favorites or likes/dislikes and then sharing ideas with a partner.
- Using the results of a survey to complete a bar graph about learners' likes/dislikes.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 3.1.3. Exchange basic personal preferences with peers in order to express likes and dislikes.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 3.1.5. Describe, read about, participate in or recommend a favorite activity, book, song or other interest to various audiences. (Example: peers, other classes, teachers, other adults, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	I.EFL.3.3.1. Learners can employ a range of verbal and nonverbal communication features to express likes and dislikes and can give recommendations in basic yet effective terms. (I.3, S.4)
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	CEFR: A2.2. Topics: Preferences, Free Time and Hobbies, Adjectives, Descriptions

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

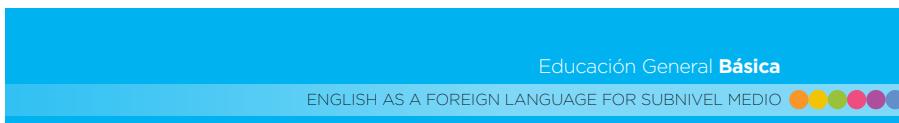
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 3.1.6. Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)</p> <p>EFL 3.1.8. Interpret and demonstrate knowledge of nonverbal and oral communication features in classroom activities, and understand the contexts in which they are used appropriately. (Example: gestures, body language, volume, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.3.4.1. Learners can demonstrate an ability to work in pairs and small groups using level-appropriate verbal and nonverbal communication features and apply self-correcting and self-monitoring strategies in social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>CEFR: A2.2. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.5. Demonstrate an ability to use a variety of sources for oral and written communication in order to interact with others in social situations.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking about a partner's interests and recording the interview to share on a class blog.
- Singing songs that practice helpful language.
- Writing a weekly journal entry.
- Sending an audio message to a learner in another classroom.
- Recommending a favorite past time activity to a classmate.
- Giving a book recommendation to a classmate, teacher or another adult.
- Participating in a reading book contest.
- Recording books, comics, poems or short stories read by the learners outside of class on a class chart.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO 

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 3.1.4. Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.3.5.1. Learners can employ various print and digital sources in order to communicate with others in oral and written form in social situations. (J.3, S.1, S.4)</p> <p>CEFR: A2.2. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 2: Oral communication

• Evaluation criteria

CE.EFL.3.6. Listening for Meaning: Demonstrate an understanding of the main idea, speaker and situation in spoken texts set in familiar everyday contexts without having to decode every word.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to a simple, straightforward story and ordering the pictures showing what happens. (Example: *Tom and Mike are playing soccer, the ball goes into the water, Tom's dog gets the ball*, etc.)
- Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two friends, at the library doing homework, confused because they don't understand the assignment*, etc.)
- Watching a video clip and writing a title for it. (Example: *Funny cats get in trouble*, etc.)
- Listening to a poem and circling the main idea and setting. (Example: Main idea: *our school lunch*. Setting: *school cafeteria*, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 3.2.1. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)</p> <p>EFL 3.2.2. Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every single word.</p> <p>EFL 3.2.5. Understand most changes in the topic of discussion if people speak slowly.</p>
<p>How the objectives contribute to the exit profile</p>	<p>Indicators for the performance criteria</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.3.6.1. Learners can grasp the main idea of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion as well as who is speaking and what the situation is, without having to decode every word. (I.3, I.4)</p>
	<p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 3.2.3. Record key items of specific information from a heard message or description, either in written form or by drawing a picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 3.2.4. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
	EFL 3.2.6. Use other students' contributions in class as models for their own.
	EFL 3.2.7. Identify the main idea of short, clear, simple messages and announcements and understand sentences and frequently used expressions related to areas of immediate relevance. (Example: follow verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.3.7.1. Learners can record and identify key information from a spoken message of immediate need or interest when the message contains frequently used expressions and visual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	CEFR: A2.2. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.8. Production – Accuracy and Intelligibility: Communicate needs clearly in class by asking questions or requesting clarification. Demonstrate acquisition of skills taught in class, such as being able to spell out words or use some grammatical structures (albeit with frequent errors)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Recording in-class conversations and dialogues through an app such as Sock Puppets. Learners choose a sock puppet to represent themselves and then have a conversation with other sock puppets, recording their voice, adding effects and playing it back to check for errors or to improve pronunciation.
- Conducting a class spelling bee.
- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?*, etc.)
- Asking for help in class when necessary. (Example: *What's the answer? How do you say _____? Do you have an eraser? Can you help me with _____?*, etc.)
- Showing the student some picture flashcards of familiar situations and asking them to describe what is happening/has happened. (Example: *The boy's playing tennis. The girl's crying because she fell*, etc.)
- Doing a mingle activity where learners ask and answer yes/no questions about a picture which has been stuck to their own back. (Example: for clothing picture cards, learners ask and answer *Do you wear it in the rain? No. Do you wear it at the beach? Yes. Are you wearing it right now? No.* etc.) Observing to see whether each student's questions and answers are understandable by other learners.
- Asking the learner to sing a song or recite a chant together in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 3.2.8. Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)</p> <p>EFL 3.2.11. Ask for someone to repeat themselves or say something in a different way and ask for common classroom needs. (Example: getting attention or obtaining an object, etc.)</p> <p>EFL 3.2.16. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures practiced in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>Indicators for the performance criteria</p> <p>I.EFL.3.8.1. Learners can ask others to repeat themselves or to say something in a different way and ask for common classroom needs. Learners can spell out words in English and can describe matters of immediate need or interest using some grammatical structures practiced in class (although there may be errors with tenses, personal pronouns, prepositions, etc.). (I.3, J.4)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.9. Production - Fluency: Respond to simple questions and familiar everyday social situations, such as an invitation or request, relatively quickly. Spontaneously initiate interactions in order to express opinions or give accounts of personal experiences.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family or their possessions and noting that their response time is relatively quick (i.e., not so slow that the interaction becomes uncomfortable for the student or the teacher, and the response is appropriate although there may be some basic errors)
- Giving learners a picture of a familiar scene and asking them to give full statements about what they can see. (Example: a picture of a classroom: *There are ten students and one teacher. The teacher is writing on the board. A boy's throwing paper, etc.*)
- Conducting a class survey where learners ask each other about a familiar topic and record each other's answers. (Example: *What's your favorite food? What do you usually eat for lunch? What's your least favorite food?, etc.*) Sharing a few things about their classmates' answers. (Example: *Suzy likes pizza but she doesn't like lasagna. No one likes green beans. Mateo loves corn and so does Juan, etc.*)
- Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. (Example questions: *What sports do you play? How often do you go to the movies? What do you do after school? What did you do last weekend?, etc.*)
- Responding to interactions in class spontaneously and in a way that encourages others to interact. (Example: Teacher: *What did you do last weekend?* Student A: *I saw a movie. Student B: I did, too! I saw "Dinosaurs." It was great! What did you see?, etc.*)

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 3.2.13. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 3.2.14. Make and respond to invitations, suggestions, apologies and requests. EFL 3.2.15. Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ecuadorian celebration, a class trip, a party, a game played, etc.)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say. J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.	I.EFL.3.9.1. Learners can answer simple questions quickly and initiate basic interaction spontaneously when given opportunities. (Example: make an invitation, give a suggestion, etc.) Learners can describe simple, familiar situations and talk about past experiences. (I.3, J.3) CEFR: A2.2. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 3.2.9. React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: <i>Oh!, Yes! Thanks. And you? etc.</i>)</p> <p>EFL 3.2.10. Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.</p> <p>EFL 3.2.12. Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions, give directions, express a personal opinion, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3 We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>J.3 We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.3.10.1. Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable, everyday situations and when carrying out pair work for a specific task in class. Learners can ask questions to extend an interpersonal interaction. (I.3, J.3)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 3: Reading

Evaluation criteria

CE.EFL.3.11. Demonstrate comprehension of most of the details of a short simple online or print text and follow short instructions in simple experiments and projects if illustrated through step-by-step visuals.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a text and answering information questions.
- Completing gaps from a reading using words from a box.
- Reading a short story from a class blog and underlining the main details, then checking answers with a partner.
- Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *Venus is a star planet*, etc.)
- Following the steps in a class game. (Example: do a class Scavenger Hunt, play a reading comprehension board game, etc.)
- Following the steps in a simple science experiment. (Example: making yogurt cheese, growing a bean plant, etc.)
- Putting steps in a recipe in the correct order.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 3.3.1. Understand most of the details of the content of a short simple text (online or print).</p> <p>EFL 3.3.10. Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions in simple experiments and projects if step-by-step visuals are provided. (I.3, I.4)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.12. Display an understanding of some basic details in short simple cross-curricular texts from various sources by matching, labeling and answering simple questions, and use the information gathered in order to organize and discuss relationships between different academic content areas.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying **graphic organizer**. (Example: learners read about food chains and complete a Cycle chart, etc.)
- Reading a text on a familiar content area subject and then matching phrases or labeling pictures. (Example: learners read about animals in the Amazon rain forest and then match sentence halves, etc.)
- Reading two short simple cross curricular texts and finding things that are similar in both texts and things that are different.
- Reading texts from different subject areas and choosing the best title for each.
- Completing an outline for a cross-curricular text.
- Underlining connectives from a text and then using them to complete another text on a different subject. (Example: *however, therefore, first, next, etc.*)
- Reading a range of texts from subject areas and finding and defining common prefixes across content areas. (Example: for a text about technology and one about animal life, learners notice the prefix *micro-*, as used in *microwave* and *microorganism*, and define it as "small", etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO 

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.</p>
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p>	<p>I.EFL.3.12.1. Learners can match, label and answer simple questions about basic details in a short simple cross-curricular text. Learners can organize and discuss information from different sources of academic content. (I.I2, S.I)</p>
<p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.</p>	<p>CEFR: A2.2. All topics</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p>	<p>EFL 3.3.3. Identify the meaning of specific content-based words and phrases, with the aid of visual support.</p> <p>EFL 3.3.4. Distinguish between fact and opinion and relevant and irrelevant information in an informational text through the use of mind maps/charts.</p>
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.3.13.1. Learners can determine the meaning of specific content-based words and phrases when accompanied by visual support and distinguish between fact and opinion and relevant and irrelevant information in informational texts through the use of mind maps and charts. (I.2, I.3)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.14. Select and use reading strategies to understand and give meaning to written text while employing a range of everyday reference materials in order to determine information appropriate to the purpose of inquiry and to relate ideas between written sources.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Skimming a text and accompanying pictures and then predicting the answers to questions found within the text.
- Using a dictionary to look up key words in a text.
- Keeping a vocabulary notebook of synonyms and antonyms of words from a text.
- Underlining main ideas in a text.
- Writing questions the learners would like to know about a text **before** reading it, then reading the text to see if the questions were answered.
- Connecting ideas within and between texts using a **double-entry journal**.
- Marking the margins of a text with a check mark (✓) if learners understood the sentence/paragraph, and a question mark (?) if they didn't.
- Using an everyday reference material in order to understand the main idea and some details from a text. (Example: Reading a story about the journey of an immigrant to Ecuador and then tracing the journey on a map, fact checking information from a text about earthquake safety with online information, etc.)
- Using the **think-aloud strategy** to model how learners are making connections between texts and their own lives. (Example: Robbie likes Real Madrid soccer team. So do I, etc.)

Content

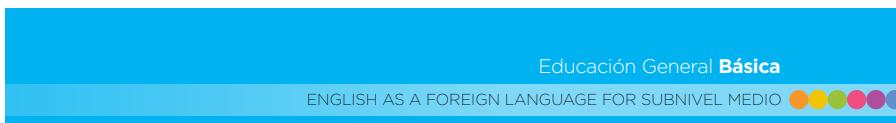
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.	EFL 3.3.5. Use everyday reference material in order to select information appropriate to the purpose of an inquiry and to relate ideas from one written source to another.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 3.3.9. Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.3.14.1. Learners can identify and use reading strategies to make written text more comprehensible and meaningful. Learners can use everyday reference materials to select information appropriate to the purpose of an inquiry and to relate ideas from one written source to another. (I.2, S.1)
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.	CEFR: A2.2. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

..... Evaluation criteria

CE.EFL.3.15. Make and support inferences from evidence in a text with reference to features of written English and apply other learning strategies to examine and interpret a variety of written materials.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Answering pre-reading questions by inferring information from pictures within a text.
- Reading inferences about a text and then underlining the information within the text that gives evidence of where the inference came from.
- Reading statements in pairs in order to infer information about the text, then comparing and contrasting inferences with another pair. (Example: learners infer that a dialogue takes place in a park because there are children playing on playground equipment, etc.)
- Brainstorming a list of everything known about the topic of a text. (Example: Text: *Robots*. What I know: *machines, use batteries, technology, not human, made of metal, etc.*)
- Reading a text and taking notes in the margins about important or interesting information.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 3.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.</p> <p>EFL 3.3.8. Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)</p>
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.3.15.1. Learners can make and support inferences using evidence from texts and features of written English (e.g., vocabulary, format, sequence, etc.) and apply other learning strategies in order to examine and interpret a variety of written materials. (I.2, J.3)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 4: Writing

Evaluation criteria

CE.EFL.3.16. Create a simple learning resource in order to record and practice new words and demonstrate knowledge of their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Creating a class picture dictionary and adding entries by writing definitions of new words or drawing a picture to illustrate the meaning.
- Making flashcards for new words and using them to quiz a partner.
- Making a list of new words and then comparing the lists in pairs. If one of the members of the pair knows the word, he/she teaches the other person.
- Writing new words and phrases in a vocabulary notebook.
- Recording synonyms and antonyms of words in the margins of reading texts.
- Making posters in small groups of new phrases and expressions in order to display in the classroom.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL 3.4.1. Make a simple learning resource in order to record and practice new words.
(Example: a picture dictionary, a word list, set of flashcards, etc.)

How the objectives contribute to the exit profile

I.1. We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.

Indicators for the performance criteria

I.EFL.3.16.1. Learners can make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, a set of flashcards, etc.) (I.1, J.4)

J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.

CEFR: A2.2. All topics.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

**Evaluation criteria**

CE.EFL.3.17. Produce a short simple paragraph to describe people, places, things and feelings in order to influence an audience and use linking words to write other narratives on familiar subjects.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Sequencing sentences by adding words. (Example: *I wake up. I eat breakfast.* → *First I wake up. Then I eat breakfast*, etc.)
- Using question prompts to write sentences about a classmate. (Example: *Where does he live? What food does he like?*, etc.)
- Combining sentences with conjunctions. (Example: *I like to listen to music in my free time. I like to sing, too.* → *I like to listen to music and sing in my free time*, etc.)
- Looking at a picture and writing a description of what you see or how it makes you feel, then comparing descriptions in pairs.
- Studying two pictures that have ten differences and writing the differences in complete sentences.
- Writing about a subject using key words given in class. (Example: Key words: *shark, ocean, fish, dangerous*. → *Sharks live in oceans. They normally eat small fish. They are dangerous to humans because sometimes they attack*, etc.)
- Writing an email to a friend to describe feelings about future plans. (Example: *I'm going to Manta next weekend. I'm so excited! I love the beach and...*, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 3.4.2. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words)</p> <p>EFL 3.4.4. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.</p>	<p>I.EFL.3.17.1. Learners can write short simple paragraphs to describe people, places, animals, things and feelings, with limited support, while demonstrating an ability to effectively influence an audience and to express everyday activities. (I.3, S.1)</p> <p>CEFR: A2.2. All topics.</p>

Educación General Básica
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



Evaluation criteria

CE.EFL.3.18. Write a variety of short simple familiar text-types – online or in print – using appropriate language, layout and linking words.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *My best friend is Carol. ----- is ten years old. --- birthday is in May, etc.*)
- Reading a restaurant review and identifying common linguistic features, such as use of adjectives and food vocabulary. Learners use the same features to write their own review.
- Posting a comment to a classmate's writing on a class blog.
- Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic. (Example: Topics could include: *my favorite vacation, music we like, where I live, my weekend plans, etc.*)
- Identifying the format of a familiar text-type and using it as a model for your own writing. (Example: Text-type: Recipe. Format: Ingredients, Preparation, etc.)
- Looking at a map or GPS and writing the directions to get from one place to another.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.

J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.

Skills and performance descriptors to be evaluated

EFL 3.4.3. Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)

Indicators for the performance criteria

IEFL.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)

CEFR: A2.2: All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 3.4.5. Write a questionnaire or survey for friends, family or classmates using WH- questions in order to identify things in common and preferences.</p> <p>EFL 3.4.8. Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)</p>
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p>	<p>I.EFL.3.19.1. Learners can write questionnaires and surveys for peers and family using WH- questions in order to identify things in common and preferences, while demonstrating an ability to convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) (I.2, S.2)</p> <p>CEFR: A2.2. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO 

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.

S.4 We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

J.3 We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.

Skills and performance descriptors to be evaluated

EFL 3.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.

EFL 3.4.9. Make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.)

Indicators for the performance criteria

I.EFL.3.20.1. Learners can effectively use a range of digital tools during the writing process in order to collaborate on producing well-constructed informational texts. (I.3, S.4, J.3)

CEFR: A2.2. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 5: Language through the Arts

● Evaluation criteria

CE.EFL.3.21. Elaborate personal responses to both oral and written literary texts through pictures, audio/video or ICT in order to evaluate literary texts using pre-established criteria, individually or in groups.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to or reading stories and drawing the setting or explaining relationships between main characters.
- Using a checklist to mark off items present in a text. (Example: setting, main character, title, etc.)
- Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.
- Inviting authors as guest speakers into the classroom so learners can share their responses to a story with them.
- Writing short statements about why the learner liked (or didn't) a particular text.
- Determining the reactions all the members of a group have in common after listening to a song. (Example: they all loved the song, they all liked the rhythm, they all learned new words, etc.)
- Producing a video response in groups to a story read in class.
- Sending an email or audio message to the author of a story in order to say what the learner liked about the story.
- Watching a video and using the group's responses in order to write a short review of the video for another class.



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 3.5.1. Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 3.5.5. Evaluate literary texts (both written and oral, online, in video or in print) according to pre-established criteria. (Example: completing a checklist, a chart, a personal response, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.3.21.1. Learners can employ audio, video, pictures and ICT to respond to oral and written texts and use pre-established criteria to evaluate literary texts individually or in groups. (I.2, I.3, I.4)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	
I.4 We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	CEFR: A2.2. Topics: All Topics,

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.22. Design and produce picture books, graphic expressions and/or personal stories by varying elements of literary texts and adding imaginative details to real-life stories and situations in order to create new, original texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing pictures to a story and exchanging them with a partner, who captions each picture.
- Illustrating a piece of writing.
- Reimagining a story in a different setting. (Example: Snow White in Ambato, Little Red Riding Hood in the city, etc.)
- Designing a graphic short story in groups using ICT and publishing it on a school wiki or bulletin board.
- Writing questions the learners would like to ask a character in the story and using the imagined answers to write a sequel or continuation.
- Discussing things that characters in stories have done that learners would like to do and writing a paragraph about the imagined experience. (Example: go to space, learn how to play chess, volunteer at a soup kitchen, etc.)
- Searching for pictures on the Internet or in magazines in order to illustrate a piece of collaborative writing.
- Using a web site such as storybird.com in order to produce and share creative writing ventures.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 3.5.2. Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters or other elements of literary texts.</p> <p>EFL 3.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.</p>	<p>I.EFL.3.22.1. Create picture books, graphic expressions and personal stories by adapting elements of literary texts and adding imaginative details to real-life stories and situations, using appropriate vocabulary and features of the literature learners have read or heard. (I.3, S.3)</p> <p>CEFR: A2.2. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

..... Evaluation criteria

CE.EFL.3.23. Create short, original texts using a range of resources and other media, including ICT, in order to recreate familiar scenes and themes.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Doing **extended writing**, in which learners get to choose what they write and are not evaluated or tested on it.
- Converting a corner of the room into a writer's workshop, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.
- Sharing learners' stories in pairs or small groups and choosing to represent some through a role play.
- Creating the book or CD cover for a song, story or poem.
- Responding to a poem by a video representation.
- Using ICT to research about a topic of learners' choice and writing a short story with the findings.
- Listening to a song and rewriting the song lyrics changing pre-determined aspects. (Example: replacing rhymes, changing the animals, etc.)
- Writing a short, fictional story about a family member or pet.
- Taking pictures of a learner's daily routine and writing the story of his/her day in groups.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p>EFL 3.5.3. Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.</p>
<p>I.1. We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.3.23.1. Learners can create and produce short texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes. (I.1, I.3)</p> <p>CEFR: A2.2. Topics: Family and friends, School, Natural World, Free Time and Hobbies, Transport.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

..... Evaluation criteria

CE.EFL.3.24. Organize ideas and relevant information from literary texts using group or class brainstorms and/or mind maps in order to enhance collaborative responses to literature.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Role playing scenes from a story.
- Writing the dialogue and stage directions for a story from class and performing it for an audience.
- Discussing a scene from a video in groups and using the discussion to write a review.
- Underlining the main ideas of a text and mapping them onto a graphic organizer.
- Underlining parts of a classmate's personal writing that are unclear, and then finding another way to write the underlined ideas.
- Using ICT resources to organize and edit a short piece of creative or informational writing.
- Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class and where the learners themselves take turns leading the discussion.
- Brainstorming a list of questions and responses learners can use during literature circles or small group discussions. (Example: *Who is your favorite character? Why? Which story do you like better, A or B?, etc.*)
- Completing an outline of a story in small groups and comparing outlines with another group.
- Brainstorming ideas for a writing project in small groups, using a graphic organizer.

Educación General Básica
 ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO 

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 3.5.6. Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information from literary texts.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 3.5.9. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	I.EFL.3.24.1. Learners can work in groups to create brainstorms and/or draw mind maps to describe and organize ideas or useful information from literary texts and create collaborative responses to literature through process writing groups or literature circles. (I.4, S.4, J.3)
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	
J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.	CEFR: A2.2. Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions, Family and Friends, School, Home, Routine Activities, Descriptions.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.3.25. Observe and expand on the conventions of genre in order to create a variety of texts that reflect traditional and popular Ecuadorian culture and identify select literary elements in order to relate them to other works, including the learners' own writing.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a myth from Ecuador and writing a song about it.
- Brainstorming features and conventions of genres and then reading examples of each in order to locate them. (Examples: rhyme and alliteration in a poem or song, animals and a moral in a fable, etc.)
- Completing a chart with literary elements from a text seen in class. (Example: main character, setting, theme, imagery, etc.)
- Creating a crossword puzzle in groups about an Ecuadorian story, region, celebrity, etc.
- Discussing similarities between a text and the learners' personal experiences.
- Creating a dance for a popular song or rhyme.
- Identifying elements of a story (and/or song) from two different regions or time periods (including pop culture) and using them to produce a new, original text in small groups. (Example: writing a story where Capitán Escudo helps Cantuña, etc.)
- Participating in TPR activities such as acting out situations in a story as it is read aloud.

Content

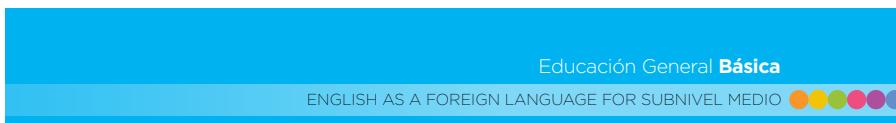
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 3.5.7. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 3.5.8. Create stories, poems, songs, dances and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals. J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.	I.EFL.3.25.1. Learners can create stories, poems, songs and plays to reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. Learners can find and identify selected literary elements in texts to relate them to other works and personal experiences. (S.2, J.1) CEFR: A2.2. Topics: All Topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

J = Justice

I = Innovation

S = Solidarity

J.1	We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.
J.2	Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.
J.3	We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.
J.4	We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.
I.1	We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.
I.2	We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.
I.3	We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.
I.4	We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.
S.1	We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.
S.2	We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other people and individuals.
S.3	We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.
S.4	We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.



6. Glossary

Affective: Concerned with learners' feelings, beliefs and attitudes.

APT (writing): Writing that has a particular **audience**, **purpose**, and **topic** in mind.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher's direct instruction.

Bottom up processing: Moving from specific, individual elements to the whole. (Example: picking out numbers mentioned in a dialogue, recognizing that the -ed verb ending signifies simple past, etc.)

CEFR: the Common European Framework of Reference for Languages

Collaborative learning: In education, an approach to teaching and learning in which learners work in groups in order to exchange ideas, solve a problem, create a product, evaluate an idea/text, etc.

Collaborative writing: Writing which is worked on and produced by more than one person.

Collocations: Two or more words that are commonly found together or often associated with each other (e.g., *do homework*, *a light rain*, *fast food*, *a quick meal*, etc.).

Direct instruction: An instructional approach to learning in which the teacher uses explicit, guided instructions to help students learn the material. An example of direct instruction is when the teacher is at the board presenting the information.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Double-entry journal: A type of journal in which learners record their responses to a text as they read. A double-entry journal has two columns. In the first column, learners write a quotation or line from the text. In the second column, they record their personal thoughts/reaction to the quotation/line.

Extended listening: Listening for enjoyment. Listening for overall meaning rather than worrying about understanding specific details or grammar.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Extended writing: A writing task which has been completed individually during a set period of time, and which is longer than one or two sentences. Some examples of extended writing tasks are writing a short story, an email, a description of your town or a diary entry.

Free writing: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

Inclusive: A learning environment in which learners with and without disabilities are invited to participate together. In the inclusive classroom, the diverse needs of all the learners are taken into consideration and supported equally.

Intercultural competence: The ability to put the values of intercultural education into practice in daily life.

Intercultural education: Education that "respects, celebrates and recognises the normality of diversity in all areas of human life"; education that "promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built" ("Intercultural Education...", 2005, p. 3)

Intertextuality: The complex relationship of a text with other texts. It can be seen when a text shows a direct influence from another text, such as a story where Goldilocks meets the Seven Dwarfs.

Learning styles: A term used to refer to common ways people learn, and to account for differences in individuals' learning. Some of the most common learning styles are visual, auditory and tactile.

Meaningful: Language and tasks that are relevant to the real world and have a bearing on learners' real-life language needs.

Metacognitive: An awareness and understanding of one's own cognitive processes when engaged in learning. It is sometimes defined as "thinking about thinking."

Mind mapping: A visual representation used to organize information and show connections between ideas.

Morpheme: The smallest unit of language which is still meaningful and cannot be further divided (e.g., *wait*, *-ing*, *-ed*, *for*, etc.).

Pair editing: Learners work in pairs to edit a text for errors in punctuation, spelling, grammar, etc. No change can be made, however, unless both learners agree that there is an error.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO



Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Social competence: The ability to interact with others using appropriate language (e.g., tone, register, etc.) and interpersonal skills (e.g., respecting other people's ideas, listening without interrupting, etc.).

Teacher talk: Everything the teacher says; the time the teacher is speaking. It is recommended that teacher talk in the EFL classroom be kept to a minimum, and that it be clear and use simple vocabulary.

Think-aloud strategy: A strategy used by teachers or learners in which you say, out loud, everything that you are thinking while reading, solving a problem or answering a question.

Top down processing: Moving from the general to the specific (e.g., listening for gist or reading for a main idea).

21st century skills: A term used to refer to a broad set of knowledge and skills, such as digital literacy, collaboration and critical thinking, which are believed as essential for thriving in today's rapidly changing, globalized world.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Superior of Educación General Básica to the General Objectives of the Subject Area

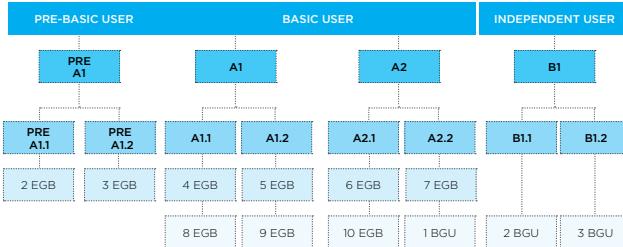
As learners enter the sublevel EGB Superior, it is important to remember that language is principally about interacting with others and expressing meaning. English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. Learners in EGB Superior are becoming more mature and more expressive, and being able to communicate in the international language of English will prepare them for a myriad of career opportunities, responsibilities and experiences they will surely encounter in the coming years.

The EGB Superior curriculum is clearly aligned to CEFR standards. Through alignment to these international standards, the curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for EGB Superior has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A1.1 to A2.1 of the **CEFR**.

Due to the fact that English was not a compulsory subject for 2nd to 7th year EGB (Acuerdo Ministerial No. 306-11), it is possible that some of the learners entering EGB Superior have not had exposure to or instruction in English. For this reason, the curriculum has been developed so that 8th year EGB learners start in level A1.1. Learners in 9th year EGB will continue on in A1.2, in which it is implied that an A1 language competence will be reached. Learners in the 10th year, the last year of EGB, will work their way through level A2.1. This branching approach to language learning is meant to give time to 8th year learners to catch up to those who have had learning experiences with English at an earlier age.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

**Levels of Proficiency: Branching approach**

By overlapping CEFR levels in 8th year of EGB, learners are given opportunities to remedy errors that they might be experiencing, granting them time to reach A2. Because learners in EGB Superior are more mature they have a pressing need for more accurate and developed language, and thus by overlapping these levels of the CEFR, we can ensure that they are given opportunities to use the language in a more cognitively and socially complex way than they were used to doing in previous sublevels of EGB.

Those who teach learners in this level generally agree that they are playful and intelligent, but only when they are doing something that has meaning for them (Curtain & Dahlberg, 2010, p. 27). They respond very well to pair work activities, and since they are more mature and more interested in interacting socially with others, pair work activities are generally easier to manage than they may have been in previous sublevels. Thought-provoking topics (such as issues of social justice and environmental awareness) will motivate them in ways that superficial topics (such as celebrities and fashion) may not, so choosing relevant and interesting topics (or letting the learners themselves choose the topic) is the preferred approach.

Nevertheless, this is also a difficult age for language learners. Contrary to what goes on in other content area classes in L1, in the English language classroom learners are expected to perform in a state of near ignorance and dependence, which can produce undesirable levels of anxiety. Anxiety can result just as much from having to articulate unfamiliar or awkward sounds in front of their peers, as from being subjected to a constant state of "improvement", which in the EFL classroom generally takes the form of error correction. To make matters worse, a dearth of linguistic tools often hinders one's ability to express individuality, and learners may feel inauthentic or that they lack personality as an English speaker. As these problems emerge, it is vital that teachers remember to reduce the level of anxiety and the **affective filter** as much as possible. "In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

communication" (Littlewood, 1984, p.58). In order to handle this phenomenon, it is important for teachers to be sympathetic. It is also the teacher's responsibility to create a cooperative learning environment in which learners can feel safe to explore the language and make mistakes, which they inevitably will do. Teachers can also introduce humor into a lesson. Bringing humor in the classroom can create a comfortable environment for learning, strengthen learners' memories and help learners remain focused (McNeely, n.d.). Finally, and perhaps most importantly for this age group, learners need to establish friendly contact in English. Once they assent to the fact that English is a *real* language, spoken by *real* people who are very similar to themselves, they will hopefully begin to experience the language on their own terms, experiencing less anxiety and insecurity and therefore improving their communication skills.

In addition to choosing relevant topics, teachers should provide plenty of opportunities for exploration. "As learners are more exposed to language, they begin to refine the systems they have consciously built, and to develop systems that they are not even aware of" (Willis, 2003, p. 14). Hands-on experiences, mini projects and lots of collaborative and cooperative group work are important for giving learners the exposure they need to construct their own learning, rather than assimilate learning from direct instruction (Littlewood, 1984, p. 73). By constructing their own learning, they will produce better and more long-lasting connections to the language in order to improve communication.

To conclude, learners in EGB Superior are predisposed to English language instruction, regardless of how unmotivated or uninterested they may appear. Nevertheless, it is up to the teacher to spark their interest and get them to "buy into" the language class. By introducing humor, creating tasks that have clear and definable goals and making topics personally meaningful to the learners, teachers can motivate learners and make learning English easier and more effective.

Curricular Thread 1: Communication and cultural awareness

As learners in EGB Superior enter adolescence, they are becoming more self-aware, more sensitive and appreciative of differences and more interested in social justice and their own role in making the world a better place. Because of this growing awareness of how people interact with each other and their environment, be it natural, cultural or academic, they are at the perfect age to start participating in deeper and more meaningful intercultural and interpersonal exchanges. The Communication and cultural awareness thread aims to cultivate in learners the skills they need to study their world, to understand past and present social dimensions of life, to fulfill their civic responsibility of respecting and celebrating difference and to gain perspectives on, as well as question, their own cultural practices.

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



Making informed choices about prejudice and discrimination and taking action on these issues is an important step in learners' social and cognitive development. They will not only become advocates for less fortunate or underrepresented groups, but also start to recognize the qualities and values they themselves hold, reaching a deeper understanding of who they are and what they stand for. In doing so, they will become better communicators, better friends and family members, better students and better citizens.

Intercultural awareness and identity. "An intercultural approach is important within the curriculum in order to help pupils to develop the ability to recognise inequality, injustice, racism, prejudice and bias and to equip them to challenge and to try to change these manifestations when they encounter them" ("Guidelines on Traveller Education," 2002, p. 34). It is the responsibility of this subthread to equip learners with the tools needed in order to start questioning and challenging prejudice and discrimination when they see it, and help them foster an appreciation of the diversity of peoples and cultures in this world.

As McKay (2006) notes, learners at this age are becoming a little less self-absorbed (p. 8). They are advancing from thinking mostly of themselves to exhibiting greater social awareness. Teachers can foster this sense of justice and global awareness by working with learners to tell them what needs to be done, guiding them through the task by giving them the strategies needed to achieve this and then giving them time to do it independently.

English is an international language; its speakers are not just from the United States or Australia or the UK. English is spoken all over the world, by very diverse people in very different regions. It is, therefore, essential that our English students learn to respect cultures and individuals, that they practice tolerance and acceptance of "**otherness**" to become true global citizens. This respect extends not only to people and cultures but to the environment and the future generations that will be inheriting the planet. In fact, Puchta (2016) recognizes four core values that should be introduced when teaching English to teens: moral values (such as respecting other cultures and treating people equally, including politeness, loyalty and trust), environmental values (such as exploring renewable energy sources and responsible spending habits), health values (such as eating healthy and recognizing the importance of exercise and positive thought) and values in arts (such as art appreciation and self-expression) (p. 1). Throughout the Communication and cultural awareness thread these values are integrated and reinforced, in order to develop learners who are aware of global issues, able to challenge discriminatory practices and take action against them, and in the process build their own personal and national identity.

Social competence. Learners in EGB Superior are getting better at dealing with hostility and issues of dominance and in turn are developing a better ability to function in groups and interact with their peers (McKay, 2006, p. 8). If they share a com-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

mon purpose, they will easily cultivate a collaborative community with abundant emotional energy. It is the teacher's responsibility, therefore, to create activities and tasks that will enforce and nurture this shared purpose, binding the learners to the unit and the subject at hand. Some ways for teachers to do this in their classroom is to build **rappor** not only between teacher and student, but also between student and student. Group work and pair work in which learners approach and give their opinions on thought-provoking topics will help learners create connections between each other and the topic. Talking about and working on values, such as the values of friendship, loyalty and honesty, will form learners into well-rounded adults who will be prepared for many diverse situations in the work place, school and beyond.

As noted in Willis (2013), learners need to feel a sense of ownership in a project (p. 36), so projects and topics that are strongly connected to the learners and their goals is a strong impetus for learners at this age. Even better is allowing learners themselves to make these connections to their immediate lives and interests by having them set their own goals and choose their own topics and tasks. Making sure that the classroom is **learner-centered** and that learners are invested in the activity will ensure that they get the most benefits out of the activity. Learners at this age are also quite interested in working not only with peers but with others, and usually enjoy performing for and teaching students in younger classes (Curtain & Dahlberg, 2010, p. 27). Implementing interactive activities like this, in which learners can teach and be taught by others, is essential for nurturing social competence.

Another aspect of learners at this age is that they are becoming more and more reflective. They can recognize and admit mistakes. In addition, they are able to make note of their growth and identify the changes they need to make in order to achieve their goals. In the classroom, therefore, they can be encouraged to **self-monitor** and **self-correct**. Learners can evaluate themselves and their peers, not only on language skills but also on other behaviors such as leadership and trust. The more practice they get in evaluating themselves and others, the more self-aware and more **autonomous** they will become.

Curricular Thread 2: Oral communication

For many learners, EGB Superior is the beginning of adolescence. Their tastes and skills have matured to a point in which they are willing – and excited – to use language to communicate and share their ideas and opinions with others. They use more sophisticated learning strategies than their younger counterparts, and their cognitive competency has grown, which allows for more complex thought and reflection. In addition, they have begun to develop their **metalinguage**, so they are good at imitation and **recall**. They are excited to communicate with others and share their opinions, and generally like giving and taking direction and



asking for and denying information (Curtain & Dahlberg, 2010, p. 27). Although they are interested in communication, however, they are generally not very interested in being accurate (Curtain & Dahlberg, 2010, p. 27). Consequently, teachers need to implement listening and speaking tasks that focus on fluency first, rather than accuracy. This is not to imply that grammar is unimportant at this level. In fact, because of learner's improved ability to communicate and think with higher-order thinking skills (**HOTS**), the need for more and more complex grammar increases. In the words of Willis (2003), "As children grow older their developing intellectual capacity demands more and more complex meanings, making more and more demands on the child's grammar. The child responds by developing a grammar to meet the new demands" (p. 17). In conclusion, therefore, although learners might not be receptive to analyzing language through grammar and structure, by using it in real contexts and for purposes of real communication, they will be developing a level of accuracy that cannot be directly taught.

Listening skills. Listening that takes place in real-life, face-to-face interactions (i.e., conversations, shopping, receiving instructions, etc.) is characterized by colloquial, improvised language which requires listening for **gist** or details (Ur, 2012, pp. 101-102). Consequently, listening activities in the EFL classroom should revolve around real-life contexts and practical applications, so that learners achieve the capacity to be able to handle natural listening situations similar to those that they will likely encounter in real-life. A summary of suggestions given by Ur (2012) are to use not only audio recordings but also video, and to include a range of accents and dialects. She also suggests that teachers take the time to tell stories, and even read stories aloud, in class. In addition, modeling and teaching learners a variety of listening strategies is recommended, so that learners can get practice choosing those which will help them improve their listening skills.

Learners in level A2.1 are expected to make use of contextual clues and take note of linguistic cues, such as intonation and stress, in order to derive meaning from spoken text. Authentic listening materials are perfect for helping learners get practice in these skills. News reports on real, current events can be found on websites such as BBC Learning English (<http://www.bbc.co.uk/learningenglish/>) and VOA Learning English (<http://learningenglish.voanews.com/>). Graded, **semi-authentic** dialogues for learners of all levels can be found at Randall's ESL Cyber Listening Lab (<http://www.esl-lab.com/>).

Some of the listening strategies that should be directly taught and practiced at this level are listening for main idea and details, identifying key words in a passage, using contextual clues to understand unfamiliar words and concepts, inferring speaker and situation, rephrasing what was heard or understood and self-monitoring progress (Chen, 2015). Secondary strategies that can help learners focus in listening tasks, such as note taking or predicting content from visual cues, are also significant for developing this skill.

Spoken production. Adolescents are generally better than children at monitoring their spoken English production. They tend to notice inappropriate utterances better and are more likely to self-correct when speaking (Zhang, 2009, p. 134).

Speaking topics should be carefully selected to reflect learners' interests and needs, in order to keep learners motivated and engaged in the class. Successful activities at this age are having learners participate in role plays and act out dialogues, especially when there is an element of humor or strong feelings are expressed. Learners respond well when they can "hide" behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond vocally or nonverbally to specific situations is often a good way to get them speaking. For example, when acting out dialogues, a cue card can tell the learner who they are (e.g., *You are a young mother of two who just came to the U.K. You need to find work but you don't speak the language well, etc.*) what has happened in a specific situation (e.g., *Someone spills hot coffee on you on the bus to school. What do you do?*) or how to react in a given situation (e.g., *Your mother says you have to do your homework before you can go to a party this weekend. You feel angry. What do you say to her?*).

Prepared talks are another activity that can be planned in order to improve speaking skills (Harmer, 2007, p. 351). Learners prepare a talk about a subject of their choice and present it to the class. Prepared talks are designed for formal, structured speech, which means that they are the perfect for letting learners take the time to think about how to express themselves using language, something which is difficult to do in spontaneous face-to-face interaction.

Spoken interaction. Face-to-face interaction is an important part of communication in any language. For interaction to be successful, a speaker must have good pronunciation, stress and intonation to be understood. According to Harmer (2007), however, English language learners will need more than good pronunciation to communicate effectively. They "will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational **repair strategies**" (Harmer, 2007, p. 343). Some of the conversational strategies learners at level A2.1 should be capable of are recognizing turn-taking, finding appropriate ways to interrupt and using discourse markers to buy time (e.g., *ummmm, well, you know, etc.*) and to mark the end of a thought segment (e.g., *right, anyway, so, etc.*). They will need to be able to use some repair strategies in spoken interactions, as well, such as asking for clarification or paraphrasing an idea or thought.

In terms of vocabulary and language use, learners need to be exposed to lots of different types of language. They are quite interested in and curious about their English-speaking peers, and usually want to sound more like them (and thus sound more "real" and authentic) by imitating their phrases and sayings. Consequently, introducing age-appropriate colloquial expressions and slang is quite



motivating and engaging for learners in EGB Superior. They should also receive instruction and practice on how to start and close a conversation, as well as how to change topics. Popular activities to practice these strategies in the classroom are information gaps, jigsaw activities, questionnaires and surveys, interviews and discussion groups. Playing games in English is also a common way to improve learners' language of social interaction.

As for the role of the teacher in the speaking class, Harmer (2007) gives three suggestions (p. 347). First, the teacher is "prompter", helping students who get lost or can't think of something to say and offering him/her discrete suggestions without interrupting the flow of the activity. Teachers are also participants, and must bring their own enthusiasm and energy to a communication activity. Tasks must be clear and set up to reflect learners' interests and needs, and the teacher must maintain an atmosphere of creativity and feelings of security. Finally, teachers have the important role of providing feedback, without resorting to over-correction or interrupting the fluency of a speaking task. One way teachers can be sure to provide sufficient feedback is to encourage learners to assess the effectiveness of their spoken production after speaking activities. By doing such, learners will become more reflective and independent, while improving their self-monitoring and self-correcting skills and strategies.

Curricular Thread 3: Reading

Reading takes many forms. There is reading for pleasure, where we read for the sake of finding out what happens, or enjoying the sounds of the words and the images they create. There is reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic. There is reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie. And there is reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, glancing at notes during a speech. What all of this reading has in common is that each type has a purpose, and in order to turn our learners into better readers, we need to help them recognize and identify the different purposes for their own reading.

Reading involves a variety of skills. As Grellet (1981) notes, some of these skills, but not all, are: deducing the meaning of new words using context clues, understanding explicitly stated information and that which is implicit; interpreting text, extracting salient points and using them to form new conclusions or deductions, inferring through the use of syntactic and logical clues and using basic reference skills (pp. 4-5). In consequence, we can see that the reading class involves the application of a variety of reading strategies in order to enhance comprehension.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

At sublevel EGB Superior, learners are expected to understand and identify texts that contain high frequency vocabulary and include some shared vocabulary items between L1 and L2 (i.e., restaurant, hamburger, taxi, hospital, etc.). They should also be familiar with a range of text types, such as menus, recipes, posters, short stories and poems/rhymes, notices and announcements. Nevertheless, teachers should begin preparing learners for strategies and techniques they can use for their initial encounters with unfamiliar language. Teachers need to continue working on and improving learners' **sight vocabulary**. The larger their repertoire of sight vocabulary, the faster they can read and the less painful reading will be. This leads to better **lexical access** (Day & Bramford, 1998, p. 13), which can be explained as the ability to trigger the word's meaning and mental representation automatically from memory. Lexical access is important. As Adams (1994) indicates, "Only to the extent that the ability to recognize and capture the meaning of print is rapid, effortless, and automatic can the reader have available the cognitive energy and resources on which true comprehension depends" (p. 840). In essence, therefore, lexical access and a large range of sight vocabulary are crucial to improving reading comprehension.

Another important job of the teacher is to encourage learners to use their **schema** to bring understanding to a text. This can be done through pre-reading activities such as brainstorming what learners know about the topic in the text, pre-teaching vocabulary or having learners watch a video about a topic before reading a text on the same topic. By helping learners connect their schema, we give them skills they can use to make reading more comprehensible as well as more enjoyable.

Reading Comprehension. Reading is an active skill, in which learners consciously and subconsciously apply various subskills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking oneself questions. If we want learners to become independent readers, they should be taught from early on how to approach and consider a text (Grellet, 1981, p.9). This includes practicing various reading strategies in class such as skimming and scanning, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention.

As seen in EGB Elemental and Media, by now learners have become familiar with narratives and chronological sequence in stories. They recognize the basic parts of a story, which helps them process the language in narratives and predict how things will unfold. Narratives continue being an important part of the EFL curriculum in EGB Superior. As learners get older and more mature in their cognitive development, however, they begin to progress from reading for gist or for following a casual storyline, to reading longer texts for specific information. This becomes even more important in EGB Superior, as we prepare students to use reading texts in order to gather and process increasingly complex material, to be used throughout sublevel BGU and beyond.



Accordingly, **expository** and **transactional** texts become essential components of the Reading thread for learners in EGB Superior. Expository texts include such nonfiction texts as short descriptions of people and places, as well as biographies of famous (or even imaginary) people. With expository texts, learners see how specific grammar and vocabulary points have been interwoven into the text in order to give more information about a subject. Expository writing can be helpful in that it often gives learners an introduction to something they will be reading or learning more about, and consequently it can be used again and again as a reading comprehension strategy. Expository text structures are extremely helpful for learners' reading comprehension (Akhondi, Malayeri, & Samad, n.d., para. 1). Some examples of these structures include, but are not limited to, title, headings and subheadings, table of contents and signal words that help the reader organize and follow information while reading (i.e., sequence words such as *first*, *second*, *next*, *after that*, *finally*, etc.).

It is important that teachers help learners recognize the text structures of the different types of expository text they will be introduced to. For instance, a biography will usually start with an introduction to the person and the reasons why he/she is famous. The body of the text will describe the person's early life and family, then go on chronologically to talk about the steps that led to his/her fame, and finish with some of his/her most important achievements and/or contributions. Finally, the conclusion will name the person's future prospects (if he/she is still alive) or summarize why it is important to know about his/her life (in the event he/she is dead). Knowing this structure ahead of time will help learners understand the main idea and some specific details of the text, and help their comprehension, even if the text is a bit longer or more complex than what they are capable of.

Transactional texts are different from expository texts in that they require a sort of response from the reader. Coming into a transactional text, readers may have already formed an opinion about the topic, or may have some previous experience with the subject (Raudenbush, 2016, para. 4). For instance, reading a notice about an upcoming concert, the reader may already be familiar with the singer/band and the type of music they play. Thus, as the reader studies the notice, he/she will be forming his/her own opinions about the information, such as whether or not the concert will be good, if he/she is free that evening, if the venue seems appropriate, etc. Teachers can help learners with transactional texts by helping them make connections from the text to self or text to world. This can be done by having readers write responses to a text in a journal or by asking them to underline things in a text that are familiar to them (an experience, a place, etc.) in order to offer them another way to approach a text, especially if the text is more complex or longer than what learners are used to or capable of.

Transactional texts sometimes require a direct exchange or response from the reader, such as in the case of interview questions or a questionnaire. It is important to remember that reading is not a passive activity: it can and should be integrated.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

grated with the other skills, such as writing and speaking. In other words, we read something and takes note on it or write a summary of it. We read something and then listen to someone talk about the topic, matching the opinions or versions of what we read to what we hear. And we read to discuss what we have read, to give opinions on the topic or even just to talk about how a text made us feel. Thus, it is essential to remember that reading comprehension does not happen in a vacuum. In order to really understand what they read, learners must be given plenty of opportunities to interact with the text in a variety of ways.

Teachers should introduce a variety of online and ICT resources from which learners can choose to improve and increase reading comprehension and vocabulary acquisition. Websites such as readingrockets.org and Topmarks (<http://www.topmarks.co.uk/english-games/7-11-years/reading>) are two such websites that offer reading resources for teachers and parents. Learners can be encouraged to access websites which offer a variety of reading material and short stories, such as the International Children's Digital Library (<http://en.childrenslibrary.org/>), the Project Gutenberg website (<http://www.gutenberg.org/>) and the American Library Association's compilation of reading resources and favorite children's stories (<http://gws.ala.org/category/favorite-childrens-stories>). ReadTheory (<http://www.readtheory.org/>) is a free classroom resource that can be accessed by both teachers and learners for practicing reading comprehension online. For developing vocabulary, learners can use a variety of online dictionaries and thesauruses, such as Merriam-Webster (<http://learnersdictionary.com/>) and Cambridge Essential British English (<http://dictionary.cambridge.org/us/dictionary/essential-british-english/>). There is also a wealth of more interactive resources available to learners for vocabulary acquisition, such as wordcentral.com and [Visuwords.com](http://visuwords.com). Learners should be given opportunities to explore these resources in order to enrich their understanding of written English.

Use of resources and study skills. One of the purposes for reading that has been mentioned is reading for information. Learners at this age will be using reading texts as a reference more than in previous sublevels. Thus it is important that learners be given study skills that will help them when approaching a reading text for reference.

A good question to start with is *How do we read?* As readers, we use a variety of reading strategies that help us organize and comprehend a text. Some of these strategies are mentioned in the previous subthread: skimming and scanning, reading for gist and for detail, making inferences and predictions. In addition to these strategies, learners in EGB Superior are ready to begin implementing with frequency other study skills, such as notetaking and summarizing. To illustrate, as learners read a text, they should be encouraged to write in the margins. These margin notes may be used to clarify a concept or word, to make note of something that is not understood, to make a connection to another subject or to provide a personal reaction to the content. Learners should also be required

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



to take notes on key words and key information as they read. Afterwards, they can summarize (verbally or in writing) what they understood, what they think the main idea of the text was, what they think the author's intention was, etc.

Other study skills can be introduced as well at this level. Learners can practice using the **SQ3R** technique ("SQ3R reading method", n.d.): before reading, they survey the text (i.e., skim for important words/sections/diagrams, etc.) and then turn title and headings into questions that will help them organize the information (e.g., *What do I know about Bats? What do bats eat? How do they interact with the environment?*, etc.). During the Q stage, the learners think of questions they want answered by the text. It can be helpful to write the questions out together as a class until learners are comfortable with thinking of the questions they want answered. The next part of the technique is the 3 R's: Read, Recite and Review. During the Read stage, learners should try to find the answers to their questions from the previous stage, and confirm if what they thought they knew about the subject was right or wrong. In the Recite stage, learners should try to paraphrase or summarize (both verbally and in written form) the paragraph or section they read. And in the final stage, Review, they refer back to their notes and the text to quiz themselves on what they remember. One of the techniques they can use in this stage is to cover up the text and just look at the pictures or diagrams to see if they recall the main ideas and details. Another technique is that they can make flashcards of key information or go back to a reading a few days later and record by audio or video what they are still struggling with or what they now understand better. Learners can be asked to reorganize their notes or put their notes into a graphic organizer as well.

Many EFL teachers encourage learners to bring a dictionary to the classroom, or make sure learners have access to one in class. Nevertheless, at this stage in their development, learners should begin taking responsibility for finding and evaluating learning resources as well. As a class, teacher and learners can review online EFL resources such as an app or a web site, then make decisions together as to when and for what purpose the resource would be useful. In addition, learners can share their own suggestions of resources they use and think are helpful. Finally, learners can be put in charge of creating their own learning resources, such as flashcards or grammar charts, and these resources can be saved by the teacher and reused each year with a new group of students.

Literacy-rich environment. The environment of the classroom is often referred to as "the third teacher" (Gribble, 2014, 3rd bullet point), meaning the environment is another source of information and inspiration for the learners. Susan Fraser states that "A classroom that is functioning successfully as a third teacher will be responsive to the children's interests, provide opportunities for children to make their thinking visible and then foster further learning and engagement" (as cited in "The Third Teacher", 2012, p. 1). Thus, it can be concluded that a literacy-rich, print-rich environment continues to be important in EGB Superior.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

A literacy-rich environment is not only rich in print and visual material, but also one in which all four language skills are emphasized. For instance, the teacher can bring in board games and **realia** instead of worksheets and handouts. Learners' work should be displayed prominently, and used during the school year as a resource, a reminder, or even as inspiration! The classroom should have a wide range of different age- and level-appropriate reading material, on topics of interest to the learners. Reading materials can be dictionaries, thesauruses, books, magazines, posters, brochures, pamphlets, labels and printed rules and/or directions. It is important that teachers make use of these items in terms of language growth as well as enjoyment. Learners should be encouraged to use and refer to these materials often, so that they see not just the use for them but also the need.

Within the classroom there should be spaces that invite learners to talk, listen, speak and write. These spaces should produce opportunities for learners to take part in authentic activities, for example, writing a thank you note to a substitute teacher, writing out and posting project instructions or regularly updating a class calendar. Teachers can encourage learners to collect and bring in "found" items – things that learners encounter outside of the classroom which have a relationship with the unit or language, such as a menu in English from a local restaurant, or a food label that is in both English and Spanish. "Found" items can be placed on an "exploration" shelf that learners can access before, during and after lessons. A literacy-rich environment should be flexible and meaningful, adapted and designed to fit each class's particular needs and interests ("The Third Teacher", 2012, p. 2). Furthermore, the literacy-rich environment does not have to be restricted to within the four classroom walls. Outside of the classroom, for instance, and with the help and permission of school administrators, signs and notices around the school could be written in both L1 and L2.

In addition to the physical classroom environment, learners also need strategies for interpreting and making sense of these literacy-rich items ("The Third Teacher", 2012, p. 2). It does little good for a classroom to be full of books and magazines in L2 if learners don't have the skills needed to be able to identify their use or differentiate one from another. It also does little good for students to have access to Internet or other digital resources if they are not taught how to evaluate the usefulness or veracity of the information they find. Thus, a literacy-rich environment needs to go beyond just labeling words and displaying learners' work to working on a skill set learners can put into action to help them organize and make sense of the constant stream of ideas and information they are confronted with on a daily basis.

Cross-curricular content. Integrating English language instruction with content learning can help learners in a variety of ways. One major benefit is that integrating language instruction with content is motivating for learners, since they get the opportunity to use their linguistic skills and knowledge in real, meaningful contexts, and can see language as part of the "big picture" between language and society



(Rainier, 2010, para. 5). It challenges students in different ways, so that they can build their confidence in diverse learning situations. Lastly, when learners use L2 to study and practice content, they internalize the language in ways that produce better retention and recall.

Cross-curricular content should be integrated across the curriculum, and activities should be based on hands-on activities. Teachers should connect what students hear to what they can see and experience, in order to make the input comprehensible (Met, 1994, p. 164). Learners need to interact with the content in diverse ways, such as describing attributes and characteristics, classifying information, explaining change and hypothesizing or predicting activities. Graphic organizers and charts are tools that learners can use to help understand and interpret the material. Aside from specific content vocabulary, learners can also work on root words, prefixes and suffixes, lexical items which will similarly inform the learners' L1 subjects.

Curricular Thread 4: Writing

Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. Writing well also means mastering organizational skills and having enough background information on a topic in order to write about something. Needless to say, it is a lifelong skill learners will need for future academic and career opportunities. While writing in one's first language can be challenging enough, writing in a foreign language can be even more daunting. Often students lack some of these skills completely, even in L1, which makes the task of teaching writing even more complicated. When learners write in a second or foreign language, however, they get practice expressing themselves purposefully and intentionally. Since the nature of writing is deliberate, the learners have time to think about what they want to say and how they want to say it. They have time to choose the best word or grammar structure, and revise their work in order to clarify points or correct mistakes. Moreover, they can choose when it is ready to be read, after they feel relatively confident that they have done what was needed to produce the best possible product. Of course, these are all characteristics of written production which are not part of spoken production, where interaction happens much more quickly and spontaneously. Thus the act of writing gives learners a chance to slow down and interact with the language in a different and more intimate way than speaking does.

Good writers are usually good readers, so it is important to keep in mind that the two skills often go hand in hand. Learners need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own, similar texts. They need to have considered an author's purpose and intention, in order to recognize their own. Finally, they need to read examples

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

of other people's writing to evaluate and analyze what makes written text clear, comprehensible and interesting.

Literacy building. Literacy is more than just reading and writing. The UNESCO defines it as "the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts" (as cited in Wilson, p.11). They go on to further elaborate, "The development of literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" (as cited in Wilson, p. 11). Thus literacy can be seen as not just something important in school or academic settings, but the development of a skillset that will allow learners to become fully and highly functioning members of society.

Extended writing, such as writing in a journal or doing **free writing**, is a good way for learners to continue building literacy skills. In extended writing assignments learners are expected to write for a set period of time, and are not supposed to worry about spelling or grammar or other mechanics. In addition, there is no need to correct the writing itself, although it should be responded to. Teachers can respond by reading the piece and writing comments in the margins. By responding, learners recognize the effects their words can have on others, and will usually be motivated to write when they know they will be receiving comments and reactions. Another way to respond to extended writing is to have learners do **dialogue journals**. Dialogue journals are used as a way to interact informally between student and teacher, or student and student, in written form. They are meaningful and engaging because they involve the reader and make the act of writing seem less lonely or isolated ("Dialogue journals", n.d., para. 1). Dialogue journals can be used as a springboard from which other writing topics can emerge, and also as a way for learners to practice and engage in independent thinking.

Having learners keep **learning logs** is another way to promote literacy building among EGB Superior learners. In a learning log, students must record what they are learning, the questions they still have and responses they have to the challenges, goals and tasks set by the teacher (or even by themselves). Learning logs can be collected each week in order to monitor progress toward specific learning and language goals. As they are personalized, they can provide learners with a unique record of their thinking and learning process. Learners can use them to set class goals or even as a source for reflection at the end of a unit.

Literacy skills and strategies can also be improved through **collaborative writing**. Collaborative writing is usually considered a motivating, nonthreatening medium for learners to work on their writing, and is a worthwhile activity for the **brain-storming** and **outlining** stages of **process writing**. Nevertheless, teachers should continue doing "word work", such as conducting exercises to develop phonemic awareness and improve automatic high frequency word recognition, and con-

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



solidating spelling rules through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will set the foundation for clear, organized writing, and engaging learners in the revision and editing processes will not only help improve their linguistic functions but also increase individual accountability and help them become more autonomous writers (and learners).

In addition to "traditional" literacy goals, today's learners need to build **21st century skills**, including digital and media literacy. Digital and media literacy are absolutely essential in today's society. We are all citizens in a digital age.

"We want – or, rather, we need – today's students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks, and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills" (Hicks & Hawley Turner, 2013, p. 59).

With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website, media literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages" ("Information and media literacy", 2015, point 3). In other words, it is a means to access deeper, more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students' ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners "comparable, if not equitable, opportunity to engage digitally and develop their literacies" (Hicks & Hawley Turner, 2013, p. 59).

In EGB Superior, teachers should continue building on the learners' digital literacy foundation, not only by thinking in terms of what the learners can do with digital tools and how they can use them to further their academic strengths, but also by enforcing responsible and safe online behaviors. This includes, but is not limited to, responsible use of social media, learning how to deal with cyberbullying and identifying ways to be a good digital citizen (e.g., by demonstrating digital safety, being able to create a strong password, etc.).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Digital Access  full electronic participation in society	Digital Commerce  electronic buying and selling of goods	Digital Communication  electronic exchange of information	Digital Literacy  learning and learning about technology and its use	Digital Etiquette  electronic standards of conduct or procedure
Digital Law  electronic responsibility for actions and deeds	Digital Commerce  those freedoms extended to everyone in a digital world	Digital Communication  physical & psychological well-being in a digital world	Digital Literacy  electronic precautions to guarantee safety	#bitesizePD 

9 Elements of Digital Citizenship (Gegan, 2016)

Learners at this age will more than likely have their own social media accounts, and will probably be using social media and Internet in a variety of ways in their personal and home life. This does not mean, however, that teachers should assume learners will automatically be able to apply their emerging digital skills to the classroom. Teachers will still need to guide learners in how to find appropriate references and web sites on the Internet, how to use a search engine and how to curate information from the Web. In the classroom learners can put their digital skills to use by contributing to a class wiki or blog. Teachers can create a class Facebook page where assignments and videos can be posted and commented on, or they can occasionally implement elements of the **flipped classroom** in a lesson or unit. Learners can publish their writing online or use apps and web sites such as LiveBinder and Pinterest, which can help them organize their ideas. Teachers and learners should consistently evaluate the use of these digital tools in order to be sure that they remain accessible and relevant to the students' learning goals and needs.

Text production. At the EGB Superior level, learners should begin applying level-appropriate writing skills to create and produce composition that reflects effective word and grammatical choice. By now they should be able to select the text type to fit their writing purpose and can begin to develop editing skills and revision strategies in order to improve their command of writing conventions, such as content, organization and language use. While there will still be basic errors in usage and mechanics, learners should be given plenty of opportunities to practise revising and editing their work in order to produce the most polished form possible within their language level.

Mastering writing conventions is a long process that involves many facets of the written language. One such facet is reading. In order to produce appropriate and accurate written text, learners must be given exposure to similar text types as a reader. Age-appropriate text types in EGB Superior are formal and infor-



mal emails, short personal reflections and essays, how-to articles, short (real and imaginary) biographies, written notes to others and survey questions, among others. Learners should get practice identifying and studying the written features of these text types, so that they can use them as models for their own writing. Other writing prompts that can help learners improve style and language use are doing daily journal entries, writing responses to a Question/Quote-of-the-Day (QOTD) or penning a short reaction to a Phrase/Photo-of-the-Day (POTD).

There are many websites where learners can practice the different prewriting stages of the writing process, such as stormboard.com and bubble.us for brainstorming, and websites like Essay Map (<http://www.readwritethink.org/files/resources/interactives/essaymap/>) and Interactive outline tools (http://rwinteractives.ncte.org/view_interactive.aspx?id=722) can be used by learners for organizing their writing. Other websites, such as quill.org, can give learners practice finding and correcting basic writing errors, or allow learners to check their own writing for basic word use and errors in mechanics (slickwrite.com). In addition to using ICT tools, teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs, in order to show how they relate together. Drawing learners' attention to topic sentences and supporting details will also positively influence cohesion and coherence. To practice revising and editing, teachers can model ways to revise and edit work, then ask learners to talk through the process in pairs or small collaborative writing groups.

Curricular Thread 5: Language through the arts

As mentioned above, Puchta (2016) identifies an education rich in the values of art as a necessity for teenage learners (p.1). This includes developing an appreciation of and affinity for the fine arts as well as the performing arts. It also takes learners' self-expression and creativity into account. This curricular thread proposes just that: instilling in our learners a love for art and literature, song and dance, theater and personal expression, architecture and design. By exploring the myriad ways humans choose to express themselves, and by taking place in their own forms of self-expression, learners will benefit in terms of their grades, their achievements and their personal happiness and satisfaction.

Using the arts as a means to delve into language can be done by having learners respond creatively to a piece of literature or music. They can formulate their response in a dramatization, song, picture or poem. The options are virtually endless and only limited by the learners' own creativity and initiative. Stories also provide a launching off point from which learners can experience and enjoy language. There is a power in stories: understanding right and wrong, exploring different sets of values from a position of safety, empathizing and identifying with characters. Giving learners ample opportunities to examine both linguistic and nonlinguistic responses and reactions to the arts will enrich their learning experi-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

ence, make them better at understanding themselves and others and help them become highly functioning adults able to deal with and interact in a variety of situations. Teachers can be good examples of this by encouraging and inviting self-expression, and by recognizing that there are often different answers and solutions to problems, all of which are just as valuable and just as precise. As an added bonus, when teachers value learners' self-expression, they send the message that they also value the person, increasing their self-esteem and confidence, which in turn creates a positive learning environment for everyone.

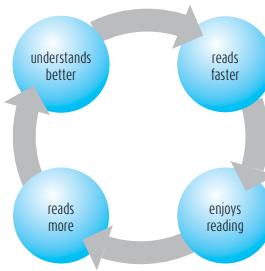
Literary texts in context. Stories and poems are an exciting way to access deeper understanding of a topic and a better appreciation of language. Through the power of stories learners are introduced to universal topics of struggle and triumph. As learners observe how characters deal with problems and find solutions, they can begin to resolve their own issues, as well as larger societal and global issues. Literary texts are not only limited to written expressions of text, such as literature and poetry, however. Literary texts can also be verbal, such as songs and rhymes. They can be physical, as seen in corporal expression through dance and dramatization. All of the literary texts that comprise a culture and language can and should be considered a rich source of information and material for the language learner. Literary texts, including literature, can spur students to speech (Hill, 1986, p. 9) and be a stimulus to internalize language and provide a relatable and enjoyable context from which learners can explore linguistic features and universal concepts.

Learners in EGB Superior are ready for stories that contain characters they can relate to and empathize with. They are interested in stories that have clear resolutions to problems, and that contain a series of linked events which have clear connections to each other. They enjoy a balance between dialogue and narrative, provided the language is graded to their specific level and abilities. Learners at this sublevel are quite capable of finding imagery in poems, of recognizing simile and metaphor and of identifying irony and paradox when guided by the teacher.

Another important aspect of this subthread is the act of **extensive reading**. In extensive reading, learners bring their own reading texts to class (or at home) and read for an extended period of time. This type of reading is meant to be purely enjoyable, and should never be tested or evaluated. Practitioners of extensive reading note that their learners improve in all areas and skills, across the board. One reason is, again, motivation. Learners are allowed to choose the text and read it as they like. While some teachers may worry that this is a waste of time, and that such reading often results in "fluff", experts such as Krashen (2004) state that usually the opposite happens: learners develop a love of reading, read more, get better at it and eventually feel confident to tackle other kinds of reading. This can be summarized in the figure "The virtuous circle of the good reader".



"The virtuous circle of the good reader"



As teachers, we want to get our learners into this "virtuous" circle, so that reading becomes enjoyable and they can reap the benefits of it in all aspects of their language learning.

It cannot be stressed enough the influence this would have in the EFL classroom. We learn to write through reading. We learn vocabulary and structure. We learn nuances in the language that cannot be conveyed in normal classroom interactions. Through reading, gains are made in all of our students' abilities (Day & Bamford, 1998, p.37). Most teachers would not argue the gains to be made in terms of language proficiency, but learners can even make gains in attitude, by increasing their desire to learn and understand the language as well as their appreciation of it. Reading affects – in a positive way – all of our language skills, so teachers should embrace extensive reading as an essential part of the curriculum.

In addition to stories and literature, learners at this age have a natural attraction to modern music. Analyzing and understanding song lyrics can be quite motivating to them, and as all teachers know, motivation is key to learning. Learners need to approach texts in a variety of ways in order to stimulate and maintain their interest. Retelling a story or finding examples of personification and symbolism in a text invites learners to relate to a text in a different way. Identifying understatement and exaggeration helps learners infer information and author's intention from texts. Responses to literature and literary texts can be nonlinguistic as well. For instance, learners can be invited to add a picture or diagram to a text. They can be asked to create a dance or gesture based on a text, or make a decision after reading a poem or listening to a song.

Whichever way teachers decide to approach this subthread, learners will be immersed in the context of the language, experiencing it from the same standpoint as its native speakers.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Creative writing. Creative writing in the EFL curriculum can benefit students by helping them organize their thoughts and connect ideas. Through creative writing, they will work on fluency by noticing grammar and vocabulary as they express themselves. This, in turn, boosts their confidence and self-esteem. It is also an enjoyable activity in which learners may already be participating in L1. In addition, as learners engage in creative writing assignments, they become better writers overall.

In this sublevel it is a good time to reintroduce texts from learners' past, such as fairy tales they grew up with. Learners at this age like to rewrite and change them as much as their language level permits, and love to find similarities and differences between their childhood stories and those from another culture (Curtain & Dahlberg, 2010, p. 28).

Creative writing can take many forms. It can be collaborative, which means learners must discuss and negotiate as they write, thus integrating the skills. Students who like to talk more than write are generally more willing to spend time writing when in collaborative groups, so it can be engaging and motivating as well. At level A2.1, learners can write very short poems or stories. Their creative writing activities can be open-ended and limitless, such as completing the ending to an unfinished story, or quite restricted, such as composing a haiku. Adding verses to popular or favorite songs can motivate learners to demonstrate what they know about a literary text, as well as identify what they want to know. Creative writing at level A2.1 can also take the form of rearranging a story or a part of a story, or of introducing **Intertextuality**, where learners combine story elements and features from one piece of work or genre to another. Learners can change or rewrite a part of a story read in class, or invent a game based on it. In the same vein as the "Choose Your Own Adventure" stories, learners at this age can create stories that include options for the reader, thus interacting with the reader and making their writing more clear and effective. They can incorporate their digital skills and talents in their creative writing by making **digital storyboards**, creating a weekly podcast or collaborating on a blog or wiki.

Creative thinking skills. Creative thinking skills are just as important in today's day and age as other types of thinking and learning. Some of the creative thinking skills that are easiest to put into practice in the EFL classroom are brainstorming and imagining, but others such as changing and inventing are also easy to incorporate in EFL lessons. Learners this age should work in groups often so that they can improve their creative thinking skills. As they work together, they learn to take intangible ideas and thoughts and apply meaning to them in a concrete way. They are forced to be creative as they negotiate the group's opinions and ideas, and often end up inventing things that they wouldn't have been able to do if they had been working individually. Learners should be encouraged to evaluate their work, and teachers can provide them with simple scoring rubrics which they can use

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



to judge and assess their own and their peers' work, in order to plan for improvements on future assignments.

Group brainstorming is a wonderful way to generate ideas, in addition to conditioning learners to be open to novelty and concepts that are foreign to them. By keeping an open mind and considering everyone's contributions, learners will often come up with a creative solution to a problem. This may result in an enriched ability to synthesize information and improve abstract thought. It will also provide a need for language, which will make the lesson meaningful and improve learners' fluency and possibly accuracy. By refining their creative thinking skills, learners will also be developing flexibility of mind and openness to new and novel thinking.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Superior of Educación General Básica

By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 4.1	Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.
O.EFL 4.2	Appreciate and value English as an international language and a medium to interact globally.
O.EFL 4.3	Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.
O.EFL 4.4	Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.
O.EFL 4.5	Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.
O.EFL 4.6	Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.
O.EFL 4.7	Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.
O.EFL 4.8	Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.
O.EFL 4.9	Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



3. Performance Criteria for English as a Foreign Language Area for Subnivel Superior of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

■ MANDATORY (7)

□ DESIRABLE (3)

EFL 4.1.1	Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.
EFL 4.1.2	Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.
EFL 4.1.3	Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
EFL 4.1.4	Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.
EFL 4.1.5	Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)
EFL 4.1.6	Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.
EFL 4.1.7	Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
EFL 4.1.8	Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

EFL 4.1.9	Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect.
EFL 4.1.10	Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation.

Curricular Thread 2

Oral communication

 MANDATORY (11)

 DESIRABLE (5)

EFL 4.2.1	Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)
EFL 4.2.2	Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)
EFL 4.2.3	Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
EFL 4.2.4	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
EFL 4.2.5	Understand most changes in the topic of discussion if people speak slowly.
EFL 4.2.6	Use other students' contributions in class as models for their own.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



EFL 4.2.7	Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
EFL 4.2.8	Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
EFL 4.2.9	Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
EFL 4.2.10	Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
EFL 4.2.11	Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.)
EFL 4.2.12	Describe habits, routines, past activities and experiences within the personal and educational domains.
EFL 4.2.13	Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)
EFL 4.2.14	Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.
EFL 4.2.15	Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
EFL 4.2.16	Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 3

Reading

 MANDATORY (7)

 DESIRABLE (3)

EFL 4.3.1	Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)
EFL 4.3.2	Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.
EFL 4.3.3	Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
EFL 4.3.4	Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)
EFL 4.3.5	Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.
EFL 4.3.6	Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.
EFL 4.3.7	Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)
EFL 4.3.8	Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)
EFL 4.3.9	Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.
EFL 4.3.10	Select from and evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

**Curricular Thread 4****Writing**

MANDATORY (6)

DESIRABLE (3)

EFL 4.4.1	Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.
EFL 4.4.2	Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.
EFL 4.4.3	Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
EFL 4.4.4	Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
EFL 4.4.5	Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)
EFL 4.4.6	Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
EFL 4.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 4.4.8	Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)
EFL 4.4.9	Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 5

Language through the arts

 MANDATORY (8)

 DESIRABLE (3)

EFL 4.5.1	Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.
EFL 4.5.2	Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
EFL 4.5.3	Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
EFL 4.5.4	Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.
EFL 4.5.5	Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.
EFL 4.5.6	Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.
EFL 4.5.7	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
EFL 4.5.8	Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



EFL 4.5.9	Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
EFL 4.5.10	Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.
EFL 4.5.11	Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

4. Evaluation criteria for English as a Foreign Language in Educación General Básica Superior

Curricular Thread 1: Communication and cultural awareness

Evaluation criteria

CE.EFL.4.1. Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Finding recipes from other cultures and regions and then sharing them in class.
- Completing a Venn diagram about two stories from different countries.
- Hearing a story from another country and finding similarities with a story from Ecuador.
- Reading two stories from different regions in Ecuador and completing a chart to show the differences.
- Reading a story from another region/culture and sharing a similar experience.
- Reflecting on differences between people from other countries and regions.
- Researching traditional stories/myths/legends from other cultures and presenting them on a class blog.
- Looking at the title of a myth/story from another culture and writing three questions. Then reading the story to find the answers, using Internet for those that went unanswered.
- Watching a video about a legend or traditional story from Ecuador or another country, and taking notes on the cultural practices mentioned.
- Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class.
- Reading a story about another culture and responding to the main ideas with a short opinion.
- Watching a video or reading a text about different cultural practices and recording information about similarities and differences in a graphic organizer.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	EFL 4.1.1. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.
OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	EFL 4.1.3. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.	
J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.	CEFR: A2.1. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Natural World, Personal Experiences, Food, Free Time and Hobbies.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner; maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p>	<p>EFL 4.1.2. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.9. Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.</p> <p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)</p> <p>CEFR: A2.1. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.4.3. Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short role plays using a range of verbal and nonverbal communication.
- Listening to a dialogue and identifying errors in speech or problems for communication.
- Rating one's self after a speaking activity, according to a set rubric.
- Practicing a specific self-correcting strategy during a pair work activity.
- Talking in pairs about a video learners have watched using only English.
- Demonstrating desirable behaviors during class, group and pair discussions. (Example: not interrupting, participating equally, completing one's work neatly and on time, not distracting others, etc.)
- Consulting a self-correction list before a speaking or writing assignment.
- Completing a self-assessment and writing a goal based on the results.
- Keeping a record of one's mistakes and accomplishments and updating it frequently.
- Watching a video and identifying desirable language use. (Example: organization of ideas, use of expressions or target vocabulary, etc.)
- Making positive statements to peers.
- Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. (Example: not leaving one's seat, looking partner in the eyes, asking follow up questions, etc.)
- Responding to classroom activities and pair work through short expressions or emoticons.
- Completing a short self-evaluation or peer evaluation after a communicative task.
- Creating selfie videos for class assignments and sharing them on a class blog.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.1.5. Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)</p> <p>EFL 4.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	<p>EFL 4.1.6. Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.</p>
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	<p>EFL 4.1.8. Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)</p>
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	
How the objectives contribute to the exit profile	Indicators for the performance criteria
J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p>
J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p>
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	<p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p>	<p>EFL 4.1.10. Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation.</p>
<p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.1.4. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.</p>
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 2: Oral communication

● Evaluation criteria

CE.EFL.4.6. Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to a set of instructions and matching them to the corresponding picture.
- Listening to and following class commands.
- Listening to a simple, straightforward story and correcting false statements. (Example: *Veronica climbed a mountain on her vacation - True, Veronica saw gray dolphins - False, she saw pink dolphins, etc.*)
- Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two friends, on the phone, talking about a sick friend, etc.*)
- Listening for specific words in a conversation and trying to guess the meaning from the context. (Example: understanding that *How's it going?* is a greeting that means *How are you?, etc.*)
- Watching a video clip and paraphrasing the main idea. (Example: *The girl is having problems with her math homework, etc.*)
- Listening to a dialogue and writing the main idea and setting. (Example: Main idea: *our school lunch*, Setting: *school cafeteria*, etc.)
- Listening to a dialogue and completing a chart with key information. (Example: Name, country, nationality, language, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>	<p>EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>EFL 4.2.4. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)</p> <p>EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly.</p> <p>EFL 4.2.8. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p>
	<p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)</p> <p>EFL 4.2.6. Use other students' contributions in class as models for their own.</p>
	<p>EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4)</p>
	<p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p>EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)</p>
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.2.9. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.</p>
<p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.2.15. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p>	<p>I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>CEFR: A2.1. All topics.</p>



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.2.11. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.)</p> <p>EFL 4.2.12. Describe habits, routines, past activities and experiences within the personal and educational domains.</p> <p>EFL 4.2.13. Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>CEFR: A2.1. All topics.</p>



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 4.2.10. Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 4.2.14. Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 4.2.16. Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say. J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights. J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	I.EFL 4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.) (I.3, J.3, J.4) CEFR: A2.1. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 3: Reading

Evaluation criteria

CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a text and answering information questions.
- Choosing from a list of words to complete gaps from a reading.
- Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner.
- Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.)
- Reading a short news article and completing an outline.
- Reading a biography and putting events on a timeline.
- Reading a blog post and writing a comment.
- Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *The United States is the country that grows the most rice corn, etc.*)
- Following the steps in a simple DIY project. (Example: making a wind chime, creating a bird feeder from recycled items, etc.)
- Putting paragraphs in a text in the correct order.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 4.3.1. Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 4.3.3. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.4.3.1.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	CEFR: A2.1. All topics.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

..... Evaluation criteria

CE.EFL.4.12. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying **graphic organizer**. (Example: learners read about reptiles and complete a Venn diagram, etc.)
- Reading a text on a familiar content area subject and then matching phrases or labeling pictures. (Example: learners read about animals in the four regions of Ecuador and then label the animal with the correct region, etc.)
- Reading two short simple cross curricular texts and using them to support one's own argument or hypothesis.
- Reading about a topic and then identifying reference materials and sources that could be used to find out more information.
- Using a list to choose the best sources for finding information on a topic.
- Reading texts from different subject areas and choosing the best title for each.
- Underlining main ideas from texts and then using them to write questions the learner has about the topic.
- Thinking of questions about a topic and then using the Internet and other sources to find the answers.
- Reading a short text about a topic, watching an accompanying video clip and then listening to someone talk about the topic, in order to write a summary of what is understood.
- Reading a range of texts from subject areas and finding and defining common themes across content areas. (Example: for a text about technology and one about art, learners notice that artists are using technology in ways to help them promote their work and reach larger audiences, etc.)

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.5. Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</p> <p>EFL 4.3.4. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p>EFL 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.</p> <p>EFL 4.3.8. Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.9. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.</p> <p>EFL 4.3.10. Select from and evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 4: Writing

Evaluation criteria

CE.EFL.4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Watching a video about a controversial topic and writing a short response giving your own opinion.
- Listening to a celebrity interview and writing three more interview questions.
- Writing your own answers to interview questions.
- Writing an email to a friend about a movie you saw.
- Looking at a picture and writing a description of what you see or how it makes you feel, then comparing descriptions in pairs.
- Watching a video about a natural disaster and writing a blog entry asking for people to help with donations.
- Making a poster for a school campaign to increase awareness about animal cruelty.
- Writing a letter to a future learner. (Example: to give advice about how to survive the school year, to share your best study skills, etc.)
- Identifying the text type according to writing features and vocabulary. (Example: recognizing that a recipe has a section called "Ingredients" and one called "directions", identifying the introduction, body and conclusion in a news article, etc.)

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.1. Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.</p> <p>EFL 4.4.4. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p> <p>EFL 4.4.5. Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.2. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.</p> <p>EFL 4.4.3. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.</p> <p>EFL 4.4.6. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.4.17. Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *Nancy has a car. ---- car is green. ---- needs a new car, etc.*)
- Reading an online movie review and identifying common linguistic features, such as use of adjectives and opinions. Learners use the same features to write their own review of a movie they've seen.
- Sequencing sentences by adding words. (Example: *I wake up. I eat breakfast. → First I wake up. Then I eat breakfast, etc.*)
- Using question prompts to interview and then write sentences about a classmate. (Example: *Where does he live? What food does he like?, etc.*)
- Posting a comment to a classmate's writing on a class blog.
- Using an app such as **Popplet** to complete an outline for a writing topic.
- Reading a text and using a checklist to talk about how it is organized. (Example: *Is there a title? Does it have an opening sentence?, etc.*)
- Collaborating on a brainstorm through the use of an online bulletin board such as padlet.com.
- Using GoogleApps to revise and edit student work both as a class and in pairs.
- Adding pictures to a group presentation.
- Exchanging writing in pairs in order to make suggestions about things that could be improved.
- Completing an online graphic organizer in order to help plan a piece of writing.
- Creating a group presentation using bitcslide.com.
- Doing extended or free writing on a class blog.
- Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic. (Example: Topics could include: *my favorite holiday meal, music we like, where I live, sports I play, etc.*)
- Writing about a subject using key words given in class. (Example: Key words: *reptile, cold-blooded, scales, tail, vertebrates. → Reptiles are cold-blooded. When it's cold outside, they're cold, too. They have scales. They also have a tail. They are vertebrates, etc.*)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p> <p>EFL 4.4.8. Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)</p> <p>EFL 4.4.9. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p> <p>CEFR: A2.1. All topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 5: Language through the Arts

Evaluation criteria

CE.EFL.4.18. Use main ideas in order to understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print).

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to or reading stories and drawing an important scene.
- Looking at the title of a text and accompanying illustrations and writing three questions about the topic. Then reading to find the answers to the questions.
- Listening to a song and inferring if it is happy, sad, etc.
- Writing a sentence to describe the author's intention.
- Finding a literary text online and sharing it with the class by giving a short summary.
- Underlining main ideas in a text.
- Using a checklist to mark off items present in a text. (Example: setting, main character, title, etc.)
- Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.
- Inviting authors as guest speakers into the classroom so learners can ask questions about a story.
- Producing a video response in groups to a story read in class.
- Sending an email or audio message to the author of a story in order to ask the author a question or clarify a doubt.
- Watching a video and writing notes on what is interesting, then comparing notes in pairs.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p>EFL 4.5.1. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.</p>
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.3. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p>	<p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	
<p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

● Evaluation criteria

CE.EFL.4.19. Find and identify literary elements and techniques and relate those elements to the learner's own experiences and to other works, including one's peers, in order to present personal responses and interpretations.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Drawing pictures for a story or song seen in class and exchanging them with a partner, who captions each picture.
- Illustrating a piece of writing.
- Reimagining a story in a different setting. (Example: Snow White in Ambato, Little Red Riding Hood in the city, etc.)
- Responding to a poem by a video representation.
- Brainstorming features and conventions of a genre and then reading an example in order to locate each one. (Example: a fantastical creature in a science fiction story, rhyme in a song, a prince and princess in a fairy tale, etc.)
- Discussing similarities between a text and the learners' personal experiences.
- Underlining literary elements in a peer's text and then comparing them to those in one's own writing.
- Completing a chart with literary elements from a text. (Example: main character, setting, theme, etc.)
- Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene.
- Discussing things that characters in stories have done that learners have also done and then sharing the personal experiences.
- Reading a fairy tale and sharing one's own interpretation.
- Rewriting a fairy tale from a modern point of view, using simple ideas and phrases or illustrations.
- Writing comments to peer's blog posts.
- Searching for pictures on the Internet or in magazines in order to respond to a piece of collaborative writing.
- Using a web site such as storybird.com in order to produce and share creative writing ventures.
- Reading a classmate's writing and offering a positive observation.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.2. Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p> <p>EFL 4.5.7. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p> <p>EFL 4.5.5. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p> <p>EFL 4.5.6. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>	<p>EFL 4.5.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>
<p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.10. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p>
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>
<p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p>	<p>I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>
<p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p>
	<p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

..... Evaluation criteria

CE.EFL.4.22. Show the ability to work collaboratively and to participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class.
- Creating a poem-of-the-week or story-of-the-month club where learners choose the text and take turns leading the discussion.
- Brainstorming a list of questions and responses learners can use during small group discussions about literary texts. (Example: *Who is your favorite character? Why? Which story do you like better, A or B?, etc.*)
- Participating in classroom games in which problem-solving as a team is important.
- Creating a crossword puzzle in groups about an Ecuadorian story, region, celebrity, etc.
- Participating in teambuilding activities. (Example: board relay races, finding things in common, reaching a consensus activities, etc.)
- Comparing answers in pairs in order to help each other understand errors or concepts.
- Teaching a story, grammar point, vocabulary word or topic to a group of peers.
- Writing the instructions for a DIY project and making the project as a class.
- Completing a review of a restaurant in small groups and comparing reviews with another group in order to decide which restaurant is better.
- Brainstorming ideas for a writing project in small groups, using a graphic organizer.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.5.9. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>EFL 4.5.11. Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

• **J = Justice**

• **I = Innovation**

• **S = Solidarity**

J.1	We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.
J.2	Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.
J.3	We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.
J.4	We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.
I.1	We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.
I.2	We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.
I.3	We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.
I.4	We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.
S.1	We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.
S.2	We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other people and individuals.
S.3	We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.
S.4	We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.



6. Glossary

Affective filter: This term was coined by Stephen Krashen. Learners do not digest everything they are taught. Some features are digested, while others are “filtered” out, depending on affective factors such as motivation, attitudes, emotion and anxiety. Krashen suggests that in order for learners to learn better, teachers should try to reduce the affective filter (which acts as a wall to block learning) by reducing negative emotional and motivational factors such as feelings of anxiety, boredom, fear, etc. and instead make learning fun, enjoyable and low-anxiety.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher’s direct instruction.

Brainstorming: The process where learners work together freely to contribute their ideas on a topic or subject in order to generate additional ideas and thoughts.

CEFR: The Common European Framework of Reference for Languages

Collaborative writing: Writing which is worked on and produced by more than one person.

Dialogue journals: An ongoing written interaction between two people to exchange experiences, ideas or reflections.

Digital storyboards: A graphic organizer in the form of illustrations that display a sequence of the events and elements in a story.

Double-entry journal: A type of journal in which learners record their responses to a text as they read. A double-entry journal has two columns. In the first column, learners write a quotation or line from the text. In the second column, they record their personal thoughts/reaction to the quotation/line.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Expository texts: A text which is fact-based and focused. It presents facts in an educational and purposeful way. Some examples of expository texts are newspaper articles, instruction manuals and recipes.

Extended writing: A writing task which has been completed individually during a set period of time, and which is longer than one or two sentences. Some exam-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

ples of extended writing tasks are writing a short story, an email, a description of your town or a diary entry.

Extensive reading: Reading for pleasure.

Flipped classroom: A pedagogical approach in which teachers move the direct instruction segment of the class to the individual learning space (e.g., watch a video lesson about the topic as homework), and use the class time to do more interactive and dynamic activities with the teacher present.

Free writing: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

Gist: The main points of a piece of text (or audio segment).

Graphic organizer: A graphic organizer is a type of visual support used to express knowledge, concepts, thoughts and ideas and the relationships between them. Examples of graphic organizers are: concept maps, knowledge maps and story maps.

HOTS: An abbreviation for higher order thinking skills, or learning that requires more cognitive processing, such as critical thinking and problem solving.

Intertextuality: The complex relationship of a text with other texts. It can be seen when a text shows a direct influence from another text, such as a story where Goldilocks meets the Seven Dwarfs.

KWL chart: A graphic organizer used to activate background knowledge. It consists of three columns. In the first column, learners write what they **know** about the topic. In the second column they write what they **want** to know about the topic. Finally, they read the text, and in the third column they write what they **learned** about the topic.

Learner-centered: Also known as student-centered, this refers to the approach in which the focus is on the learners as opposed to the teacher. In a learner-centered classroom, students' goals, needs and interests are given priority and the teacher becomes a facilitator of learning rather than a director of learning. In learner-centered classes, learners are actively involved and spend more time talking than the teacher.

Learning logs: A record of one's responses to learning challenges. In a learning log the learner records, structures, reflects upon, plans and provides evidence of his/her own learning.

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



Lexical access: In simple terms, the ability to trigger a word's meaning and its mental representation automatically from memory.

Metalanguage: Using language to discuss, describe and analyze language.

Otherness: The quality of being different or unusual.

Outlining: The process a writer uses to categorize main points, organize paragraphs into a logical and cohesive order and make sure that each paragraph/idea can be fully developed. It essentially provides a map of where the writer will go with the essay.

Process writing: An approach to writing in which learners work through the various stages of the pre-writing, writing and revision and editing stages.

Rapport: The relationship and connections established between two or more people, especially a harmonious or sympathetic relationship.

Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Recall: The ability to bring a memory of a past learning event to mind.

Repair strategies: Strategies used by learners in order to resolve conversational problems in speaking, hearing and understanding. Some examples of repair strategies are: asking for clarification, requesting a translation or definition and making a request for repetition.

Schema: A learner's previous, background knowledge. It considers what learners know about a topic before they come to class. Current learning theory builds from the fact that we construct meaning by connecting new learning to old learning.

Self-correct: The ability to correct or compensate for one's own errors, without outside help.

Self-monitor: The ability to observe and regulate one's behavior in order to accommodate social situations.

Semi-authentic: A text created primarily for language learners, based on original language materials but adapted to fit curricular needs.

Sight vocabulary: The number of words that learners can recognize automatically.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Educación General **Básica**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR



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83



Guide Content

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Bachillerato General Unificado to the General Objectives of the Subject Area

English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. As learners enter the final sublevel of their high school education, it is important to remember that being able to communicate in the international language of English will prepare them for a myriad of future academic and career opportunities, responsibilities and experiences.

The EFL curriculum for the BGU sublevel is clearly aligned to CEFR standards. Through alignment to these international standards, the curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for BGU has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A2.2 to B1.2 of the **CEFR**.

Learners in this final stage of their high school education are more involved with their peers and community. They want to fit in with their peers, and are developing their own unique personal identity. Pair and group work is well received, and provides a real reason for authentic interpersonal interactions. Communicating, and communicating well, is important to them, so classroom activities must be communicative, relevant and meaningful if we truly want them to succeed in their language acquisition.

Contrary to most learners in other sublevels, learners in BGU are starting to think seriously about their post-high school education and employment plans. Some learners at this age get very interested in maintaining good grades, since they may need these to get into the university of their choice. Teachers can help learners through this stage by remembering to **scaffold** their learning, by building off previous knowledge and by helping learners build their confidence in the language classroom. In addition, learners will also need guidance from their teachers, parents and community leaders to help them sort through their diverse interests in order to find the best post-high school plan for them ("Developing Effective ESL...", n.d., para. 3).

Because of the reasons above, reading and writing become more important in this sublevel. Even though learners themselves may be mostly interested in oral communication skills, they will need strong reading and writing skills for their academic and professional endeavors after high school.

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Even though they are becoming mature young adults, teenagers are not always an easy group to teach. As all teachers of adolescents know, they can be moody and immature and uncooperative at times. In the EFL classroom, these undesirable behaviors can become exacerbated as learners are expected to perform ever increasingly difficult tasks with language skills that don't reflect their own cognitive level in L1. Most of the time learners are expected to perform in a state of near ignorance and dependence, which can produce undesirable levels of anxiety. Anxiety can result just as much from having to articulate unfamiliar or awkward sounds in front of their peers, as from being subjected to a constant state of "improvement", which in the EFL classroom generally takes the form of error correction. To make matters worse, a dearth of linguistic tools often hinders one's ability to express individuality, and learners may feel inauthentic or that they lack personality as an English speaker. As these problems emerge, it is vital that teachers remember to reduce the level of anxiety and the **affective filter** as much as possible. "In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to communication" (Littlewood, 1984, p.58). Nevertheless, by keeping in mind the complex emotions and problems teenagers are experiencing at this age, teachers can reach them at a much more profound level than they can with other learners.



Top tips for teaching teenagers (jonnyningham, 2015)

Teachers can reduce the affective filter by making sure that activities are relevant and meaningful. Drawing from learners' interest will create a higher level of engagement and motivation. Making lessons **learner-centered** will empower the learners and help them become more autonomous. Bringing humor into the classroom can help relieve tension and anxiety, while strengthening learners' memories and helping learners remain focused (McNeely, n.d.). Teachers can be consistent about using rubrics so that learners know exactly what they are being tested and evaluated on. Pair and group work help build **rapport** so that learners feel more comfortable with each other and are more willing to make mistakes. Finally, teachers can tap into learners' L1 skills in order to show them that some of these skills can be useful for L2 learning and can be transferred to the EFL classroom (Lawrence, n.d.).

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

In addition to choosing relevant topics, teachers should provide plenty of opportunities for exploration. "As learners are more exposed to language, they begin to refine the systems they have consciously built, and to develop systems that they are not even aware of" (Willis, 2003, p. 14). Hands-on experiences, mini projects and lots of collaborative and cooperative group work are important for giving learners the exposure they need to construct their own learning, rather than assimilate learning from direct instruction (Littlewood, 1984, p. 73). By constructing their own learning, they will produce better and more long-lasting connections to the language in order to improve communication.

To conclude, learners in BGU are predisposed to English language instruction, regardless of how unmotivated or uninterested they may appear. Nevertheless, it is up to the teacher to spark their interest and get them to "buy into" the language class. By introducing humor, creating tasks that have clear and definable goals and making topics personally meaningful to the learners, teachers can motivate learners and make learning English easier and more effective.

Curricular Thread 1: Communication and cultural awareness

Adolescents in the sublevel BGU are quite aware of the differences around them. They have come to accept that people think differently and have different perspectives and life experiences that make each and every person unique. They are interested in social justice and are generally eager to advocate for others. They want to see equality and justice in action, and are usually aware of the prejudices and discrimination around them. At the same time, they can be self-involved and aloof, seemingly oblivious to how their actions affect others. For these reasons and others, the Communication and cultural awareness curricular thread is an integral part of the EFL curriculum. Learners must get opportunities to engage in acts of citizenship, to discuss the consequences and effects of humans on the environment and on our quality of life, to reflect on the problems of climate change and find solutions to real, everyday problems that affect humans around the world.

The Communication and cultural awareness thread aims to cultivate in learners the skills they need to study their world, to understand past and present social dimensions of life, to fulfill their civic responsibility of respecting and celebrating difference and to gain perspectives on, as well as question, their own cultural practices. "A strong sense of self, firmly rooted in family and community, along with an emerging ability to recognize and act upon unfairness in all its forms, is a solid foundation on which to begin the task of developing intercultural understanding" (Handscombe, 1994, p. 336). The responsibility of this curricular thread is to help our teenage learners realize that they often share the same problems, frustrations and hopes as others, regardless of ethnicity, skin color or nationality.

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



This ability to demonstrate kindness and tolerance, as well the ability to recognize and speak out against discrimination and inequality, be it in the form of racism or bias, is essential in today's globalized world. As learners learn about others, compare their culture to those of others and find and appreciate the similarities and differences, they begin to understand themselves and others better. They become better global citizens, able to transcend differences and communicate with people across the globe, abilities which will be of utmost importance as they get older, enter the work force and become high-functioning adults in their communities. In addition, as learners work in groups to solve problems and share their own experiences, they develop their critical thinking skills, creativity and imagination, all skills which are pertinent to the 21st century.

Intercultural awareness and identity. Intercultural awareness is the first step towards building a fairer, more equal society and future. It is more than recognizing problems and finding solutions, however. It is "respect for and knowledge of the differing ideas, values, and practices found in human societies throughout the world" (Boss & Krauss, 2007, p. 82). This is an important distinction for our learners, who might feel that there is only one answer to the myriad problems we humans face. On the contrary, teaching and learning with a global perspective means accepting that there is more than one answer to a problem. **Global awareness** is about finding interconnections among issues from a variety of places, times and people around the globe. It is about studying and discussing global issues such as sustainable development, environmental care, making peace and defending human rights. It is about working toward active participation in sustainable solutions (Peters, 2009, p. 6). Consequently, it is important in this subthread to maintain an open mind, to accept learners' ideas and opinions. "Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs" (Lynch, 2014, 1st para.). The implications of **global education** are that teachers must express interest in the learners' backgrounds. They must be willing to identify with the learners' needs and interests, ask their opinions and be sensitive to their language concerns. Teachers must "practice what they preach", so to speak, and be respectful of learners' differences, especially with their "nonacademic" cultural life, while maintaining high expectations for learner performance.

Another responsibility of this subthread is to equip learners with the tools needed in order to start questioning and challenging prejudice and discrimination when they see it, and help them foster an appreciation of the diversity of peoples and cultures in this world. Teachers can help learners do so by implementing classroom activities which enable learners to make informed choices about and take action on issues of prejudice and discrimination. A journaling project is one way in which to help learners find ways to enrich and engage their learning. Learners can respond to cross-cultural texts using **freetwriting**, and be given the choice to share their responses with the class or small groups, if they like (Salas, Garson,

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Khanna, & Murray, 2016, p. 18). Journaling can be used as a launching pad for answering or thinking about the “big questions”, such as how events in one part of the world affect the way we live in Ecuador, and how Ecuador influences other countries and markets (Peters, 2009, p. 21). Learners should be encouraged to analyze what other countries or cultures are doing about a problem, and then compare and contrast their own country’s/culture’s response to the problem. This will not only help them approach the problem at a deeper level, but will motivate learners as they are partaking in real, meaningful projects and discussions.

This subthread can be approached from a variety of topics and interests. Learners can work on a personal history project, in which they interview family members in L1 and then translate their interviews to L2. These personal histories can be presented digitally, and learners can be encouraged to add pictures, recipes, maps, etc. to give as much background on their family life as possible. Learners can participate in small research projects which can help them understand the world we live in today, such as an analysis of the way the world has changed since the advent of the world wide web. They can be given the option to research topics that they have a personal interest in, topics which may range from the plight of orphans in Ecuador to decent working conditions around the world.

With the advent of technology, it has become easier than ever to practice working and problem solving with people from contexts different from our own. Learners can connect with teenagers and experts on the other side of the world through voice, text and video, while practicing their intercultural communication skills.

In conclusion, the classroom tasks and activities adopted throughout the intercultural awareness and identity subthread should integrate and reinforce good communication practices and skills, in order to develop learners who are aware of global issues, able to challenge discriminatory practices and take action against them, and in the process build their own personal and national identity.

Social competence. As outlined above, today’s learners need to develop good communication skills in order to break through cultural misunderstandings and find consensus. As they engage with others on different levels, they will need well-developed conflict resolution skills, skills which will aid them in their ability to help themselves and help others and to stand up for their rights and beliefs.

The Social competence subthread takes on the task of helping learners become better communicators. By working on classroom tasks in pairs or small groups, rather than individually, learners are motivated to communicate, to listen and to share. By working together to achieve common language goals, they feel more capable of accomplishing them and increase their self-confidence. Pair and group work have always been a popular feature of Communicative Language Teaching (**CLT**), since they give learners a reason to communicate, increasing interest and improving critical thinking skills. When learners work collaboratively, they “simul-

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



taneously strengthen their basic interpersonal communication skills and their academic language proficiency" (Byrd, 2009, p. 28). The benefits abound: learners feel motivated and engaged while practicing their receptive and productive language skills in a communicative context, which, in turn, supports L2 acquisition.

Today's learners, more than ever, need well-developed interpersonal skills. They must be able to work well on a team, solve conflicts, negotiate, synthesize ideas, as well as simply recognize the language, both verbal and nonverbal, which is appropriate in a variety of situations. Therefore, it is of utmost importance that learners in BGU be given these opportunities to interact with one another, as they prepare for university contexts and the work force. Teachers can help learners improve their social competence by giving them ample opportunities in the classroom to interact in a variety of contexts. Projects, group discussions, collaborative writing assignments and team building games are activities that EFL teachers can easily integrate into their lessons. Learners can practice their cooperation skills by playing nonacademic game-like activities, such as putting together a jigsaw puzzle or playing a racing game (Byrd, 2009, p.19). Problem-based tasks, in which learners must work together to find a solution, give learners a way to interact with content on a different level, improving critical thinking skills at the same time as helping them become better at expressing themselves and dealing with contradicting opinions. Using ICT, learners can interact with content, and even with other learners, from around the globe, thus increasing motivation and helping them build the connections they will need in their lives beyond formal education. Alan November says, "The real revolution of technology is to help our students build relationships that extend our understanding of who they are on the planet" (as cited in Peters, 2009, p. 9). Consequently, teachers cannot ignore the important role that ICT has in this subthread.

Collaborative group work is not as easy as simply putting learners into groups and giving them an assignment from the book, however. It is important to understand some basic techniques that can be employed in order to make the most of pair and group work in the classroom. Teachers can be sure that learners are collaborating by making a few changes to the culture of their classroom. One is to ensure that the classroom is learner-centered and that learners are invested in the activity. The teacher should not be the only decision maker in the class. Allowing learners to have choices in what and how they learn is an important first step to making them more **autonomous**. Learners can write their own class rules, for example, and then be asked to justify each one. They can be given an assignment and then told that they can present it however they like: as a song, as a poem, as a presentation or a role play, etc. In the learner-centered classroom, more often than not, learners will challenge themselves and, because it was their own idea, go above and beyond the teacher's expectations of an assignment.

Another simple change teachers can make to promote collaboration is to assign learners roles in their groups. The roles will depend on the task, but some exam-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

ples might include a planner, a fact-checker, a language monitor and a supply supervisor. These responsibilities can, and should, be changed frequently, so that learners have the opportunity to develop and refine their skills in a number of different functions. In addition, by alternating roles, learner status is balanced. Shy, quiet learners who don't normally talk or make the decisions in their groups will be "given permission" to take on a role that isn't normally theirs, thus increasing their self-esteem and self-confidence. Teachers can also balance learner status by recognizing and drawing attention to the unique skills each learner brings to a task, and helping him/her see how to use those skills to his/her advantage. Learners themselves can be encouraged to praise each other and identify the skills each group member has that will help make the job easier or better.

The last consideration of the Social competence subthread has to do with learners' ability to **self-correct** and **self-monitor**. Learners in BGU are quite capable of recognizing and admitting their own mistakes when given the opportunities to reflect on how to improve their language skills. "(L)earners have the ability to make precise and valid judgments about their own performance" (Muñoz & Alvarez, 2007, p.2). They should be encouraged periodically to make note of their growth and identify the changes needed in order to achieve their goals. In the classroom, therefore, learners can evaluate themselves and their peers, not only on language skills but also on other behaviors, such as leadership and trust. The more practice they get in evaluating themselves and others, the more self-aware and more autonomous they will become.

Curricular Thread 2: Oral communication

As learners enter and progress through the sublevel BGU, they may begin to lack the confidence to take language risks in front of their peers. This can be problematic within the Oral communication thread, since speaking and listening are the two skills that are used the most in the course of a day. Teachers can overcome learners' reluctance to take risks and make mistakes while speaking by encouraging them to talk about themselves, by relating tasks to things that learners are interested in and have opinions about and by making sure activities are communicative and meaningful. Lessons that give learners ample opportunities to explore and use language in contexts relevant to their needs and interests will be more effective. In addition, teachers can use visual stimulation to scaffold listening tasks and raise curiosity and therefore make learners more willing to participate and engage in spoken interaction.

Listening skills. Listening that takes place in real-life, face-to-face interactions (i.e., conversations, shopping, receiving instructions, etc.) is characterized by colloquial, improvised language which requires listening for **gist** or details (Ur, 2012, pp. 101-102). Consequently, listening activities in the EFL classroom should revolve around real-life contexts and practical applications, so that learners achieve the

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



capacity to be able to handle natural listening situations similar to those that they will likely encounter in real-life. A summary of suggestions given by Ur (2012) are to use not only audio recordings but also video, and to include a range of accents and dialects. She also suggests that teachers take the time to tell stories, and even read stories aloud, in class. In addition, modeling and teaching learners a variety of listening strategies is recommended, so that learners can get practice choosing those which will help them improve their listening skills.

Listening can be a particularly difficult skill to teach, since levels of motivation may vary considerably between learners. **Extended listening** can be difficult because of learners' short attention spans and other distractions inside or outside of the classroom. Learners may tune out due to some features of connected speech (e.g., **assimilation**, **elision** and weak forms, etc.) that can make them perceive listening as difficult. To make matters worse, listening, as is the nature perhaps of a receptive skill, is notoriously difficult to teach since it is difficult for teachers (and even learners, for that matter), to know exactly what is "going wrong" and what is working during a listening task. Consequently, many teachers and course books end up testing listening skills, rather than actually teaching them. It is often assumed that listening skills are "naturally acquired", something students can just "pick up" (Schmidt, 2016, p. 2). This is not the case, however. Listening "requires breadth and depth of exposure" (Schmidt, 2016, p. 2), which means that for learners to get better at listening, they must have plenty of opportunities to do so, and must be explicitly taught strategies and techniques they can use in order to approach a variety of audio texts.

Schmidt (2016) suggests that one of the strategies that teachers can use to help improve their learners' listening skills is by having them keep listening journals (p. 3). In a listening journal, learners record and reflect on their listening practices for both **intensive** and **extensive listening** texts. Teachers can provide a listening source (such as Ted talks or www.esl-lab.com), and then ask learners to find a video or audio text that provides transcripts and/or subtitles. Learners do extensive listening, where they listen at their own pace and for the simple task of trying to reasonably follow and understand the text. Next, after learners have "enjoyed" and interacted with the text on a personal level, learners do intensive listening activities, such as finding specific information or highlighting key words or phrases. For the intensive listening tasks, they can be encouraged to use the transcripts to help them understand the passage better. Finally, learners reflect on their successes, strengths and weaknesses in order to identify the skills they need to improve their listening in the future.

Another strategy teachers can use in the listening lesson is to have learners analyze the transcripts of a text for instances of elision or other pronunciation features. Teachers can choose a particularly difficult sentence from the text and do intensive listening, where learners hear the same sentences up to ten times, and then say, for example, how many words there were in the sentence (Thomson,

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

2006). To make a task like this even more interesting, teachers can put learners into pairs or small groups and have them compete against each other. In doing so, learners not only think about what they are hearing but build off of their peers' knowledge as well.

Prediction exercises can also help learners build their listening skills. The teacher can draw a grid on the board and put each speaker in a column. Learners work in pairs to predict the situation and the tone of voice for each speaker. To add an element of competition, prediction activities can be turned into a game. For example, learners could be given a transcript of a text in which some words have been removed, then work together to fill in the missing words and compete to see who got the most words correct.

In addition, learners at this age love to get involved with their own learning, so having learners prepare a song to share with the class, or bring in a recorded interview with a native speaker, are other ways to motivate them to work on and practice their listening skills.

Authentic listening materials are perfect for helping learners get listening practice. News reports on real, current events can be found on websites such as BBC Learning English (<http://www.bbc.co.uk/learningenglish/>) and VOA Learning English (<http://learningenglish.voanews.com/>). **Graded, semi-authentic** dialogues for learners of all levels can be found at Randall's ESL Cyber Listening Lab (<http://www.esl-lab.com/>).

Some of the listening strategies that should be directly taught and practiced at this level are listening for main idea and details, identifying key words in a passage, using contextual clues to understand unfamiliar words and concepts, inferring speaker and situation, rephrasing what was heard or understood and self-monitoring progress (Chen, 2005). Secondary strategies that can help learners focus during listening tasks, such as note taking or predicting content from visual cues, are also significant for developing this skill.

Spoken production: Whereas in previous sublevels learners are generally quite willing to speak, teenagers in the BGU sublevel can sometimes begin to feel more self-conscious about speaking and making mistakes in front of their peers. This may be attributed to some of the conditions of the EFL classroom mentioned above: anxiety resulting from not being able to express one's self well, from constantly being "corrected" and from feeling inauthentic. Making sure learners feel like they are in a safe learning environment, where mistakes are not only welcome but even expected, can reduce this anxiety. Teens also need to know how what they are learning relates to them and their own world. This can create engagement, which will help lower the affective filter as well. Finally, by giving learners a strong foundation from which they can produce language, they will be more effective and confident speakers.

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Teenagers are generally good at monitoring their spoken English production. They tend to notice inappropriate utterances better and are more likely to self-correct when speaking (Zhang, 2009, p. 134). Teachers can take advantage of this in the classroom by recording learners and having them analyze their own strengths and weaknesses when speaking.

In addition to building confidence, speaking topics must be carefully selected to reflect learners' interests and needs, in order to keep learners motivated and engaged in the class. Successful activities at this age are having learners participate in role plays and act out dialogues, especially when there is an element of humor or strong feelings are expressed. Learners respond well when they can "hide" behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond verbally or nonverbally to specific situations is often a good way to get them speaking. For example, when acting out dialogues, a cue card can tell the learner who they are (e.g., *You are a tourist in Ecuador. You want suggestions of places to visit, etc.*), what has happened in a specific situation (e.g., *Someone pushes a little girl on the bus on the way to school. What do you do?*) or how to react in a given situation (e.g., *A friend says something mean about a person in your class who is from a different country. You feel angry. What do you say?*).

Prepared talks are another activity that can be planned in order to improve speaking skills (Harmer, 2007b, p. 351). Learners prepare a talk about a subject of their choice and present it to the class. Prepared talks are designed for formal, structured speech, which means that they are perfect for letting learners take the time to think about how to express themselves using language, something which is difficult to do in spontaneous face-to-face interaction.

Spoken interaction. Face-to-face interaction is an important part of communication in any language. For interaction to be successful, a speaker must have good pronunciation, stress and intonation to be understood. According to Harmer (2007b), however, English language learners will need more than good pronunciation to communicate effectively. They "will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational repair strategies" (Harmer, 2007b, p. 343).

Some of the conversational strategies learners at level B1 should be capable of are starting and extending a conversation, asking for clarification, finding alternate ways to say something, paraphrasing what another person has said and coping with less frequent exchanges in familiar situations (e.g., buying a ticket at the station when all tickets have been sold out). They can generally enter a conversation unprepared on topics that are familiar, of personal interest or pertinent to everyday social and academic life and are able to get their points across quite well, although they may hesitate occasionally for grammatical and lexical pausing and repair.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

It continues to be important at this level that teachers give learners prep time before embarking on an extended spoken interaction activity. This will help boost learners' confidence as well as encourage them to respond in a variety of ways. Prompts can be given as tools to guide conversations, and conversations can be repeated a number of different times in order to help learners get more fluent in the type of exchange they are practicing. Like all learners, learners in BGU like to talk about themselves, so teachers can encourage them to participate in interactions where they can express their personalities in terms of a topic (e.g., music, fashion, gossip, etc.) as well as language function (e.g., exaggeration, exchanging anecdotes, making jokes, etc.).

Using L2 as much as possible in the classroom is more important than ever in this sublevel. Getting learners to talk in English is important for strengthening short and long term memory and improving what Skeffington (2004) calls "language fitness", in which learners exercise and strengthen the language "muscle", which with time gets more flexible and easier to use. Teachers need to refrain from using L1 in the classroom, as well as from allowing learners to do so. Teachers must also carefully monitor their **teacher talk**, to make sure that they are not depriving learners of valuable and important speaking opportunities in the classroom.

Reluctant speakers must be dealt with carefully at this age. Skeffington (2004) mentions three reasons teenagers may be reluctant to speak in the EFL classroom (4th para.). The first is peer pressure. It is inevitable that learners will make many, frequent mistakes. This is a normal process in language acquisition – after all, it takes years for us to master our own native languages! In addition, the spontaneous nature of speaking means that learners make more errors than usual. To some learners it may feel like the teacher is asking them to stand up and make fools of themselves in front of their peers. Naturally, most learners are going to be reluctant to do this.

The second reason is lack of motivation. Many teens do not know why they are learning English. They don't have a meaningful, relevant reason to learn. Instead of having learners focus on a future that, to them, may seem far too distant (e.g., to communicate more effectively with English speakers), teachers can focus on more short term goals. "For many students, instant rewards for speaking English are much more motivating" (Skeffington, 2004, para. 5).

The third and last reason some learners may be reluctant speakers has to do with lack of support. It is the teacher's responsibility to ensure that all learners are supported in the language classroom. This means giving learners plenty of opportunities to produce language, and capitalizing on authentic exchanges that occur naturally in the classroom, such as when a learner asks a peer for help or wants the teacher to explain the homework assignment again. Thus, Skeffington suggests teachers have teenage learners work in teams often and also make sure that the classroom environment is supportive.

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



As for the role of the teacher in the speaking class, Harmer (2007b) gives three suggestions (p. 347). First, the teacher is "prompter", helping students who get lost or can't think of something to say and offering them discrete suggestions without interrupting the flow of the activity. Teachers are also participants, and must bring their own enthusiasm and energy to a communication activity. Tasks must be clear and set up to reflect learners' interests and needs, and the teacher must maintain an atmosphere of creativity and security. Finally, teachers have the important role of providing feedback, without resorting to over-correction or interrupting the fluency of a speaking task. One way teachers can be sure to provide sufficient feedback is to encourage learners to assess the effectiveness of their spoken production after speaking activities. By doing so, learners will become more reflective and independent, while improving their self-monitoring and self-correcting skills and strategies.

Curricular Thread 3: Reading

Reading takes many forms. There is reading for pleasure, where we read for the sake of finding out what happens or enjoying the sounds of the words and the images they create. There is reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic. There is reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie. And there is reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, glancing at notes during a speech. What all of this reading has in common is that each type has a purpose, and in order to turn our learners into better readers, we need to help them recognize and identify the different purposes for their own reading.

Reading involves a variety of skills. As Grellet (1981) notes, some of these skills, but not all, are: deducing the meaning of new words using context clues, understanding explicitly stated information and that which is implicit; interpreting text, extracting salient points and using them to form new conclusions or deductions, inferring through the use of syntactic and logical clues and using basic reference skills (pp. 4-5). In consequence, we can see that the reading class involves the application of a variety of reading strategies in order to enhance comprehension.

In addition to providing learners with engaging, relevant texts, teachers should also encourage learners to use their **schema** to bring understanding to a text. This can be done through pre-reading activities, such as brainstorming what learners know about the topic in the text, pre-teaching vocabulary or having learners watch a video about a topic before reading a text on the same topic. By helping learners build these connections, we give them skills they can use to make reading more comprehensible as well as more enjoyable.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Reading comprehension. Reading is an active skill, in which learners consciously and subconsciously apply various subskills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking questions. These subskills are important for the learners' ability to comprehend what they're reading.

Students may be able to eloquently repeat the words that the [sic] see on a page all day, but without reading comprehension skills, they're unable to fully understand the content, predict what will happen next, recognize characters, gain insight or understanding to build upon, or relate what they're reading to their own life's experiences ("Improving Reading Comprehension", n.d., 1st para.).

If we want learners to become independent readers, they should be taught from early on how to approach and consider a text (Grellet, 1981, p.9). This includes practicing various reading strategies in class such as **skimming** and **scanning**, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention. In BGU, teachers should continue working on refining these strategies with their learners.

The strategy of inferring is important at the BGU sublevel, as learners prepare themselves for more cognitively difficult academic content and higher education opportunities. "Inferring the meaning of a word from the text is a useful reading strategy, provided the text as a whole is easy enough to provide a clear context" (Ur, 2012, p. 144). Therefore, it is still the teacher's job to ensure that the reading material is level- and age-appropriate, and that it has sufficient context clues for readers to be able to successfully deal with the new language within.

As seen in the sublevels of EGB, learners have become familiar with narratives, biographies and chronological sequence in stories. They recognize the basic parts of a story, which helps them process the language in narratives and predict how things will unfold. They are now able to progress to texts that are a bit more complex, such as newspaper articles or real-life current events (e.g., the campaign promises of a political candidate, etc.). Activities in the classroom can also get more complex. At this age learners are ready to deal with reading puzzles. For instance, learners can be asked to reassemble a text in which the paragraphs have been scrambled. They can be given two stories that have been mixed up and work in pairs to separate them. They can be given a series of connected text messages which have been jumbled, and work out the order of the interaction. In addition, **jigsaw puzzle activities** are popular at this level. In a jigsaw reading, the teacher divides a text into separate parts. Learners are given only one section of the text and asked to read and study it. Then, learners are put into groups in which each section is represented, and then work together to try to piece together the text and solve a problem (such as complete a chart or answer comprehension questions).

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



According to Harmer (2007a), learners “need to read as often and as much as possible” (p. 101). Harmer also states that learners need to be given the space to respond to what they read with their own feelings. The **affective response**, therefore, is still important, even if the text is academic. Having learners reflect on what they’ve read, what they did and didn’t understand and how the text made them feel are all important strategies to help improve overall reading comprehension in English language learners.

Teachers should introduce a variety of online and ICT resources from which learners can choose to improve and increase reading comprehension and vocabulary acquisition. Websites such as readingrockets.org and Topmarks (<http://www.topmarks.co.uk/english-games/7-11-years/reading>) are two such websites that offer reading resources for teachers and parents. Teachers and learners can access a variety of magazines with engaging and relevant topics for teens over the Internet, such as the British Council’s English Magazine (<http://tearneenglishteens.britishcouncil.org/magazine>) or online magazines written by teens themselves, such as Teen Ink (<http://www.teenink.com>). Learners can be encouraged to access websites which offer a variety of reading material and short stories, such as the International Children’s Digital Library (<http://en.childrenslibrary.org/>), the Project Gutenberg website (<http://www.gutenberg.org/>) and the American Library Association’s compilation of reading resources and favorite children’s stories (<http://gws.ala.org/category/favorite-childrens-stories>). ReadTheory (<http://www.readtheory.org/>) is a free classroom resource that can be accessed by both teachers and learners for practicing reading comprehension online. For developing vocabulary, learners can use a variety of online dictionaries and thesauruses, such as Merriam-Webster (<http://learnersdictionary.com/>) and Cambridge Essential British English (<http://dictionary.cambridge.org/us/dictionary/essential-british-english/>). There is also a wealth of more interactive resources available to learners for vocabulary acquisition, such as wordcentral.com and visuwords.com. Learners should be given opportunities to explore these resources in order to enrich their understanding of written English.

Use of resources and study skills. One of the purposes for reading that has been mentioned is reading for information. Learners in the sublevel BGU are expected to be able to access reading texts to be used as references and resources. They need to be able to locate references that are pertinent to their research purposes, as well as to be able to evaluate these references for their worth and veracity. Thus it is important that learners be given study skills that will help them when approaching a reading text for reference.

A good question to start with is *How do we read?* As readers, we use a variety of reading strategies that help us organize and comprehend a text. Some of these strategies are mentioned in the previous subthread: skimming and scanning, reading for gist and for detail, making inferences and predictions. In addition to these strategies, learners in BGU must continue to practice and implement oth-

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

er study skills, such as notetaking and summarizing, with frequency and ease. Learners should be encouraged to write in the margins as they read, to reflect on what they read in **learning logs** and journals and discuss personal reactions in small groups. They should get practice paraphrasing main ideas of a text, in addition to doing the more "traditional" reading comprehension-type exercises, such as circling the correct answer or correcting false information.

As in EGB Superior, teachers of BGU learners are encouraged to introduce them to new reading strategies. One such strategy that is appropriate for readers at this age and level is the **SQ3R** technique ("SQ3R reading method", n.d.). Another popular procedure learners at this sublevel can use is **KWL** (Know-Want to Know-Learned). In both, learners are asked to engage with the material by using prior knowledge and fostering interest and curiosity in the subject.

As learners in BGU prepare for university and higher education opportunities, they also need some direct instruction in other study skills, such as effective time management and recognizing their own learning styles. Teachers can use online surveys to help learners identify problem areas in their own study habits as well (although they may need to be adapted for the language level of the learners). One such survey can be found at Education Corner (<http://www.educationcorner.com/study-skills-checklist.html>). Alternatively, teachers can write their own surveys according to the needs of their particular learner groups. Once problem areas have been identified, the teacher can work on these areas with the learners, in order to strengthen their skills and make them more effective at remembering new material and preparing for exams. By helping learners recognize effective and ineffective habits and behaviors when studying, they will become better learners not only in the EFL classroom, but in their other subjects as well.

At this stage in their development, learners should begin taking responsibility for finding and evaluating learning resources, both online and in print. As a class, teacher and learners can review online EFL resources such as an app or a web site, then make decisions together as to when and for what purpose the resource would be useful. In addition, learners can share their own suggestions of resources they use and think are helpful. Finally, learners can be put in charge of creating the criteria for evaluating these resources, and use them even when they create their own learning resources, such as flashcards or an online class glossary for a reading text.

Literacy-rich environment. The environment of the classroom is often referred to as "the third teacher" (Gribble, 2014, 3rd bullet point), meaning the environment is another source of information and inspiration for the learners. Susan Fraser states that "a classroom that is functioning successfully as a third teacher will be responsive to the children's interests, provide opportunities for children to make their thinking visible and then foster further learning and engagement" (as cited in "The

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Third Teacher", 2012, p. 1). Thus, it can be concluded that a literacy-rich, print-rich environment is important throughout learners' academic journey.

A literacy-rich environment is not only an environment rich in print and visual material, but also one in which all four language skills are emphasized. For instance, the teacher can bring in board games and **realia** instead of worksheets and hand-outs. Learners' work should be displayed prominently, and used during the school year as a resource, a reminder, or even as inspiration! The classroom should have a wide range of different age- and level-appropriate reading materials, on topics of interest to the learners. Reading materials can include dictionaries, thesauruses, books, magazines, posters, brochures, pamphlets, labels, menus, fact sheets and printed rules and/or directions. Teachers can compile a video library using DVDs or digital bookmarks for videos that may be of learners' interest. It is important that teachers make use of these items in terms of language growth as well as enjoyment. Learners should be encouraged to use and refer to these materials often, so that they see not just the use for them but also the need.

Within the classroom there should be spaces that invite learners to talk, listen, speak and write. These spaces should produce opportunities for learners to take part in authentic activities, for example, writing a thank you note to a substitute teacher, writing out and posting project instructions or regularly updating a class calendar. Teachers can encourage learners to collect and bring in "found" items – things that learners encounter outside of the classroom which have a relationship with the unit or language, such as a menu in English from a local restaurant, or a food label that is in both English and Spanish. Found items can be placed on an "exploration" shelf that learners can access before, during and after lessons. A literacy-rich environment should be flexible and meaningful, adapted and designed to fit each class's particular needs and interests ("The Third Teacher", 2012, p. 2). Furthermore, the literacy-rich environment does not have to be restricted to language needs only. Teachers can create an Artist's Corner, where drawing paper, paints, modeling clay, markers, etc. are readily available for learners to use for any classroom task. This will stimulate their creativity and encourage learners to interact with the language material in an imaginative, resourceful and innovative way.

In addition to the physical classroom environment, learners also need strategies for interpreting and making sense of these literacy-rich items ("The Third Teacher", 2012, p. 2). It does little good for a classroom to be full of books and magazines in L2 if learners don't have the skills needed to be able to approach and consider a text. It also does little good for students to have access to Internet or other digital resources if they are not taught how to evaluate the usefulness or veracity of the information they find. Thus, a literacy-rich environment needs to go beyond just labeling words and displaying learners' work to working on a skill set learners can put into action to help them organize and make sense of the constant stream of ideas and information they are confronted with on a daily basis.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Cross-curricular content. Integrating English language instruction with content learning helps learners in a variety of ways. One major benefit is that integrating language instruction with content is motivating for learners, since they get the opportunity to use their linguistic skills and knowledge in real, meaningful contexts, and can see language as part of the “big picture” between language and society (Rainier, 2010, para. 5). It challenges students in different ways, so that they can build their confidence in diverse learning situations. As learners engage with subject material from the “real world”, such as Science, Math or Art, they are not being distracted from their language goals. Instead, “these activities can serve as a way to generate higher levels of motivation and interest in subject areas through stimulating, hands-on involvement” (Peters, 2009, p. 14). Finally, when learners use L2 to study and practice content, they internalize the language in ways that produce better retention and **recall**, because they are focusing on *how* they are learning, rather than on *what* they are learning.

ICT is the perfect medium for working with cross-curricular content in the EFL classroom. Video is probably the most commonly used, but today's technology can have a virtually limitless number of uses, if we think outside the box and use our (and our learners') imagination! Gura (2008) gives quite a few ideas for implementing ICT with cross-curricular content. For example, for a Science lesson, learners can produce **clay animation** videos to illustrate how the blood moves through the circulatory system, or how plants are pollinated. For a History lesson, learners could study a historical time period, create a list of criteria for things to include in their time period project (e.g., examples of advertisement, clothing, etc., from the time period) and then put together a bulletin board in which they justify their choices to establish that given time period. For an Art lesson, learners can use their Smartphones and digital cameras to make “photographic evidence” of things from before the invention of photography, such as the building of the Mayan temples.

To conclude, cross-curricular content should be integrated across the curriculum, and activities should be based on hands-on activities. Teachers should connect what students hear to what they can see and experience, in order to make the input comprehensible (Met, 1994, p. 164). Learners need to interact with the content in diverse ways, such as describing attributes and characteristics, classifying information, explaining change and hypothesizing or predicting activities. **Graphic organizers** and charts are tools that learners can use to help understand and interpret the material. Aside from specific content vocabulary, learners can also work on root words, prefixes and suffixes, lexical items which will congruently influence the learners' L1 subjects.

Curricular Thread 4: Writing

The act of writing becomes extremely important in the sublevel BGU, as learners are preparing for entry into universities and the professional world, where good

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



writing skills are essential. It is not an easy skill to learn in a foreign language. Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. Writing well also means mastering organizational skills and having enough background information on a topic in order to write about something. Needless to say, it is a skill learners will need for future academic and career opportunities, which makes it an even more important skill for learners as they begin to look at what lies beyond high school.

Writing in one's first language can be challenging, but writing in a foreign language can be even more daunting. Students often lack basic writing skills even in L1, which makes the task of teaching writing in a foreign language even more complicated. When learners write in a second or foreign language, however, they get practice expressing themselves purposefully and intentionally. Since the nature of writing is deliberate, the learners have time to think about what they want to say and how they want to say it. They have time to choose the best word or grammar structure, and revise their work in order to clarify points or correct mistakes. Moreover, they don't have to turn it over to the reader until they feel relatively confident that they have produced their best possible product. Of course, these are all characteristics of written production which are not part of spoken production, where interaction happens much more quickly and spontaneously. Thus the act of writing gives learners a chance to slow down and interact with the language in a different and more intimate way than speaking does.

Good writers are usually good readers, so it is important to keep in mind that the two skills often go hand in hand. Learners need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own, similar texts. They need to have considered an author's purpose and intention, in order to recognize their own. Finally, they need to read examples of other people's writing to evaluate and analyze what makes written text clear, comprehensible and interesting.

Literacy building. As learners enter the final sublevel of their secondary education, it is important for them to continue working on and building their literacy skills and strategies. These skills and strategies will serve them well as they embark on more complex activities in their future academic and professional endeavors.

The UNESCO defines literacy as "the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts" (as cited in Wilson, 2013, p.11). They go on to further elaborate, "the development of literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" (as cited in Wilson, 2013, p. 11). Thus literacy can be seen as not just something important in school

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

or academic settings, but the development of a skillset that will allow learners to become better, more capable, functioning members of society.

Free writing and **journal writing** are good classroom activities to help learners improve their literacy skills and strategies. In free writing assignments learners are expected to write for a set period of time, e.g., five minutes, and are not supposed to worry about spelling or grammar or other mechanics. They are supposed to write without stopping and without overthinking, in order to record all of their ideas on a topic, without censorship. Through daily journal writing learners can comment, reflect and learn other ways of self-expression. In both types of writing, there is no need to correct the writing itself, although it should be responded to. Teachers can respond by reading the piece and writing comments in the margins. By responding, learners recognize the effects their words can have on others, and will usually be motivated to write when they know they will be receiving comments and reactions.

Having learners keep **learning logs** is another way to promote literacy building among BGU learners. In a learning log, students must record what they are learning, the questions they still have and responses they have to the challenges, goals and tasks set by the teacher (or even by themselves). Learning logs can be collected each week in order to monitor progress toward specific learning and language goals. As they are personalized, they can provide learners with a unique record of their thinking and learning process. Learners can use them to set class goals or even as a source for reflection at the end of a unit.

Finally, literacy skills and strategies can also be improved through **collaborative writing**. Collaborative writing is usually considered a motivating, nonthreatening medium for learners to work on their writing, and is a worthwhile activity for the **brainstorming** and **outlining** stages of **process writing**. Nevertheless, teachers should continue doing "word work", such as conducting exercises to develop phonemic awareness and improve automatic high frequency word recognition, and consolidating spelling rules through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will set the foundation for clear, organized writing, and engaging learners in the revision and editing processes will not only help improve their linguistic functions but also increase individual accountability and help them become more autonomous writers (and learners).

In addition to "traditional" literacy goals, today's learners need to build **21st century skills**, including digital and media literacy. Digital and media literacy are absolutely essential in today's society. We are all citizens in a digital age.

We want – or, rather, we need – today's students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks,

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills (Hicks & Turner, 2013, p. 59).

With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website, media literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages" ("Information and media literacy", 2015, bullet point 3). In other words, it is a means to access deeper, more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students' ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners "comparable, if not equitable, opportunity to engage digitally and develop their literacies" (Hicks & Turner, 2013, p. 59).

Digital and media literacy are probably more important in the sublevel BGU than in any of the other sublevels of the Ecuadorian education system. By this age most learners are very involved in social networking sites and online activities. According to statistics from 2010, 68% of teenagers' "friends" on social media sites are complete strangers and the average high school student has 802 Facebook friends (Fodeman & Monroe, 2013, p. 38). This may seem harmless enough, until one looks at other numbers: 46.6% of teens around the age of 13 have shared a password, and 19% of 11-year-olds have uploaded a video to YouTube or Instagram. It goes without saying that these numbers will only have increased over the last six years. Social media and online activities are slowly taking over the way teenagers now communicate and interact.

There is no reason to bemoan this phenomenon, necessarily, however. According to Fodeman and Monroe, "the technology keeps changing, but the kids themselves stay pretty much the same" (p.1). Teenage behavior continues to revolve around seeking, forming and sustaining relationships, exploring and taking risks, and simply having fun. This does mean, however, that teens need to be taught how to deal with these technologies in a responsible, safe way. Teenagers are at a high risk of falling victim to online scams and tricks since they are at the age where they are willing to explore very risky behaviors and have more at stake in terms of future employment and university entrance. Therefore, as part of a literacy building program, learners must also be knowledgeable in the specific and unique risks that come with our newly emerging online selves and lives.

Content

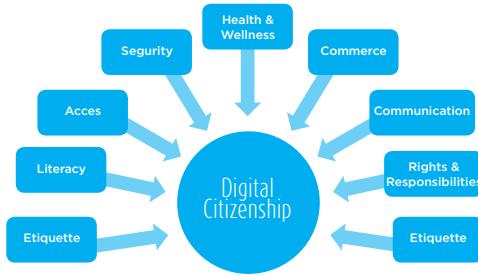
First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



9 elements of digital citizenship (Trudeau, 2014)

Some activities teachers can do in the classroom are giving learners subject lines in emails and asking if they would open them and why, then going over how to recognize an email scam or attempts at phishing. Learners could brainstorm online behaviors that are dangerous or risky, then reflect on those that they, or their peers, partake in, finding alternative activities or describing why such behaviors are risky. Learners could work in groups to write an "ethics code" for social media behavior and brainstorm ways a cyberbully should be dealt with (in addition to evaluating their own behaviors for mean or disrespectful language). Learners can read some of the terms of a social media site (adapted and graded for the appropriate language level), such as Facebook, think about and discuss the implications in terms of their own use, and then rewrite, adapt or change the terms to make them safer.

In addition to helping learners become better digital citizens, teachers will continue to need to guide learners in how to find appropriate references and web sites on the Internet, how to use a search engine and how to curate information from the Web. In the classroom learners can put their digital skills to use by contributing to a class wiki or blog. Teachers can create a class Facebook page where assignments and videos can be posted and commented on, or they can occasion-

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



ally implement elements of the **flipped classroom** in a lesson or unit. Learners can publish their writing online or use apps and web sites such as LiveBinder and Pinterest, which can help them organize their ideas. Teachers and learners should consistently evaluate the use of these digital tools in order to be sure that they remain accessible and relevant to the students' learning goals and needs.

Text production. By now, at the BGU sublevel, learners have begun applying level-appropriate writing skills to create and produce composition that reflects effective word and grammatical choice. They are able to select the text type to fit their writing purpose and can begin to develop editing skills and revision strategies in order to improve their command of writing conventions, such as content, organization and language use. At this point in their education, learners' writing is becoming more sophisticated, and learners are able to create texts that reflect effective word and structure choices (Met, 1994, p.177). While there will still be some basic errors in usage and mechanics, learners should be given plenty of opportunities to practice revising and editing their work in order to produce the most polished form possible within their language level.

That said, writing can be difficult in L1, not to mention how overwhelming of a task it might be in L2. Writing involves thinking about vocabulary and word choice, grammar, spelling and mechanics, sentence structure, organization of content, among other features. Teachers must scaffold writing assignments in order to ensure that learners have something to say and know how to approach a writing task in the best manner. This involves planning for writing as well as checking and revising writing.

There are many websites where learners can practice the different prewriting stages of the writing process, such as stormboard.com and bubbl.us for brainstorming. Websites like Essay Map (<http://www.readwritethink.org/files/resources/interactives/essaymap/>) and Interactive outline tools (http://rwtinteractives.ncte.org/view_interactive.aspx?id=722) can be used by learners for organizing their writing. **Storyboarding** can be a way for learners to plan for a writing assignment, as well.

In addition to using ICT tools, teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs to show how they relate together. Drawing learners' attention to topic sentences and supporting details will also positively influence **cohesion** and **coherence**. To practice revising and editing, teachers can model ways to revise and edit work, then ask learners to talk through the process in pairs or small collaborative writing groups. The important thing to remember, however, is that for writing to be good, learners need to have engaging tasks. Writing how-to articles for a project, for example, is a meaningful, real-life written text that can be shared with others in order to make it more **authentic**. Teachers can have learners keep a daily journal, write a review for a restaurant or book they've read, caption photos

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

on a social media site such as Instagram and/or share their writing with others on a blog or an app such as WhatsApp.

Curricular Thread 5: Language through the arts

Using the arts as a means to delve into and understand language is an essential part of the EFL curriculum. It is an almost surefire way to engage all learners, since learning language through the arts is not only enjoyable and novel, but can also make learners more attentive to other kinds of learning. This curricular thread proposes that by instilling in our learners a love for art and literature, song and dance, theater and personal expression, architecture and design, etc., we will be improving learners' language skills, as well as preparing them to be highly-functioning adults in their universities, workplaces and communities.

According to Upitis (2011), learning through the arts has three major benefits:

- The arts teach us how to make judgments in the absence of rules; they also teach us that goals are best held with flexibility and that some activities are self-justifying.
- The arts offer *intrinsic* benefits related to student experience and expression and bonus benefits related to intellectual achievement, including the development of general thinking skills and problem-solving abilities.
- Canadian research affirms that spending time in the arts does not come at the expense of achievement in other subjects, but improves estimation and computation skills and enhances student engagement in school learning overall (p.1).

Consequently, while learners explore the myriad ways humans choose to express themselves and participate in their own forms of self-expression, they will benefit in terms of their grades, their achievements and their personal happiness and satisfaction.

The EFL classroom is a natural environment for introducing learners to the arts. Learners can respond creatively to a piece of literature or music, formulating their response in a dramatization, song, picture or poem. Stories and songs also provide a launching off point from which learners can experience and enjoy language. Using ICT, learners can work in groups to create an almost limitless number of creative writing projects, from **stop action animation** to **digital storybooks**.

Giving learners ample opportunities to examine both linguistic and nonlinguistic responses and reactions to the arts will enrich their learning experience, make them better at understanding themselves and others and help them become

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



adults able to deal with and interact effectively in a variety of situations. Teachers can be good role models by encouraging and inviting self-expression, and by recognizing that there is often more than one answer or solution to a problem, which may be just as valuable and just as precise. As an added bonus, when teachers value learners' self-expression, they send the message that they also value the person, increasing their self-esteem and confidence, which in turn creates a positive learning environment for everyone.

Literary texts in context. Stories and poems are exciting ways to access deeper understanding of a topic and a better appreciation of language. Through the power of stories learners are introduced to universal topics of struggle and triumph. As learners observe how characters deal with problems and find solutions, they can begin to resolve their own issues, as well as larger societal and global issues. Literary texts are not only limited to written expressions of text, such as literature and poetry, however. Literary texts can also be verbal, such as songs and rhymes, or visual, such as an image or video. They can be physical, as seen in corporal expression through dance and dramatization. All of the literary texts that comprise a culture and language can and should be considered a rich source of information and material for the language learner. Literary texts, including literature, can spur students to speech (Hill, 1986, p. 9) and be a stimulus to internalize language and provide a relatable and enjoyable context from which learners can explore linguistic features and universal concepts.

Learners in BGU are especially interested in responding in a variety of ways, both linguistic and nonlinguistic, to the world around them. As Grellet (1981) suggests, learners can respond to texts non-linguistically by adding something to a text, such as a diagram or image, and linguistically by transpositioning or transcoding information from one text to another, or by using a text in order to make a decision (p.22). Learners can assess literary texts based on tone and language, the artist's attitude or simply one's own reaction to it. Learners can be encouraged to reflect on the writer's intention and recognize facts and opinions. They should be given opportunities to identify how tone can influence a reader, and recognize literary elements such as paradox and hyperbole, while thinking about how and why they might make use of such elements in their own writing.

Teachers can encourage learners to respond to literary texts by using three types of responses: the affective response (e.g., *How does X make you feel?*, etc.), the compositional response (e.g., *How is the image framed? What is in the foreground/background?*, etc.) and the critical response (e.g., *What is the message in X? What conclusions can we draw from X?*, etc.).

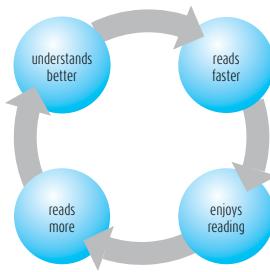
As we may assume all teachers know, motivation is a key to getting learners involved in a variety of literary texts. Traditionally, the classroom was an artificial environment where the learner was told to read something they (oftentimes) knew nothing about and could not place in a general context, and then asked to



answer questions about the text. This mostly resulted in the fact that many learners had no particular desire to read. Nowadays, however, much research has been done on the effects of reading on all language skills, and even on learning in other subjects. It has become an accepted fact in most teaching circles that readers are all-around better learners and thinkers. But how can teachers get learners excited to read when they have been conditioned not to?

One way is to introduce **extensive reading** inside and outside of the classroom. In extensive reading, learners bring their own reading texts to class (or at home) and read for an extended period of time. This type of reading is meant to be purely enjoyable, and should never be tested or evaluated. Practitioners of extensive reading note that their learners improve in all areas and skills, across the board. One reason is, again, motivation. Learners are allowed to choose the text and read it as they like. While some teachers may worry that this is a waste of time, and that such reading often results in "fluff", experts such as Krashen (2004) state that usually the opposite happens: learners develop a love of reading, read more, get better at it and eventually feel confident to tackle other kinds of reading. This can be summarized in the figure "The virtuous circle of the good reader".

"The virtuous circle of the good reader"



As teachers, we want to get our learners into this "virtuous" circle, so that reading becomes enjoyable and they can reap the benefits of it in all aspects of their language learning.

It cannot be stressed enough the influence this would have in the EFL classroom. We learn to write through reading. We learn vocabulary and structure. We learn nuances in the language that cannot be conveyed in normal classroom interactions. Through reading, gains are made in all of our students' abilities (Day & Bamford, 1998, p.37). Most teachers would not argue the gains to be made in terms of language proficiency, but learners can even make gains in attitude, by increasing their desire to learn and understand the language as well as their ap-

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



preciation of it. Reading affects – in a positive way – all of our language skills, so teachers should embrace extensive reading as an essential part of the curriculum.

In addition to stories and literature, learners at this age have a natural attraction to the visual image. This includes not only still images, such as photographs, but also moving images, such as film and video. Stephen Apkon states in "The Age of the Image", "[film] has developed from being a vehicle for art and entertainment to become a key part of how we communicate, socialize, learn, and do business" (as cited in McNabb, 2015, p. xxii). The majority of us are surrounded by moving images on a daily basis. Thus, teachers can tap into this phenomenon by surrounding learners with moving images in the classroom as well. In fact, most research now shows that visuals are crucial for learner engagement and communication in the classroom, awakening learners' curiosity in a subject and motivating them to think about, and therefore use, language to describe and respond to what they see.

Whichever way teachers decide to approach this subthread, learners will be immersed in the context of the language, experiencing it from the same standpoint as its native speakers.

Creative writing. Creative writing in the EFL curriculum can benefit students by helping them organize their thoughts and connect ideas. Through creative writing, they will work on fluency by noticing grammar and vocabulary as they express themselves. This, in turn, boosts their confidence and self-esteem. It is also an enjoyable activity in which learners may already be participating in L1. As noted in Gura (2008), students today are "not fully satisfied simply consuming the work of other storytellers...they want to participate directly, producing their own versions of what they see and honor in the world around them" (p. 290). Finally, and perhaps the most important benefit for the EFL curriculum, as learners engage in creative writing assignments, they become better writers overall.

Storytelling is "one of humanity's most basic formats for social interaction, education, and entertainment" (Gura, 2008, p.288). In the past, this may have been in the form of a culture's oral traditions. In the classroom it may have meant sitting at a desk alone and putting pen to paper. In today's world, however, storytelling has become a collaborative act involving a variety of forms, many of which are produced through the help of ICT. According to Gura (2008), today's learners are interested in "electronic media that enhance storytelling with animation, virtual reality imagery, special effects, hyperlinks, and other storytelling devices that have emerged" (p.288). In the classroom, teachers can incorporate ICT with creative writing by having learners use clay modeling and stop action animation to tell a story. "Clay modeling requires a less demanding level of skill" (Gura, 2008, p. 262) so therefore it is appropriate for all types of learners, regardless of their language abilities.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Another way to incorporate ICT into the Creative writing subthread is to have learners create digital storybooks, which blur the boundary between the print and digital world. Using visual storytelling in the classroom is a great way to ensure that all learners are included in the activity, regardless of their language ability. For instance, weaker learners can use images to help them express their ideas, while stronger learners are challenged and engage with the material on a higher level.

Finally, learners can create other literary texts, such as a time-warp photo portrait in which learners create an image and process it in order to create a customized effect (e.g., make it look like an antique photo from an earlier era), or anachronistic photos in which there is an element that is out of place with the era in which the photo was "taken" (e.g., a Victorian lady with a laptop on the table in back of her). Learners can have fun sharing their photos in a virtual or real-world exhibition.

In the sublevel BGU, it is beneficial for learners to continue producing and retelling their own original stories. Instead of learners using stories from their textbook, however, they can be asked to use their peers' work as a basis for language exercises. For example, learners can use their notes to complete or rearrange the events of a story another group wrote. In the classroom, teachers can play games based on student-produced creative texts, such as "Call my bluff" and "20 questions". Learners can choose their own or a peer's story to role play it for another class. By using student-produced texts, learners will feel a sense of ownership and experience increased levels of self-confidence and self-esteem.

Creative thinking skills. There is perhaps no other time in recorded history that creative thinking skills have become so important in society. Learners in BGU should work in groups often so that they can improve their creative thinking skills. These skills include but are not limited to brainstorming, inventing, changing and imagining. As learners work together on activities and projects, they learn to take intangible ideas and thoughts and apply meaning to them in a concrete way.

Group brainstorming is a wonderful, easy way to generate ideas, in addition to conditioning learners to be open to novelty and concepts that are foreign to them. By keeping an open mind and considering everyone's contributions, learners will often come up with a creative solution to a problem. This may result in an enriched ability to synthesize information and improve abstract thought. It will also provide a need for language, which will make the lesson meaningful and improve learners' fluency and possibly accuracy. By refining their creative thinking skills, learners will also be developing flexibility of mind and openness to new and novel thinking.

In class, teachers can extend activities in a way that promotes synthesis and evaluation by helping learners branch out and build connections between ideas.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Asking learners to contact an expert while researching a topic, for example, or having groups create a resource for other teens experiencing a similar or shared problem, are just two ways to extend activities in a way that will help learners expand their creative thinking skills repertoire (Boss and Krauss, 2007, p. 127). By engaging in activities that strengthen creative thinking skills, learners can gain valuable insights into their own learning styles as well.

Lastly, it should be mentioned that learners must be encouraged to evaluate their work. Teachers can provide simple scoring rubrics which learners can use to judge and assess their own and their peers' work, in order to plan for improvements on future assignments. Alternatively, teachers can let learners create their own evaluation rubrics in groups.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Bachillerato General Unificado

By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 5.1	Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
O.EFL 5.2	Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
O.EFL 5.3	Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
O.EFL 5.4	Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
O.EFL 5.5	Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
O.EFL 5.6	Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
O.EFL 5.7	Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



3. Performance Criteria for English as a Foreign Language Area for Subnivel Bachillerato General Unificado

Curricular Thread 1:
Communication and cultural awareness

MANDATORY (8)**DESIRABLE (3)**

EFL 5.1.1	Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
EFL 5.1.2	Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.
EFL 5.1.3	Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.
EFL 5.1.4	Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang, idioms, humor, levels of formality, etc.)
EFL 5.1.5	Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.
EFL 5.1.6	Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.
EFL 5.1.7	Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
EFL 5.1.8	Discover and employ alternative ways of saying things in social and classroom interactions.
EFL 5.1.9	Communicate information and ideas effectively to diverse audiences using a variety of media and formats.
EFL 5.1.10	Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal)
EFL 5.1.11	Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Curricular Thread 2

Oral communication

 MANDATORY (11)

 DESIRABLE (4)

EFL 5.2.1	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
EFL 5.2.2	Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
EFL 5.2.3	Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
EFL 5.2.4	Follow oral directions in classroom activities and projects and provide directions to peers in selected interactions.
EFL 5.2.5	Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.
EFL 5.2.6	Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
EFL 5.2.7	Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)
EFL 5.2.8	Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)
EFL 5.2.9	Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.
EFL 5.2.10	Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.
EFL 5.2.11	Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



EFL 5.2.12	Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.
EFL 5.2.13	Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
EFL 5.2.14	Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.
EFL 5.2.15	Engage in an extended conversation on most general topics and keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.

Curricular Thread 3**Reading**

MANDATORY (6)

DESIRABLE (3)

EFL 5.3.1	Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
EFL 5.3.2	Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)
EFL 5.3.3	Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text.
EFL 5.3.4	Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

EFL 5.3.5	Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)
EFL 5.3.6	Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.
EFL 5.3.7	Detect complexities and discrepancies in information presented in both print and online references and resources.
EFL 5.3.8	Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.
EFL 5.3.9	Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.

Curricular Thread 4

Writing

■ MANDATORY (6) □ DESIRABLE (3)

EFL 5.4.1	Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
EFL 5.4.2	Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
EFL 5.4.3	Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.
EFL 5.4.4	Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



EFL 5.4.5	Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.
EFL 5.4.6	Produce emails and blog posts describing personal experiences and feelings.
EFL 5.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 5.4.8	Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.
EFL 5.4.9	Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)

Curricular Thread 5**Language through the arts**

MANDATORY (7)

DESIRABLE (3)

EFL 5.5.1	Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
EFL 5.5.2	Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
EFL 5.5.3	Identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts.
EFL 5.5.4	Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.
EFL 5.5.5	Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



4. Evaluation criteria for English as a Foreign Language in Bachillerato General Unificado

Curricular Thread 1: Communication and cultural awareness

Evaluation criteria

CE.EFL.5.1. Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Hearing a song from another country and finding similarities with a song from Ecuador.
- Writing a weekly journal entry about a cross-cultural experience.
- Finding recipes from other cultures and regions and then sharing them in class.
- Reading two legends from different regions in Ecuador and completing a chart to show the differences.
- Reading a myth from another region/culture and sharing a similar experience.
- Reflecting on differences between people from other countries and regions.
- Researching schooling from other cultures and presenting them on a class blog.
- Responding sensitively to a peer's opinion about a text read in class.
- Watching a video about how people live in Ecuador or another country, and taking notes on the cultural practices mentioned, then leading a discussion in small groups.
- Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class.
- Reading a story about another culture and responding to the main ideas with a short opinion.
- Watching a video or reading a text about different cultural practices and talking about similarities and differences in small groups.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 5.1.1. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.</p> <p>EFL 5.1.10. Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3)</p> <p>CEFR: B1.2. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Personal Experiences, Food, Free Time and Hobbies.</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.2. Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Researching how teens in other countries/regions of Ecuador live and presenting the information to peers.
- Completing a **Venn diagram** about how two different countries celebrate a holiday they have in common.
- Recognizing instances of discrimination or prejudice in one's daily life and analyzing reasons for them in small groups.
- Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country.
- Researching through the Internet about other cultures and ways of life and presenting them to the class using digital tools.
- Working in small groups to complete a cultural project. (Example: different musical genres in Ecuador, traditional food in Latin America, etc.)
- Reading a list of actions people take and evaluating and discussing the consequences on others (including on the environment)
- Simulating desirable social and cultural behaviors through role play activities.
- Choosing pictures that demonstrate tolerance and empathy towards groups that are sometimes discriminated against, and finding ways to make sure these groups feel included in Ecuadorian society.
- Writing survey questions about socially and culturally responsible behaviors and surveying classmates. Publishing the results in an online chart.
- Brainstorming ways to counter discrimination in one's daily life.
- Researching a cultural or social symbol of Ecuadorian culture and discussing the findings in small groups.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>	<p>EFL 5.1.3. Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.</p> <p>EFL 5.1.5. Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.</p> <p>EFL 5.1.6. Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.</p>
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3)</p> <p>CEFR: B1.2. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Evaluation criteria

CE.EFL.5.3. Interpret cultural and language patterns in English, including non-verbal communication, and apply them in appropriate contexts.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short role plays using a range of verbal and nonverbal communication.
- Listening to a dialogue and identifying examples of humor.
- Talking in pairs about a video learners have watched using only English.
- Demonstrating appropriate language use during class, group and pair discussions. (Example: correct intonation, natural pace, using modals to show politeness, etc.)
- Practicing the use of expressions of politeness during collaborative pair and small group work.
- Writing a short conversation and including an appropriate idiom.
- Finding the meaning of an idiom in an authentic audio segment, such as a short TV show clip.
- Watching a video and identifying desirable language use. (Example: organization of ideas, use of expressions or target vocabulary, etc.)
- Comparing nonverbal and body language between L1 and L2 cultures.
- Creating selfie videos for class assignments and sharing them on a class blog.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p> <p>EFL 5.1.4. Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang, idioms, humor, levels of formality, etc.)</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2)</p> <p>CEFR: B1.2. Topics: All Topics</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.4. Communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short dialogues and role plays to practice target language. (Example: thanking others, apologizing, asking for help, greeting authorities, etc.)
- Practicing the language needed to deal with a need through a mini role play.
- Communicating with an "e-pal" from another country or city.
- Paraphrasing an idea when a peer asks for clarification.
- Using a definition or example to explain a concept or word that one does not yet have the exact language for.
- Completing group work in a fair and honest manner and accepting the group's decisions.
- Writing comments on a blog to find more information about a topic.
- Creating a "live" video on Facebook to give an opinion on a unit topic.
- Using social media to network with teens across the globe.
- Rating one's self after a speaking activity, according to a set rubric.
- Practicing a specific self-correcting strategy during a pair work activity.
- Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. (Example: not leaving one's seat, looking partner in the eyes, asking follow up questions, etc.)
- Making positive statements to peers.
- Consulting a self-correction list before a speaking or writing assignment.
- Completing a self-assessment and writing a goal based on the results.
- Keeping a record of one's mistakes and accomplishments and updating it frequently.
- Completing a short self-evaluation or peer evaluation after a communicative task.
- Responding to classroom activities and pair work through short expressions or emoticons.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 5.1.8. Discover and employ alternative ways of saying things in social and classroom interactions.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	EFL 5.1.11. Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	I.EFL5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	CEFR: B1.2. Topics: All Topics

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Curricular Thread 2: Oral communication

Evaluation criteria

CE.EFL.5.5. Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Using context clues to deduce the meaning of an expression in a conversation between a waiter and a customer.
- Listening to a radio ad and identifying the product being sold.
- Using pictures and other visuals to predict the main idea of a short conversation.
- Listening to a straightforward article and correcting false statements. (Example: *Anacondas have eaten pigs.* – True, *Jaguars are the most dangerous animal in the Amazon rain forest* – False, *mosquitoes are the most dangerous*, etc.)
- Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two siblings, at home, talking about household chores*, etc.)
- Listening for specific words in a conversation and trying to guess the meaning from the context. (Example: understanding that *That's too bad* is an expression that means *I'm sorry*, etc.)
- Watching a video clip and paraphrasing the main idea. (Example: *The boy fell off his bike and hurt himself because he wasn't wearing a helmet*, etc.)
- Listening to a dialogue and writing the main idea and setting. (Example: Main idea: *common sports injuries*. Setting: *skatepark*, etc.)
- Listening to a dialogue and completing a chart with key information. (Example: problem and proposed solution, city and transportation problem, etc.)
- Listening to an interview with a celebrity and discussing key points with a partner.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 5.2.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)</p> <p>EFL 5.2.2. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.</p> <p>EFL 5.2.5. Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)</p> <p>CEFR: B1.2. Topics: All Topics</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.6. Listening for Information: Deal with practical, everyday communication demands in familiar social and academic contexts, including following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to a set of instructions and putting them in order.
- Listening to and following class commands.
- Listening to instructions for a short project and carrying them out. (Example: *First cut a piece off of a wooden pole. Next smooth the edges. Then draw a simple picture on a piece of foam. Cut the picture out of the foam and glue it to the bottom of the wood. Stamp the image, etc.*)
- Listening to spoken or recorded descriptions of a familiar academic subject, and marking the words you hear. (Example: Learners hear a dialogue between two experts talking about recycling. They circle the verbs they hear, etc.)
- Listening to three teens talk about their vacation, then putting a checkmark next to the person who did each activity.
- Watching a short video and writing three new things they learned. (Example: *E. coli lives in the intestines of humans. Some types can make you very sick. You can get E. coli from eating contaminated food, even cookies, etc.*)
- Watching a short video and then talking to a partner about whether or not they agree with the speaker or a statement. (Example topics for videos: Best vacation sites in Ecuador, medical myths, most dangerous animals in the rain forest, etc.)
- Listening to a short dialogue and then writing and acting out a similar dialogue, using some of the same phrases and expressions. (Example: a dialogue between two friends asking about each other's future vacation plans, etc.)
- Inviting a peer to a party.
- Asking and answering questions about unique or interesting things one has experienced.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 5.2.3. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.2.4. Follow oral directions in classroom activities and projects and provide directions to peers in selected interactions.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 5.2.13. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	CEFR: B1.2. Topics: All topics
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.7. Production – Accuracy and Intelligibility: Use appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:
- Recording in-class conversations and dialogues in order to make note of correct and appropriate language usage and intelligibility.
- Having learners make a selfie video to say what they know about a topic before coming to class. Observing that they can say what they want without too many long pauses.
- Singing songs that practice helpful language.
- Giving learners language prompts to use during pair/group work. (Example: *What do you think? I agree/disagree. I think we need to... It's your turn, etc.*)
- Playing games that practice classroom language, turn-taking, being polite, etc.
- Doing a mingle activity where learners ask and answer survey questions about after school activities. (Example: *Do you play chess? What activities do you do after school?, etc.*) Observing to see whether each student's questions and answers are understandable by other learners and if they use appropriate or new vocabulary.
- Asking the learners to read a dialogue in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation.
- Using the new unit vocabulary in a short dialogue.
- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____ ?, etc.*)



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.2.6. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	EFL 5.2.12. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	
J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	CEFR: B1.2. Topics: All topics

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.8. Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:
- Comparing answers in pairs or small groups.
- Conducting a role play between two students on a given topic. (Example: talking about future plans, finding common free time activities, playing a guessing game, etc.)
- Conducting a class survey where learners ask each other about a familiar topic and record each other's answers. (Example: *What's your favorite sport? Do you have a favorite team? What sports do you play? Have you ever gotten hurt?, etc.*) Sharing a few things about their classmates' answers. (Example: *Marco loves soccer. He's a Barcelona fan. He plays soccer every day in recess, but last week he sprained his ankle and he can't play right now, etc.*)
- Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. (Example questions: *What foods have you tried from another country? How often do you eat them?, etc.*)
- Working in pairs to complete an **Information gap** activity.
- Doing a mingle activity where learners ask and answer questions about things they have or haven't done. Observing to see whether the learners can interact effectively and whether they are able to ask follow up questions in order to extend the exchange. (Example: *Have you ever eaten sushi? Yes? Did you like it? Where did you eat it? - takes notes on the answers.*)
- Showing a movie trailer and asking learners to share their opinions in pairs and say whether they would go see that movie or not.
- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?, etc.*)
- Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, giving instructions, offering help, comparing answers, taking leave, etc.) Informal assessment could involve personal notes from the teacher to learners who use L2 regularly.
- Listening to another learner's answers in class and responding appropriately. (Example: giving praise, correcting an error, asking a follow-up question, etc.)
- Asking for help in class when necessary. (Example: *What's the answer? How do you say _____? Do you have an eraser? Can you help me with _____?, etc.*)

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 5.2.9. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 5.2.11. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.2.14. Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	EFL 5.2.15. Engage in an extended conversation on most general topics and keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say. I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4)
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	CEFR: B1.2. Topics: All topics

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.9. Production - Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family or their possessions and noting that their response time is relatively quick and there are minimal basic errors.
- Asking learners to describe a picture of a familiar scene and asking them to give full predictions about what they can see. (Example: a picture of a park where teens are engaged in a variety of sports activities: *There is a girl on a bike who is going to run into a child. There is a dog that isn't on a leash. Maybe he'll bite someone, etc.*)
- Researching a topic and preparing a presentation for the class.
- Recording a video about one's opinion of a story read in class.
- Sharing opinions in a way that encourages others to perform a specific action. (Example: Convincing the class that you should always wear your helmet when riding a bike, etc.)
- Using intonation to convince a partner to take action. (Example: Be careful - there is danger ahead. Volunteer at an organization that is helping the 2016 earthquake victims, etc.)
- Summarizing a peer's opinion about a video seen in class.
- Using a digital presentation to raise awareness about a local issue. (Example: a slide or video presentation about the destruction of animal habitats in the rain forest, etc.)
- Listening to a talk on a subject of interest and paraphrasing the main points for a partner.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 5.2.7. Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)</p> <p>EFL 5.2.8. Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)</p> <p>EFL 5.2.10. Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.5.9.1. Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.2)</p> <p>CEFR: B1.2. Topics: All topics</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Curricular Thread 3: Reading****Evaluation criteria**

CE.EFL.5.10. Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short news article and completing an outline.
- Reading an adapted news article about a current event and formulating a personal response to it. (Example: a school bus accident on the highway, a new law that protects the rights of stray animals, etc.)
- Reading a biography and putting events on a timeline.
- Reading a blog post and writing a comment.
- Reading a short text and showing comprehension by completing the accompanying graphic organizer. (Example: learners read about archeological ruins and complete a Venn diagram, etc.)
- Reading a text on a familiar content area subject and answering information questions. (Example: learners read about foodborne illnesses and then write three ways to prevent them, etc.)
- Reading two short simple cross curricular texts and using them to support one's own argument or hypothesis.
- Agreeing or disagreeing with a strong opinion stated in a text and giving reasons for one's own response.
- Reading a text and answering information questions.
- Choosing from a list of words to complete gaps from a reading.
- Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *In northern India, the monsoon season lasts for # months every year - three, etc.*)
- Following the steps in a video of a DIY project. (Example: making a craft stamp, creating a piñata from recycled items, etc.)



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 5.3.1. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 5.3.3. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 5.3.8. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	I.EFL. 5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.I, I.2, S.2)
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.	CEFR: B1.2. Topics: All topics

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.11. Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner.
- Using an online digital tool such as Workflowy to map out the most important ideas from a reading, and then adding appropriate subheadings to each section of the text.
- Completing a KWL chart about a text.
- Underlining interesting facts in a text and then doing a little research on the topic.
- Using an interesting idea from a text to inspire extra research on a topic.
- Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.)
- Putting paragraphs in a text in the correct order.
- Underlining the cognates in a short text.
- Skimming online reference web sites for ones that have the information needed for a research project.
- Scanning a text for the main characters.
- Reading about a topic and then identifying reference materials and sources that could be used to find out more information.
- Using a list to choose the best sources for finding information on a topic.
- Reading texts from different subject areas and choosing the best title for each.
- Underlining main ideas from texts and then using them to write questions the learner has about the topic.
- Reading a short text about a topic, watching an accompanying video clip and then listening to someone talk about the topic, in order to write a summary of what is understood.
- Identifying the correct format for an academic text. (Example: an opinion piece, a research article, a biography, etc.)
- Finding online resources that can be used for a range of research projects.
- Scanning a text for the answers to pre-reading questions.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)</p> <p>EFL 5.3.9. Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p>	<p>EFL 5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)</p> <p>CEFR: B1.2. Topics: All topics</p>

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Evaluation criteria

CE.EFL.5.12. Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Thinking of questions about a topic and then using the Internet and other sources to find the answers.
- Recommending an informational web site to another learner.
- Creating a class list of reliable sources of information and publishing it online or displaying it on a poster in class.
- Reading two articles on the same topic and recording discrepancies in the information.
- Comparing and contrasting the opinions of two experts on a topic of personal interest.
- Identifying unreliable resources on the Internet.
- Using a rubric to evaluate a print or online resource.
- Using a rubric to assess the validity of a web site, according to one's academic needs
- Reading about a topic and then identifying reference materials and sources that could be used to find out more information.
- Using a list to choose the best sources for finding information on a topic.
- Reading a range of texts from subject areas and finding and defining common themes across content areas. (Example: for a text about social media and one about art, learners notice that artists are using social media to help them promote their work and reach larger audiences, etc.)
- Printing out the results of a search and having learners discuss which results seem the most appropriate and why.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 5.3.4. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p>EFL 5.3.5. Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)</p> <p>EFL 5.3.6. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.</p> <p>EFL 5.3.7. Detect complexities and discrepancies in information presented in both print and online references and resources.</p>
<p>How the objectives contribute to the exit profile</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>Indicators for the performance criteria</p> <p>I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>CEFR: B1.2. Topics: All topics</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Curricular Thread 4: Writing****Evaluation criteria**

CE.EFL.5.13. Produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Posting a comment to a classmate's writing on a class blog.
- Doing extended or free writing on a class blog.
- Writing an email to a friend recommending a movie you've seen.
- Watching a short video and writing a description of what you saw or how it made you feel, then comparing ideas in pairs.
- Writing a blog post about your future plans.
- Creating an online invitation to a class event.
- Watching a video about a natural disaster and writing a blog entry asking for people to help with donations.
- Making a poster for a school campaign to increase awareness about earthquake safety.
- Looking at a map or GPS and writing the directions to get from one place to another.
- Making a video blog to record comparisons and ideas from class lessons.
- Researching and writing a short paragraph about a new topic and using appropriate references to support your ideas.
- Writing a letter to your future self. (Example: to give advice about how to treat kids your age, to explain your favorite things at this time in your life, etc.)
- Making posters in small groups of new phrases and expressions in order to display in the classroom.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 5.4.6. Produce emails and blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.8. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.</p> <p>EFL 5.4.9. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)</p>
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)</p> <p>CEFR: B1.2. Topics: All topics</p>

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.14. Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Recommending a web site to another learner.
- Finding a variety of online references to practice a grammar structure, then recommending the best one to the class.
- Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class.
- Reading an online restaurant review and identifying common linguistic features, such as use of adjectives and opinions. Learners use the same features to write their own review of a movie they've seen.
- Collaborating on a brainstorm through the use of an online bulletin board such as padlet.com.
- Using GoogleApps to revise and edit student work both as a class and in pairs.
- Adding pictures to a group presentation.
- Creating a group presentation using biteslide.com.
- Finding a reliable source to back up a statement.
- Identifying statements that use exaggeration or hyperbole (rather than true facts) to sway the reader's opinion. (Example: *Every animal on Earth will become extinct if we don't do something about the environment soon*, etc.)
- Identifying the best resources for a writing project in pairs.
- Using a list of criteria in order to evaluate a web site.
- Analyzing three different types of dictionaries (e.g., online, English-English, English-Spanish) and giving reasons for using each.
- Choosing the best type of dictionary to use for a writing project and giving your reasons for the choice.
- Recommending a reference article to a friend, giving specific reasons for the recommendation.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	EFL 5.4.1. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.	EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 5.4.4. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	CEFR: B1.2. Topics: All topics

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Evaluation criteria

CE.EFL.5.15. Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit.
- Completing an online graphic organizer in order to help plan a piece of writing.
- Using an app such as **Popplet** to complete an outline for a writing topic.
- Reading a text and using a checklist to talk about how it is organized. (Example: *Is there a title? Does it have an opening sentence?*, etc.)
- Recording synonyms and antonyms of words in the margins of reading texts.
- Writing new words and phrases in a vocabulary notebook and then writing a text using three words from your vocabulary notebook.
- Writing a brochure about your opinion on a topic and underlining examples of persuasive language.
- Watching a video about a controversial topic and writing a short essay agreeing or disagreeing with the content presented.
- Exchanging writing in pairs in order to make suggestions about things that could be improved.
- Reading an article and underlining examples of evidence the author gives to support his/her position, then writing a similar position piece while implementing your own examples and evidence.
- Reading a letter to the editor and evaluating the purpose and the effectiveness of the message, using a rubric. Then writing your own letter to the editor while using the rubric as a guide.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	EFL 5.4.3. Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 5.4.5. Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	CEFR: B1.2. Topics: All topics
J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.	

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Curricular Thread 5: Language through the Arts

Evaluation criteria

CE.EFL.5.16. Respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Writing a paragraph to describe the author's intention behind a work of art, story or song.
- Responding to a peer's writing by a video representation.
- Writing a short, fictional story about a teen's unusual vacation.
- Taking pictures to tell a story using a digital storyboard.
- Producing short, creative texts using digital storytelling.
- Converting a corner of the room into a writer's workshop, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.
- Using a checklist to mark off literary elements present in a text. (Example: setting, main character, title, etc.)
- Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.
- Using ICT to research about a topic of learners' choice and writing a short, creative story with the findings.
- Writing a poem or the verses of a song in small groups and performing it for the class.
- Searching for pictures on the Internet or in magazines in order to respond to a peer's writing.
- Listening to a song and inferring if it is happy, sad, etc. Giving reasons for the inference.
- Using a web site such as storybird.com in order to produce and share creative writing ventures.
- Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene.
- Reading a poem and sharing one's own interpretation.
- Rewriting a fairy tale from a modern point of view, using simple ideas and phrases or illustrations.
- Producing a video response in groups to a song sung in class.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	EFL 5.5.1. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	
How the objectives contribute to the exit profile	Indicators for the performance criteria
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	
J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	CEFR: B1.2. Topics: All topics

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.17. Demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing a chart with literary elements from a text. (Example: main character, setting, theme, etc.)
- Reciting a poem, using intonation and gestures to convey the meaning of the poem.
- Identifying a literary tradition from another culture or time period and finding an example of it to share with the class. (Example: haiku, blank verse, a couplet, etc.)
- Predicting the content of a story using the title and pictures.
- Summarizing the main idea of a song.
- Underlining the words in a text that influence the reader.
- Participating in a performance, such as a lip-synching contest or play, and using nonverbal and body language to emphasize comprehension of the subject.
- Miming the actions in a song and then singing along.
- Using feelings and gestures to read a dialogue.
- Reading a class dialogue in three different ways. (Example: reading it as if you were angry, then as if you were sad, and then as if you were extremely bored, etc.)
- Appropriately exhibiting surprise, joy, sadness, etc., in a conversation.
- Brainstorming features and conventions of a genre and then reading an example in order to locate each one. (Example: a fantastical creature in a science fiction story, rhyme in a song, a prince and princess in a fairy tale, etc.)
- Underlining and discussing examples of implied meanings in a short poem.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	EFL 5.5.3. Identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	EFL 5.5.4. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	I.EFL5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	CEFR: B1.2. Topics: All topics

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.18. Use a range of criteria to evaluate and recommend literary texts to others, and recognize how chosen criteria affects evaluation.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Using a checklist to evaluate the work of a performing artist, then recommending his/her work to a peer.
- Using a rubric as a model to write one's own rubric.
- Analyzing three different rubrics and discussing how each one might influence the way it is evaluated.
- Discussing how visual presentation can change your response to a literary text. (Example: listening to a song and then watching the video and discussing how/if your response changed, etc.)
- Sharing learners' stories in pairs or small groups and choosing to represent some through a role play.
- Watching different videos in pairs and writing notes on what is interesting, then working with another pair to determine which video was better and why.
- Reading a classmate's writing and offering a positive observation.
- Underlining literary elements in a peer's text and then comparing them to those in one's own writing.
- Selecting the best criteria from a list in order to evaluate a song or poem.
- Brainstorming your favorite free time activities, then selecting and recommending one for a peer in a video blog.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 5.5.10. Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p> <p>EFL 5.5.6. Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>
CEFR: B1.2. Topics: All Topics	

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

**Evaluation criteria**

CE.EFL.5.19. Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:
 - Using a rubric to evaluate a class project.
 - Evaluating and assessing the effectiveness of group work by answering a set of questions. (Example: *Who always participates? Who gets the things the group needs? Who asks good questions?, etc.*)
 - Selecting desirable behaviors for group work from a list and reaching a consensus as a group for the three most important.
 - Writing a checklist in pairs to use to evaluate another group's project.
 - Searching the Internet for illustrations and examples of effective group collaborations and then sharing why they are effective. (Example: *In this picture, they are sitting in a circle. One person is talking and everyone else is listening, etc.*)
 - Discussing rules and norms for a group project before the project begins. (Example: *Don't interrupt others, Do your work on time, Don't make negative remarks, etc.*)
 - Participating in teambuilding activities. (Example: board relay races, finding things in common, reaching a consensus, etc.)
 - Comparing answers in pairs in order to help each other understand errors or concepts.
 - Teaching a story, grammar point, vocabulary word or topic to a group of peers.
 - Writing the instructions for a DIY project and making the project as a class.
 - Assigning roles for a group project. (Example: deciding who is secretary, who is the organizer, who makes the artwork, etc.)
 - Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class.
 - Creating a poem-of-the-week or story-of-the-month club where learners choose the text and take turns leading the discussion.
 - Reflecting on the effectiveness of the group's work after a project and deciding what changes need to be made in order to improve on the next project.
 - Participating in classroom games in which problem-solving as a team is important.



Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 5.5.7. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p> <p>EFL 5.5.8. Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.</p> <p>EFL 5.5.9. Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, S.2, S.3, S.4, J.3, J.4)</p> <p>CEFR: B1.2. Topics: All Topics</p>

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

J = Justice**I = Innovation****S = Solidarity**

J.1	We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.
J.2	Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.
J.3	We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.
J.4	We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.
I.1	We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.
I.2	We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.
I.3	We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.
I.4	We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.
S.1	We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.
S.2	We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other people and individuals.
S.3	We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.
S.4	We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

6. Glossary

Affective filter: This term was coined by Stephen Krashen. Learners do not digest everything they are taught. Some features are digested, while others are "filtered" out, depending on affective factors such as motivation, attitudes, emotion and anxiety. Krashen suggests that in order for learners to learn better, teachers should try to reduce the affective filter (which acts as a wall to block learning) by reducing negative emotional and motivational factors such as feelings of anxiety, boredom, fear, etc. and instead make learning fun, enjoyable and low-anxiety.

Affective response: A response concerned with learners' feelings, beliefs and attitudes.

Assimilation: This occurs when a sound becomes identical with or similar to a neighboring sound. In other words, the sound is influenced by a sound that comes before or after it, thus changing its original sound and melting into a new one. An example of assimilation is the pronunciation of *handbag* in rapid speech as /hæmbaɛg/.

Authentic: This term refers to texts, tasks and material taken from the real world, created and produced for native speakers of the language, and not manipulated or adapted for learning purposes.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher's direct instruction.

Brainstorming: The process where learners work together freely to contribute their ideas on a topic or subject in order to generate additional ideas and thoughts.

CEFR: The Common European Framework of Reference for Languages

Clay animation: A process using clay figures that are moved and then filmed using stop action animation to create a lifelike look.

CLT: Communicative language teaching, an approach to language teaching which emphasizes communication through interaction and the introduction of authentic texts in the learning classroom.

Coherence: The logical organization and development of a theme in writing.

Cohesion: Ways in which sentences are linked or combined in order to produce a unified text. Some examples of cohesive devices are use of repetition, transition words and pronouns as referents.



Collaborative writing: Writing which is worked on and produced by more than one person.

Cooperative learning: A teaching method in which learners are placed in small groups of different levels and given a task to complete together. Some examples of cooperative learning tasks include jigsaw activities and information gaps. Cooperative learning has been shown to improve intergroup relations, especially among culturally and linguistically diverse learners.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Elision: This occurs when an unstressed vowel or syllable is omitted when speaking, such as occurs in contractions: *I'm*, *she's*, etc.

Extended listening: Listening for enjoyment. Listening for overall meaning rather than worrying about understanding specific details or grammar.

Extensive listening: Listening for gist, or the overall, global meaning of a longer, spoken text.

Extensive reading: Reading for pleasure.

Flipped classroom: A pedagogical approach in which teachers move the direct instruction segment of the class to the individual learning space (e.g., watch a video lesson about the topic as homework), and use the class time to do more interactive and dynamic activities with the teacher present.

Freewriting: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

Gist: The main points of a piece of text (or audio segment).

Global awareness: A frame of reference that embodies tolerance of cultural differences and knowledge of cultures, history and global economic, social and political trends.

Global education: An approach that fosters cross-cultural awareness, cooperation and understanding.

Graded: Language or text that has been adapted for language learners and targets the specific language level of the learner.

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Graphic organizer: A graphic organizer is a type of visual support used to express knowledge, concepts, thoughts and ideas and the relationships between them. Examples of graphic organizers are: concept maps, knowledge maps and story maps.

Information gap activity: A type of activity where learners must fill in missing information, with each learner holding a part of the information that the other learner does not have. Learners communicate with each other in order to obtain the information they are missing and be able to complete the task.

Intensive listening: Listening for specific information and details.

Jigsaw activity: A **cooperative learning** technique where learners work in groups to teach each other something. Each individual learner is assigned one part of the task and must become the expert on it in order to teach the other members of the group.

Journal writing: Writing in a journal in order to practice freewriting, express thoughts and reflect. The learners receive feedback from the teacher on a regular basis.

KWL chart: A graphic organizer used to activate background knowledge. It consists of three columns. In the first column, learners write what they *know* about the topic. In the second column they write what they *want* to know about the topic. Finally, they read the text, and in the third column they write what they *learned* about the topic.

Learner-centered: Also known as student-centered, this refers to the approach in which the focus is on the learners as opposed to the teacher. In a learner-centered classroom, students' goals, needs and interests are given priority and the teacher becomes a facilitator of learning rather than a director of learning. In learner-centered classes, learners are actively involved and spend more time talking than the teacher.

Learning logs: A record of one's responses to learning challenges. In a learning log the learner records, structures, reflects upon, plans and provides evidence of his/her own learning.

Outlining: The process a writer uses to categorize main points, organize paragraphs into a logical and cohesive order and make sure that each paragraph/idea can be fully developed. It essentially provides a map of where the writer will go with the essay.

Process writing: An approach to writing in which learners work through the various stages of the pre-writing, writing and revision and editing stages.

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



Rapport: The relationship and connections established between two or more people, especially a harmonious or sympathetic relationship.

Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Recall: The ability to bring a memory of a past learning event to mind.

Repair strategies: Strategies used by learners in order to resolve conversational problems in speaking, hearing and understanding. Some examples of repair strategies are: asking for clarification, requesting a translation or definition and making a request for repetition.

Scaffold: A technique teachers can use in order to help support student learning. Some examples might be providing visual support for a text or breaking a larger task down into more manageable parts that can be completed separately.

Scanning: A reading strategy that involves looking for a specific fact or piece of information in a reading text, without having to read everything.

Schema: A learner's previous, background knowledge. It considers what learners know about a topic before they come to class. Current learning theory builds from the fact that we construct meaning by connecting new learning to old learning.

Self-correct: The ability to correct or compensate for one's own errors, without outside help.

Self-monitor: The ability to observe and regulate one's behavior in order to accommodate social situations.

Semi-authentic: A text created primarily for language learners, based on original language materials but adapted to fit curricular needs.

Skimming: A reading strategy that involves looking for the main ideas in a reading text, without reading everything.

SQ3R reading strategy: A reading comprehension strategy that helps learners think about the text they are reading during the reading process. The five steps are: Survey, Question, Read, Recite, Review.

Stop action animation: An animation technique that physically manipulates an object and then films it so that it appears to move on its own.

Storyboarding: Most commonly a visual sketching out of the plan for a video

Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

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Content

First
Bimester

Second
Bimester

Answer Key

Bibliographic
References

Study
Resources

Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO



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Guide Content