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Modalidad Abierta y a Distancia



Itinerario I-Curriculum Foundations, Principles and Issues

Guía didáctica

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Itinerario I-Curriculum Foundations, Principles and Issues

Guía didáctica

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

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Universidad Técnica Particular de Loja



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1. Informative data

1.1. Course presentation



1.2. UTPL generic competencies

- Research and innovation orientation
- Critical and reflective thinking
- Commitment and social involvement

1.3. Specific competencies of the Program

- Integrates pedagogical, linguistic, didactic and curricular knowledge that allow, the updating of designs, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreign language in a practical and systematic way, based on the development of critical thinking, reflective, creative and experiential thinking, in relation to the development of the person and its context.
- Organizes the curricular designs and the management of English learning focused on students, taking into consideration the interaction

with the institutional, community and family contexts. This is achieved through practice, links with the community, research and innovation, to foster interculturality, inclusion, democracy, and methodological flexibility in education.

1.4. Issues addressed in the course

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge on the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and comprehensiveness of personalized learning experiences.



2. Learning methodology

The methodology to be used in this course will be Self-learning. This learning method has been chosen because it allows students direct their own studying since they are able to take control of what and how they learn in an autonomous way. For students to be successful in self-directed learning, they will be engaged in an active learning process to gain self-awareness, self-reflection and self-evaluation of their learning goals and progress throughout the course. Through this approach, learners will understand ideas on their own, apply knowledge to new situations and use novel examples to explain concepts and issues involved in EFL curriculum design and implementation.

Thus in order to achieve the learning outcomes of this subject, the students will be supported by the tutor, who will provide guidance and feedback. Besides that, different activities will be proposed in the syllabus through the Self-learning methodology. Technological resources and teaching strategies (questioning, researching, constructive criticism, among others) will be introduced in the course in order for students to have a variety of options to learn the different contents of the course. Being, Self-learning an independent approach, it demands high commitment from students to work hard and perform efficiently to achieve their professional goals. However, the flexibility of this methodology will expand learners' opportunities to acquire knowledge autonomously considering their own learning style and pace.



3. Academic guidelines per learning outcome

Learning outcome 1 & 2



First bimester

- Identifies different curriculum theoretical foundations and applies in the teaching-learning process
- Exemplifies the relation among theories, curricular and pedagogical approaches.

Contents, resources and recommended learning activities

These learning outcomes will be reached by having students analyze in-depth curriculum foundations principles and issues, as well as to integrate them in the process of designing EFL programs and courses. To master the knowledge about the different stages of language curriculum design shape the designing of English courses according to social, political, economic, historical, and cultural contexts.



Week 1

Unit 1. Language curriculum

Welcome to the study of Curriculum and materials course. Let's get ready. It is time to look for a quite but comfortable place equipped with all material you need to read, research, and learn about the different aspects involved in the curriculum design process and in the designing of teaching. In this unit, you will have an overview of curriculum constructs and the process of language curriculum design.

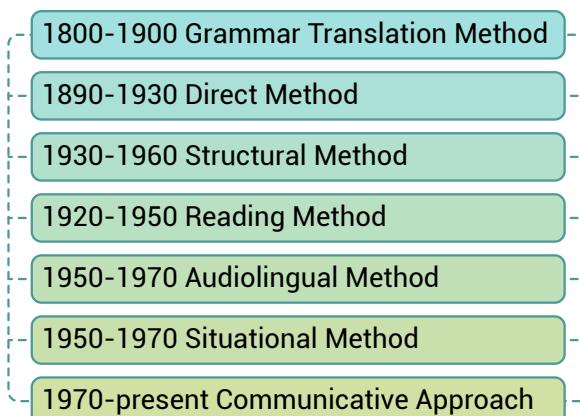
1.1. Historical background of Language Curriculum development

Curriculum has been a field of study that has had a great impact within the educational context. According to Richards (2017), the history of curriculum development in language teaching began in 1960s, though issues related to syllabus design have emerged much earlier.

Looking back at the history of language teaching, it can be found that there is no agreement on which one is the best method to teach a language. Thus, a lot of teaching approaches and methods have emerged, changed and evolved as a result of the need to find the best way to teach a language. The following figure illustrate some of the most common ones:

Figure 1.

Language teaching methods



Note: Language teaching methods chronologically organized according to Richards (2010).

Nowadays, there is a need to fit into the globalized world, in which communication in English has become very important. That is why, English teachers, linguists and people interested in this field continue looking for the best teaching method to cope the current needs. Consequently, new methods of teaching English in the modern classroom have emerged. Among the most used are: Task-based Approach, Project-based Approach, Flipped Classroom, and CLIL approach.

Now, let's analyze more in depth the definition and importance and scope of curriculum in English language teaching.

1.2. Definition and importance

Dear students you might be wondering what curriculum means and why it is important for pre-service EFL teachers to study curriculum foundations, principles and issues. In order to answer those concerns, it is important to start analyzing the concept of curriculum to know what we meant by curriculum, what it involves, and who is involved.

According to the New Oxford American Dictionary, the word curriculum comes from the Latin **curricule**, meaning “course, racing, chariot,” and from **currere**, which means “to run.” A wider definition of curriculum is provided by Oliva (2005) who states that curriculum comprises plans presented in a written form with varied scope, that present the desired learning experiences. It may enclose a unit, a course, a sequence of courses, or the school’s entire program of studies. On the other hand, Ornstein and Hunkins (2018) states that curriculum can be narrowly defined as the group of subjects taught in schools, or broadly, as a field of study with its own foundations, domains, theories, and principles. Meanwhile, Nation and Macalister (2020) defines it as a systematic process

Important!

From the definitions above, it is evident that there is no a precise definition of curriculum but what can be clearly noticed is that every educational institution has a planned, formal acknowledged curriculum, but also an unplanned, hidden curriculum. In short, the term curriculum can be narrowly applied to refer to the syllabus designed for a specific course, to the set of subjects of a program at school, or broadly, to general education training programs set by the state or government which involve teachers, students, stakeholders, and society in general. It also encloses all the learning experiences of individuals not only in school but also those experiences that result as part of the interactions within the society.



Therefore, the importance of curriculum lays on the fact that, it is the central guide for all educators. It provides the framework about what is essential for teaching and learning in any specific area. For example, in the field of English as a foreign language teaching curriculum includes the goals, methods, materials and how to assess students' learning, so that every student has

access to rigorous academic experiences. That is the reason why, school system must run on a certain curriculum and it can never run without acknowledging the importance of curriculum.

1.3. Foundations of language curriculum

The designing, implementation and evaluation of curriculum at any level is based on the philosophical, historical, psychological and social foundations of curriculum which set the external boundaries of the knowledge of curriculum and provide the framework that guide the theories, principles and issues of curriculum. The information below summarizes the implications of those foundations in the curriculum design, implementation and evaluation.

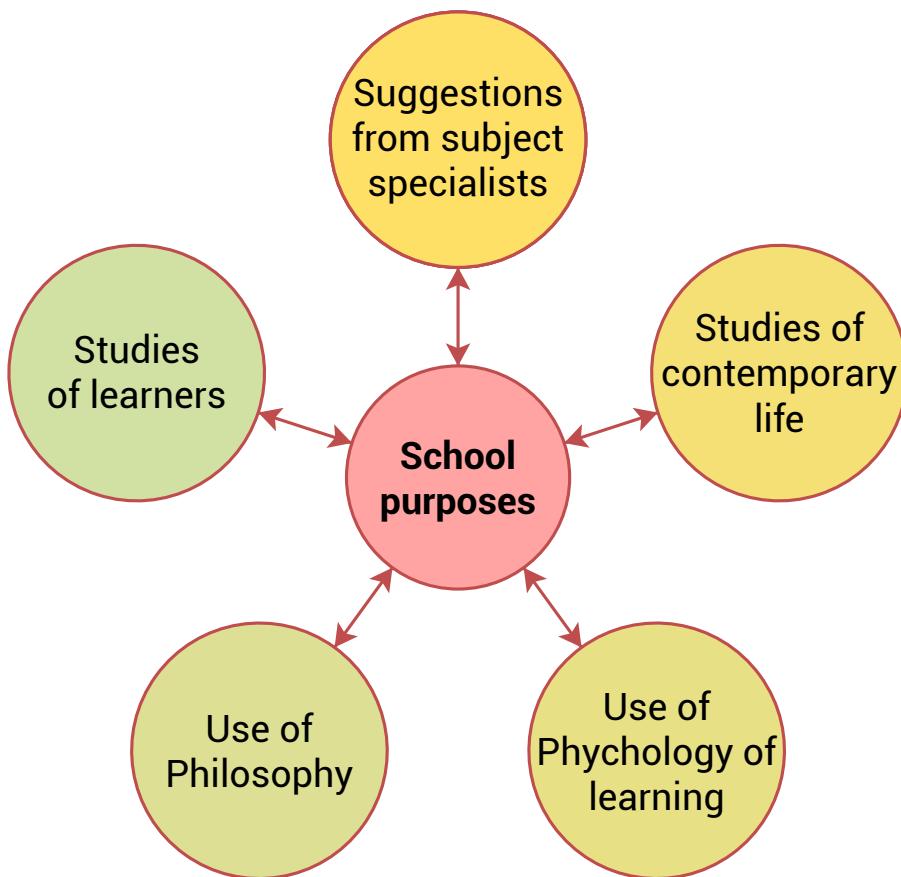
Philosophical foundations

Philosophy is central to curriculum. It provides teachers, educational authorities, and curriculum designers with a framework for organizing schools and classrooms. The philosophical foundations influence directly on people's beliefs and values which help to determine the driving purpose of teaching, as well as the roles of people involved in the curricula. The goals, content teaching and learning processes, experiences and activities for teaching programs and courses are derived from the philosophy.

In the context of curriculum design, the function of philosophy's is conceived as either the starting point of curriculum development, or as a function which works interdependent with other functions of curriculum. Tyler's curriculum framework states a close relationship between philosophy and school purposes as illustrated in figure 2 below.

Figure 2.

Tyler's view of philosophy in relation to school purposes.



Note: The figure presents the relationship between philosophy and school purposes

As you can see Tyler considers philosophy as the main criterion to shape the educational aims and goals to achieve learners. The major philosophical viewpoints that have emerged within the curriculum field are idealism, realism, pragmatism, and existentialism.

Important!



For further information, I invite you to [analyze the major philosophies](#) and their role in language curriculum design.

The resource summarizes the two most common traditional and modern philosophies and their emphasis on curriculum design and development.

Historical Foundations

Generally speaking, curriculum's historical foundations are rooted to colonial days. Educational experiences, especially reading and language skills have been basic to American education and the elementary school curriculum (Ornstein and Hunkins, 2018).

Curriculum is dynamic and researchers are constantly finding new ways to teach and update the curriculum at different level. Thus it is very important to see how it has evolved to meet the needs and current demands of the society been served. The history of the curriculum tells the curriculum planner how to develop and modify the curriculum. Past experiences help identify the best practices to incorporate in the curriculum teaching, as well as the teaching practices that need to be avoided.

Now, Let's analyze the following site [Historical foundations of curriculum](#) where you will find information about the transition from traditional, standardized curriculum to the modern curriculum in the following starting from the colonial period up to the emerging progressive reform movement of the 20th century.

I am sure that after checking the resources above you understand better the reasons why historical foundations provide curriculum makers, authorities and teachers the foundations for shaping the curriculum and patterns, as for example why there was the need to move from teacher center curriculum to learner center curriculum. Remember that if you have difficulties understanding any topic you can contact me to clarify your doubts or concerns.

Psychological foundations

Psychological foundations play a vital role in curriculum since they highlight the learners' differences. Every student is different in nature, thus he has its own unique personality and they have different skills and learning styles. Therefore, the curriculum should be designed to cope with those needs and support the students' abilities as well as their potentialities.

The foundations derived from Psychology help all fields of education, they are applied not only in practical classroom situations but in every part of the curriculum development process. The teaching methods, the theories of

learning, contents, and the overall development of curriculum are based on Psychology.

Now, I invite you to identify the major psychological theories of learning theories and principles in the following video [Psychological Foundations of Curriculum Development](#).

As you can see, the role of psychology in the development of the curriculum is and it is becoming increasingly more meaningful and inevitable. The information provided in the video allows you to understand why educational psychology supports curriculum particularly in the setting of objectives considering the characteristics of the students, the learning processes, and the selection of the most suitable teaching methods.

Social foundations

Dear students. Let's start the study of this topic by answering these questions: Why does school exist in society?. What is the relationship between society and curriculum? Were you able to answer the questions above? If not, let us look for the answers or for further information to reinforce your knowledge.

Any discussion about curriculum should consider the relationship between educational institutions and society because curriculum decisions take place in complex social contexts where the needs of society impose the current demands from schools. According to Print (1993), society and culture influence greatly on the curriculum because there is the need to safeguard cultural heritage. In effect, the social and cultural beliefs influence the designing and development of curriculum and curriculum planners, and teachers are responsible for translating those traditional norms, philosophies, ethics, knowledge, and attitudes in the curriculum.

In this sense, being curriculum developers and teachers the part of the society that directly or indirectly influence the kind of education, their beliefs and cultural issues determine the social paradigms to be considered when shaping curriculum as explained in the following video [Changing education paradigm](#).

In the video you could realize how social issues influences schools and curriculum decisions. Being aware of the sociological and cultural aspects at national and local context, enables people involved in education to

determine what aspects of society to transmit to current or future learners or to determine what needs to be updated or innovated. I am sure that now you have a clearer picture about the relationship between social foundations and curriculum.

In sum, curriculum design, implementation and evaluation is based on philosophical, historical, psychological, and social foundations which determine the theories and principles to make decisions based on the needs of the society and context. Within this process the role of Principals, students and teacher' role is vital because they are the main agents for the curriculum to take place.

The main players in curriculum shaping are curriculum designers, supervisors, curriculum leaders, educators, specialists in disciplines, and learners of curse who are the reason why curriculum exists. Anyone involved in curriculum development, implementation or evaluation play fundamental roles and responsibilities for the success or not of the curriculum.

Dear student, now it is time to know if you have satisfactorily learned what you have studied in this unit. Thus, I encourage you to take the following self-evaluation.



Self-assessment Unit 1

1. _____ focuses on determining what knowledge, skills, and values students learn in schools, what experience should be provided to bring intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.
 - a. Syllabus.
 - b. Curriculum design.
 - c. Environment analysis.

2. The period in which education was basically focused on reading, and writing with some arithmetic was the _____ period.
 - a. modern.
 - b. post-modern.
 - c. colonial.

3. _____, known also as experimentalism, is based on change, process, and relativity
 - a. Existentialism.
 - b. Realism.
 - c. Pragmatism.

4. _____ is concerned with the question of how people learn, and this area of knowledge contributes to the design and delivery of curriculum.
 - a. Sociology.
 - b. Psychology.
 - c. Philosophy.

5. _____ bring the curriculum to life through instruction.
 - a. Learners.
 - b. Teachers.
 - c. Principals.

6. The “hidden curriculum” refers to the _____.
- lessons that are informally and unintentionally taught.
 - purposeful topic taught in a well-planned lesson.
 - lessons explicitly included in the written planned curriculum
 - the type of contents that are adapted from a textbook.
7. In the context of curriculum design, _____ must keep up to date on social and developmental theories, understand both the modern and the postmodern family, and process the challenges of moral and character education.
- specialists, teachers, and administrators.
 - historians, philosophers and curriculum planners.
 - lesson planners, psychologists and teachers.
8. Complete the following statements. Use the following words:

existentialist	curriculum	philosophy	culture
----------------	------------	------------	---------

- The _____ of a particular school and its officials influences the goals, content, and organization of its curriculum.
- An _____ curriculum consists of experiences and subjects that lend themselves to individual freedom and choice.
- On a broad level, a _____ reflects the national _____ in which a school operates – different countries have different expectations of their students, even if teaching practices are similar.

Decide if the following statement is True or False

9. () Why is philosophy central to curriculum design and delivery? The teaching of values and intergroup relations is a good example of what “hidden curriculum” implies.

10. Write the role of philosophy in curriculum designing

Answer Key

Congratulations!



Week 2

Unit 2. Curriculum design

In unit 2, you will learn about the components of curriculum design, the parts of the curriculum process, the complexities behind the curriculum design and the factors that affect the success or not of language curriculum design.

Important!



The contents to be studied in this unit are broadly explained presented in the textbook: Language Curriculum Design. Read attentively the information. Remember that the use of study strategies facilitates you to find out and summarize the most relevant information. Let's start!

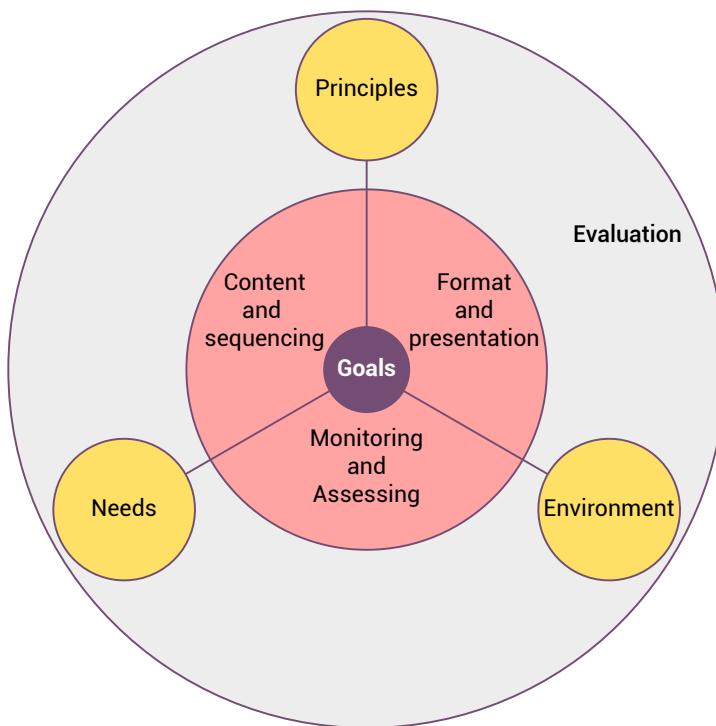
2.1. Overview of parts of the Curriculum Design Process.

Curriculum design is a fundamental but complex process which influences education at national, institutional, local and classroom level learning. Though curriculum is commonly understood as the lessons and academic content taught in a school, there are other components (objectives, content, evaluation, etc.) which interrelate among themselves to address the essence of curriculum design.

It is important that you keep in mind that philosophical, historical, psychological, social foundations, and even the individual learner should be considered, when designing curriculum; this will assure that peoples' needs and beliefs are addressed. The following figure illustrates the parts of the curriculum design process proposed by Nation and Macalister.

Figure 3.

Parts of the curriculum design process proposed by Nation and Macalister



Note: The figure illustrates the curriculum design model proposed by Nation and Macalister which consists of three outside circles and a subdivided inner circle where the objectives are the center of the whole process.

After analyzing this Figure 3, you can realize Nation and Macalister (2020) proposes a three-part shape language curriculum design model presented in three outside circles and a subdivided inner circle. This cyclical model shows the relationship that occurs in each of the outer circles and in the large inner circle, as well as in the way how the three outer circles connect to the inner circle.

The **goals** are the center of the curriculum design which directs the designing and shaping of the rest of the parts of the curriculum. The **principles, environment, and needs** included in the outer circle involve practical and theoretical considerations that influence directly in the way how **content and sequencing, format and presentation, and monitoring and assessment** will be defined and taught. Finally, responsible curriculum design includes ongoing **evaluation**; that is the outer circle which encloses all the parts of the process.



Dear students, read chapter one in your textbook, there you will find further information of each one of the parts of language Curriculum Design.



Week 3

2.2. Environment analysis

Before focusing on this topic, let's think about the following two questions:

What is environment analysis? and Is Environment analysis also called situation analysis? Confirm your answers or ideas about this topic by reading the section *environment analysis* in your textbook and the information provided below.

In the context of curriculum design, **environment analysis** also called “situation analysis” (Richards, 2001) is an analysis of the factors or constraints that may influence positively or negatively on the success or not of curriculum. The contexts for language programs are diverse, thus the factors that can potentially favor or hinder the results are also varied.

Important!



Environment analysis involves the study of the potential impact of societal factors, project factors, institutional factors, teacher factors, learner factors, adoption factors on the curriculum project (course or program).

2.2.1. Social factors

The community and the context where an EFL program or course is taught differs greatly in terms of the reason why the language is learned, the cultural issues, factors on language curriculum is to find out how unemployment patterns, social values, educational policy, economic growth and family relationships, learners' interest, and community expectations of schools, among others impact on language teaching.

2.2.2. Institutional factors

Considering that a language teaching program is delivered in educational institutions such as a university, school, high school or language institute, there is an array of societal factors to consider when designing or developing curriculum like. Each educational institution has its own philosophy, policies, facilities, driving force, commitment, leadership, administrative and academic staff which deserve special attention from the part of the curriculum designer; this way, strategies to lessen their impact or to enhance positive effect can be proposed.

2.2.3. Teacher factors

Being teachers, the key factor in the delivery and implementation of any language curriculum program, it is fundamental to analyze the amount and quality of faculty members to take part in the program in order to ensure the success of the program (Richards, 2001). In this context, some of the teachers' aspects to analyze include their background, experience, training, proficiency level, teaching skills, beliefs, interest, commitment among others.

2.2.4. Student factors

Learners are the reason why curriculum programs and courses exist; thus they strongly affect the outcomes of an EFL program. Among the most relevant learner factors are learning experiences, motivation, expectations, learning styles, age, and language proficiency level.

As mentioned earlier, “environment analysis” is a part of the process of designing an English course in which factors, as the ones above mentioned, strongly effect on decisions about the goals, contents, methodology, and assessment of the course, are identified in order to guarantee the usefulness of an English course. Now, it time to broad your knowledge about this topic by reading the information in the textbook and by watching the following video [Assessing the Environment for Curriculum Development](#) which provides you more explanation and examples of social, institutional, learners, and teacher factors from which a variety of particular constrains are also derived.

As a curriculum designer or teacher, you must consider all the factors that affect the curriculum design in order to guarantee a well-design course; however, the importance of a factor depends on: a) whether the course will

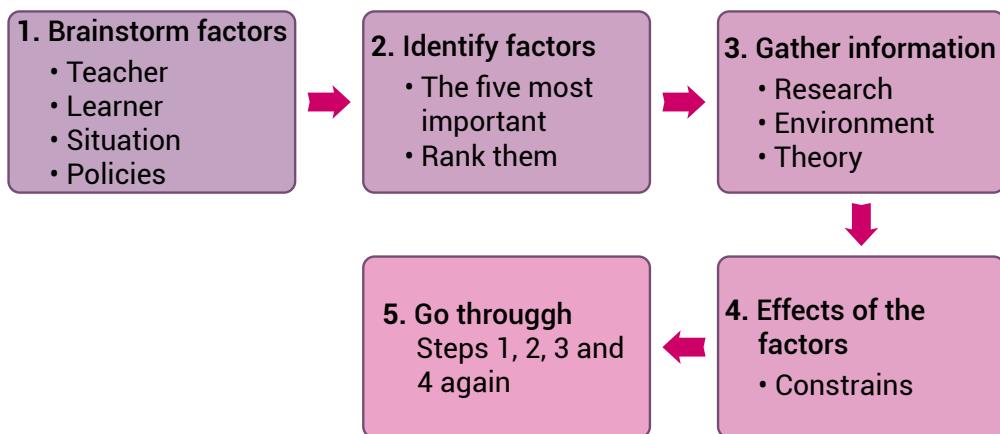
still be useful if the factor is not taken into account, and b) how large and pervasive the effect of the factor on the course will be.

2.3. Steps in environment analysis

In order to identify the factors that facilitate or constrain the curriculum development Nation and Macalister (2020) propose following steps in figure 4:

Figure 4.

Steps to identify the factors



Note: Five steps starting from a brainstorming help to identify the factors in a needs analysis



Suggested activity

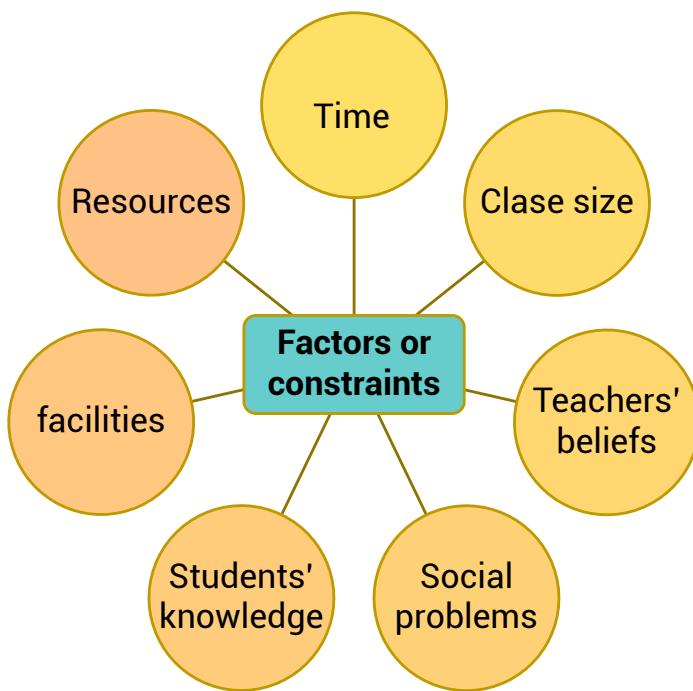
Identify examples of factors or constraints that can hinder language curriculum success in a school or high school located in your community.

To complete this task, you have to:

- Read the information about Environment analysis in your textbook
- Research other sources
- Look for examples of factors that must be considered in the curriculum design process to complete the following graphic organizer:

Figure 5.

Graphic organizer about curriculum constraints



Note: The graphic organizer illustrates some examples of factors that affect curriculum

How did it go? I am sure that very well. As you could realize after reading information about this topic, the importance of environment analysis is that it enables curriculum designers to create suitable, practical and realistic courses or programs for teaching English as a foreign language.



Remember that you are not alone in this learning process. If there is any doubt do not hesitate to contact your teacher by phone or mail. Check the syllabus of the course which provides you a detailed guide of the content and activities (graded and non-graded) planned for each week. Besides that, you have to study the information provided in your textbook there you will find further explanation and examples that will facilitate you to achieve the learning outcomes set in this course.

Congratulation! you have finished the study of unit 2. Now, check how much you have learned about situational analysis by answering the following self-assessment.



Self-assessment Unit 2

Decide if the following statements are True or False. Then write T or F in the parenthesis.

1. () One of the main purposes of Environment analysis is to ensure that the EFL course be usable.
2. () The teachers' lack of training influences on the philosophy of the EFL program.
3. () The views of parents and learners as part of a specific community may facilitate or hinder the outcomes of an EFL course
4. () Institutional factors influence on the format and presentation of a language program.
5. () In a class where we have students with different levels of English proficiency, one way to solve the influence of this factor is planning teacher-centered than group or pair work.
6. The three major parts of the curriculum design model are:

 - a. needs analysis, environment analysis and principles
 - b. evaluation, language curriculum, and teachers' experience
 - c. Time constraints, needs analysis, and situational analysis
7. Select the best alternative to lessen the impact of the following factor:
Limited class time and contact time with English.
 - a. the activities should be fun so that the learners look forward to doing them for their own sake
 - b. The activities should be meaning-focused, and language – focused activities which should mainly involve correction.
 - c. Learners should be given extra contact with English

8. Which of the following examples belong to environment constraints:_____.
- Target language studied, group and individual attitudes, and needs analysis
 - Time available, cultural background, effects of the first language on the studied language, and special purposes.
 - Content and sequencing, format and presentation, and monitoring and assessment
9. When determine _____groups like policy makers, politicians, parents, citizens and the community should be addressed.
- social factors
 - institution factors
 - learner factors
10. *Environment analysis* is also called _____.
- Language curriculum design
 - Situation analysis
 - General factor

Answer Key

Good job!



Unit 3. Need Analysis and its impact on language curriculum design

The only way to assure the relevance and usefulness of a course is by determining the real learners' needs. Thus the objective of this unit is to examine the range of information that can be gathered in needs analysis and provide you both theoretical and practical knowledge to conduct need analysis, this way you will be able to create or renew effective language courses.

3.1. Needs Analysis

Need analysis is a research process aimed to discover the needs of a specific group of learners to determine which the particular needs, lacks and wants are. A good understanding of learner needs can contribute to successful course planning and delivering, this way. It is a cyclical process that provides relevant information in order for the teacher or course designer to be able to make decisions about the goals and contents of a language program and core subjects or courses. In this sense, the term "**needs**" is used to refer to learners' requirements, lacks, wants, desires, demands, motivations or expectations, and lacks.

According to Richards (2001), Needs analysis was introduced into language teaching through English for Specific Purposes in the 1980s. Now, it is widely used as a basic part of language curriculum design process to gather information about objective and subjective needs of the target group of learners who will the course be designed for.

However, knowing students' necessities and target goals is not enough to create a course or program, it is also necessary to know what the learner knows already; so that we can decide what they lack to learn or master in terms of language learning.

Note: As a future English teacher you will be involved in situations in which you will need to conduct needs to design or implement language courses because you will be prepared for that, all what you have to remember is

that the outcomes of need analysis will be related to what is necessary for students to learn, what target learners lack, and what they wish to learn.

Exercise!



Now, based on what you understood from the contents above and the information explained in the textbook regarding the different focus of needs analysis, I invite you to analyze the questions that are usually raised in an analysis of target needs.

How did it go! I am sure that very good. You could think critically on questions like “Where will the language be used?” or “What language uses is the learner already familiar with?”, information that affects making decisions on goals, content, or teaching methods.

3.2. How to conduct needs analysis for curriculum design

A needs analysis may be conducted for a variety of different purposes and uses. For example, Ecuadorian curriculum officers in the ministry of education may conduct need analysis to evaluate the adequacy of existing syllabus, curriculum, and materials for teaching English in high schools or universities. In the same way, linguists and researchers who write textbooks, educational academic commission members who want to improve English teaching, or renew curriculum at schools, high schools or universities must also rely on the results of needs analysis to make decisions on language curriculum.

Remember that despite the purpose of needs analysis, you need to have a clear purpose in mind when conducting needs analysis. You have to clear about the target population about whom information will be collected (language learners or potential language learners), as well as the current interests and experiences of the students being involved in a course; this way, valuable information can be gathered to create more effective language courses, thus respond the needs of the target group of learners, context and society.



Dear students, it is time to read the chapter titled “Needs Analysis” in your textbook to expand your knowledge about this part of the language curriculum design in order to properly determine what needs to be learned and what the learners want to learn.

Let’s move to the next topic to learn about tools and instruments to use when conducting needs analysis.

3.3. Needs Analysis Tools and instruments

Needs analysis can take place prior to during or after the designing or of a language program. It implies a systematic process with the following key aspects illustrated in Figure 6. Therefore, considering the importance of needs analysis, it is advisable to use different instruments and sources to collect data to triangulate the results and get more valid and reliable results.

Figure 6.
Issues involved in Needs analysis



Note: Conducting needs analysis requires to consider different issues as the one illustrated in this figure.

Was this information useful? Is the summary of the information presented in the figure above ease to remember? I am sure you found it useful and helpful. Language courses must be designed on the basis of good needs analysis conducted from a variety of perspectives. Therefore, it is absolutely necessary to evaluate it before starting to design a course. Do you agree? I think so!

Keep in mind that needs analysis may be conducted for a variety of purposes, thus the informants and procedures may vary, and the results be differently used. If you have difficulty understanding how to approach needs analysis, don’t worry! Information in your textbook will help you to comprehend better this topic. You will also find further information in the weekly announcements and through the tutorial available every week. You can also contact me via e-mail for further help.



Suggested activity

Apply the steps to conduct needs analysis for designing a course for teaching English to high school students.

Follow these strategies to complete this task.

- Read the information about needs analysis and analyze the examples proposed in your textbook
- Analyze the following example of needs analysis titled [A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs](#)
- Then complete the task proposed at the of chapter 3 in your textbook.

Note: answer the activities in a notebook or word document.

Did you like the completion of this activity? I think that through the analysis of the example you could realize how to determine students' needs, lacks and wants. Furthermore, you were able to put into practice all what you have learned in this unit to conduct needs analysis for creating needs analysis based EFL courses.



Self-assessment Unit 3

Decide if the following statements are True or False. Then write T or F in the parenthesis.

1. () Needs analysis is a process aimed at discovering the parts of the curriculum design process.
2. () The findings of needs analysis must be balanced against constraints found in environment analysis.
3. () A useful question for gathering information about language in needs analysis is ***How will the learner use the language?***
4. () An English teacher who designs a course for immigrants and a course for medical students can choose the same contents and approach for both groups.
5. () A needs analysis is valid when it shows relevant and important information to be used as the basis for language course design.
6. () Self-report, observation and proficiency tests are types of need analysis.
7. () Information in needs analysis could be obtained from a variety of sources like: samples of writing, tests, questionnaires, surveys, reports by teachers, opinions of experts.

Complete the following information

8. List the steps that you will follow in order to conduct needs analysis.
-

9. Write some examples of lacks that can be found through needs analysis.
-

10. Complete the following information about needs analysis

Type of need	Method of data collection	Example
Answer Key		



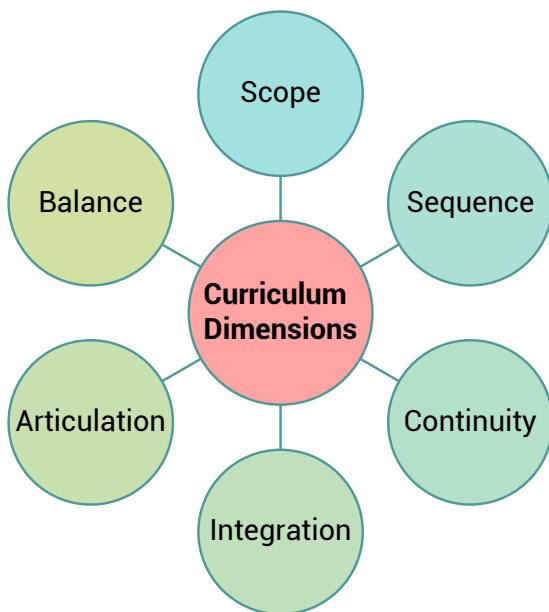
Unit 4. Guidelines for language curriculum design

The language curriculum structure is the result of curriculum design and reflects the relationship among its components. In this unit you will learn about those components: scope, sequence, continuity, relationship, integration, articulation, and balance. Additionally, you will study the principles of teaching and learning that provide a basis for curriculum design, implementation and evaluation.

4.1. Curriculum dimensions

When creating a language program or course, curriculum planners and teachers should consider each one of the dimensions. Do you know which those dimensions are? If not, please check the following figure and resource: [Dimensions of curriculum design](#).

Figure 7.
Dimensions of curriculum design



Note: Linkage among curriculum dimensions

Scope

The scope dimension refers to the breadth and depth of content and skills to be included in a language course or program. It reflects the architecture of a language courser or program. It includes all the types of educational experiences created to engage students in learning; therefore, learning's cognitive, affective, and psychomotor foundations must be considered.

Sequence

This dimension is very important because it is necessary to sequence and organize the contents to be taught the learner's needs, age and the purpose of the course. Morrison et al. (2007) define sequencing to foster cumulative and continuous learning, thus guaranteeing learning outcomes.

Continuity

Curriculum continuity involves two dimensions: horizontal continuity encloses integration and continuity) meanwhile vertical continuity comprises continuity and sequence of curricula (Ornstein & Hunkins, 2020). This design dimension ensures the integration of written curricula, operational curricula and learning experiences.

Integration

Curriculum integration encompasses a solid unity and linking among all the parts of the Curriculum, so that it provides a framework through which state or district standards and benchmarks can be met. For this reason, curriculum planner and teachers must have the standards and benchmarks firmly in mind when planning EFL language programs. In other words, integrations foster meaningful learning experiences.

Articulation

In the curiculum context, articulation is closely related to sequence. It refers to the vertical and horizontal interrelatedness of the different elements of the curriculum, that is, to the ways in which curriculum components occurring later in a program's sequence relate to those occurring earlier (Ornstein and Hukins, 2020).

Balance

As mentioned earlier, language curriculum design is a serious process which requires to be managed with a lot of responsibility for this reason, the curriculum must be designed so that is aligned to standards, state assessment specifications and other specifications to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries.

A well-designed curriculum evidences the integration of all the dimensions previously described.

Now it is time to analyze methods and its relation to language teaching principles.

4.2. Methods and principles

The process of language teaching development began in the twentieth century with the recognition of language teaching as a profession. And central to this process was the emergence of the term methods of language. In fact, the introduction of the method concept in teaching has powerfully influenced the teaching of English throughout the history. Moreover, much of the impetus for the tremendous changes in approaches to language was proposed by applied linguists based on the teaching methods.

Generally speaking, curriculum is seen as a set of courses, course work, and content offered at any educational institution. It also encloses the methods, assessment and material used in instructional courses. How much do you know about this! Let's see:

Is curriculum design based on any principle? If so which are they? Do language teachers follow a specific method or approach in their language teaching?

Were you able to respond these questions? Were they easy to answer? I hope you did a good job.

If not, do not worry! You can confirm the answers for the questions by reading the information in your textbook.

As you could realize a "*method*" approach to curriculum is not necessarily be adhered to a method (i.e. total physical response or functional approach)

since its role is just to suggest small changes in format and presentation but not in selection of the content to be taught or in how it might be monitored or assessed. Thus, it is necessary to base a curriculum design on suitable research and theory. One of the best ways to assure certain desirable qualities of course is by resting them on principles.

4.3. The Principles of language teaching

The process of language teaching development began in the twentieth century with the recognition of language teaching as a profession. And central to this process was the emergence of the term methods of language. In fact, the introduction of the method concept in teaching has powerfully influenced the teaching of English throughout the history. Moreover, much of the impetus for the tremendous changes in approaches to language was proposed by applied linguists based on the teaching methods.

Generally speaking, curriculum is seen as a set of courses, course work, and content offered at any educational institution. It also encloses the methods, assessment and material used in instructional courses. How much do you know about this! Let's see:

Were you able to respond these questions? Were they easy to answer? I hope you did a good job. If not, do not worry! You can confirm the answers for the questions by reading the information in your textbook.

As you could realize a "*method*" approach to curriculum design needs not to be adhere to a method (i.e. total physical response or functional approach) because they only suggest small changes in format and presentation with no changes in the selection of what is to be taught or in how it might be monitored or assessed; but not considers all the aspects implied in curriculum design. Thus, it is necessary to base a curriculum design on suitable research and theory. One of the best ways to assure certain desirable qualities of course is by resting them on principles.

4.4. The twenty principles

The focus on the course design can be based on a pedagogical perspective, a leaning perspective, or a more philosophical stance on principles

considering the nature of language, the nature of learning, and the role of the culture.

The principles described here are based on a pedagogical perspective and are unique to language teaching. Let's take a look at the twenty principles proposed by Nation & Macalister (2010). These principles have been divided into three groups: a) content and sequencing, b) format and presentation, and c) monitoring and assessment.



Look for more detailed information, in the textbook Language curriculum design. There you will find the explanation of the twenty language principles and how to integrate them in language curriculum design. While reading, I recommend underlining the most relevant ideas to understand better the following visual aid.

Figure 8.
Language principles

Content and sequencing	Format and presentation	Monitoring and assessment
<ul style="list-style-type: none">• Frequency• Strategies and autonomy• Spaced retrieval• Language system• keep moving forward• Teachability• Learning burden• Interference	<ul style="list-style-type: none">• Motivation• Four strands• Comprehensible input• Fluency• Output• Deliberate learning• Time on task• Depth of processing• Integrative motivation• Learning style	<ul style="list-style-type: none">• Ongoing needs and environment analysis• Feedback

Note: Principles organized considering content and sequencing, format and presentation and monitoring and assessment

Dear students, in order to expand knowledge about the way how those principles are applied in a real course design, please visit the REA: [Advanced Reading and Writing II](#). Analyze and list the principles that were applied in the designing of that course.

How did it go? I am sure the analysis of this course allowed you to reinforce your knowledge on this matter.! As you could see, any English course must be organized based on the curriculum foundations and principles like frequency, strategies and autonomy, language system, among others.

Remember to check the announcements on the EVA or contact your teacher if you need more help.



Suggested activity



Identify the application of Ellis's principles in the following case study: [Application of Ellis's Principles for Effective Instructed Foreign Language Learning in Iranian Language Institutes and High Schools](#)

Strategies

- It is worth looking at other researchers' lists of principles to see how they differ from the ones studied in this unit.
- You can research look for more online case studies or check the resources available in the [UTPL library](#).
- Identify the way how Ellis's principles were applied.

Excellent job! You were able to understand how Ellis's principles were applied by teacher in high school to achieve successful instructed language learning.

It is worth to highlight that the advantage of using a principle-based approach, on the one hand enhances the development in theory and research which can be easily accommodated by altering, expanding, removing or adding principles without having to discard other principles.

These are some of the most common uses of these principles. What other uses do you think these principles may have? Let's analyze some of them:

- to guide the design of language teaching courses and lessons.
- to evaluate existing courses and lessons.
- to help teachers integrate and contextualize information gained from keeping up with developments in their field. For example, when reading

articles from journals such as TESOL Quarterly, Language Learning, Applied Linguistics or RELC Journal, teachers can try to decide what principle is being addressed by the article and how the article helps in the application of a principle.

- to provide a basis for teachers to use reflecting on their practice and professional development. It may provide a basis for action research within their classrooms. It can help them answer the questions as “Is this a good technique?”, “Should I use group work?”, and “Do my learners’ need to speak a lot in class?”.
- to act as one of many possible reference points in teacher training courses.

So far we have looked at the principles and we have attempted to explain them and to identify their importance and application in curriculum design. We have also stated that this list of teaching principles is not only the one we can rely on in order to design a language course.



Remember!

In curriculum design, you have to select the most important teaching and learning principles depending on the purpose.



Week 6

4.5. Approaches to Curriculum Design

Experts in the field of curriculum design have proposed different models of curriculum design. Those models take subject matter, students, and society into account to different degrees. Additionally, those design take into account the philosophical, psychological, social and pedagogical foundations. There is a wide variety of classification of approaches to curriculum design, the classification varies considering the framework proposed by each one of the authors, but all of them

Nation and Macalister (2020) highlight that the main parts of the curriculum design process described in the curriculum design model will be covered

in most approaches, but they at various times, at several degrees of thoroughness, in different orders, and by various people. The following table illustrates the analysis of the language curriculum design model compared to Graves's and Murdoch's model.

Table 1.
Approaches to language curriculum design

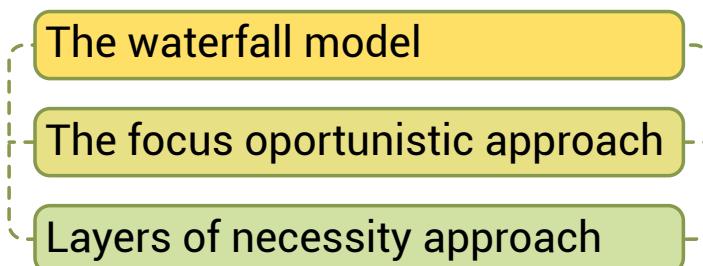
Language Curriculum Design model (Nation and Macalister, 2020)	Graves's model of curriculum design (2000)	Murdoch's model of curriculum design
▪ Needs analysis	▪ Assessing needs	▪ Learners' present level of competence ▪ Reasons for studying English and long-term learning aims
▪ Goals	▪ Formulating goals and objectives	▪ Course objectives
▪ Content and sequencing	▪ Developing materials	▪ Language and procedures to be covered by the course ▪ Emphasis on particular skills ▪ Themes for course materials and texts: choice of suitable textbooks.
▪ Monitoring and assessment	▪ Designing an assessment plan	
▪ Format and presentation	▪ Organizing the course	▪ Methodology to be used: type and sequencing of activities
▪ Environment analysis	▪ Conceptualizing context ▪ Defining the context	▪ Resource limitations that affect classroom activity ▪ Sociocultural factors and learning habits of relevance to English teaching. ▪ Learners' age group, present lifestyle and interests ▪ Aspects of target culture that will interest learners and can be exploited in materials
▪ Principles	▪ Articulating belief	
▪ Evaluation		

Note: Comparative chart of the parts of the curriculum considered in the three types of approaches

As you can see there are different models of curriculum design and it is interesting to compare them to see where their strengths and weaknesses lie. Analyze the information in Table 1. Then look for the examples provided in the textbook to identify the similarities and differences among them. Look at the examples of models provided in your textbook. You can find more information in the supplementary bibliography and in your basic textbook. I am sure that those examples will help you to choose the best approach when designing your own courses. Other types of approaches are illustrated in Figure 9.

Figure 9.

Approaches to curriculum design



Note: Types of approaches to curriculum design according to the process applied

Any type of approach to curriculum design and development should be considered as a method rather than as a precise formula for creating curricula. It is important to highlight the importance of all the parts of the curriculum design process at some point in the curriculum design. The result must be a solid, well-founded, technical, and coherent curriculum adjusted to the learning needs of the target learners and society that ensure the minimum conditions necessary for attaining the educational intentions, thus quality of teaching and learning.



Let's deepen more about the abovementioned approaches in the chapter titled "**Approaches to curriculum design**".

Congratulations! You have finished the study of unit four. Throughout this unit you have looked at the meeting of the theory of curriculum design and the practical issues of putting curriculum design into practice. Now, it is time to see how much you have learned through self-assessment



Self-assessment Unit 4

Choose the word or words that best complete the following statements.

Feedback format and presentation course principles the teacher

1. The aim of _____ is to guide the design of courses which suit the wide range of conditions in which language is taught.
2. The principle that stresses the importance of the learner' attitudes to what they are studying, this belongs to _____.
3. One of the possible causes why a course does not provide enough quantity-based activity may be because _____ is not aware or convinced of the value of such activity.
4. A _____ should take account of individual differences and learning styles.
5. _____ from language use can come from the sender herself, from the people who receive the message, and from an observer of the communication process.

Decide if the following statements are true or false

6. _____ The learning burden is one of the language teaching principle that highlight the need to consider previous knowledge in the designing or a course
7. _____ A language course should avoid to include a coverage of language items frequently used when creating basic English courses.
8. _____ The principle about learning styles belongs to the group of format and presentation.
9. Cotterall (2000) proposes five principles for promoting learner autonomy, they are: learner goals, the language learning process, tasks, learner strategies, and reflection on learning.

10. False cognate vocabulary refers to words in two languages that share a similar meaning, spelling, and pronunciation which favor language learning.

Answer Key

Dear students! Congratulations! Excellent work. Remember to attend the weekly tutorials or contact me in case you have questions or concerns in regards to the contents! Do not forget to check the syllabus which helps you to plan the time needed to spend to complete all the graded and not grades activities.

Let's start the study of unit 5! Keep working hard!



Week 7

Unit 5. English as a foreign language curriculum in Ecuador

Now that you have an overview of what curriculum means, its parts, the approaches and process to curriculum design we have to analyze the English National Curriculum for teaching English as a Foreign in our country.

Generally speaking, the curriculum comprises the educational project proposed in a country or a nation to promote the development and socialization of the new generations; in other words, the curriculum has the educational intentions, the actions, guidelines, how to proceed to achieve them as well as the way how to verify if they have actually been achieved (Ministerio de Educación, 2016).

Concerning English as a foreign language curriculum, EFL was officially implemented as a compulsory subject in all Ecuadorian public primary schools in September 2016 in the Sierra and Amazon region; and in 2017, in the coastal provinces. The curriculum for EFL teaching in both “Educación General Básica” (2nd to 10th) and “Bachillerato General Unificado” (1st to 3rd) is built with the aim aims to support the developing of Ecuadorian citizens that can communicate effectively in today's globalized world.



I invite all to read the following document [English as a foreign language curriculum](#) which provides you an overview of the foundations of curriculum, the core principles, threads and exit profile according to international standards. The document is long but do not worry, for this topic you have to read from 1 page to 10. Read [aEFL Introduction](#).

As part of this reading activity I invite you to answer these questions:

1. What are the 21st Century skills addressed through the EFL curriculum?
2. What are the epistemological Foundations and the pedagogical responses of the Ecuadorian EFL curriculum?

Note: answer the activities in a notebook or word document.

Great job! I bet it was any complicated to answer both questions.

Regarding the 21st century skills, that Ecuadorian learners need to develop are in general terms: global engagement, social and thinking skills, and foundation for lifelong learning, which will allow them to perform successfully in local and international communities. To achieve this goal, the epistemological foundations of the EFL curriculum state clearly how learners learn languages and therefore, how they should be taught; for that reason, a constructivist approach has been considered as the bases for the designing of this curriculum; since learners entering schools as users of their mother tongue, they have cognitive, emotional, and motor skills that facilitate communication which can be used to enhance the second language learning.

5.1. Core principles of the EFL National Curriculum.

The core principles used that support the EFL curriculum educational goals of justice, innovation, and solidarity, the development of thinking, social, and creative skills in the context of language learning and use are summarized in table 2.

Table 2.
Core principles

Principle	Description
The communicative language approach	Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized
Content and Language Integrated Learning (CLIL)	A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development.

Principle	Description
International standards	The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment.
Thinking skills	Learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.
Learner-centered approach	Teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.

Note: Core principles set in the EFL curriculum by the Ministry of Education in 2016.

Table 1 display a brief summary of the core principles. Look for more information about this topic in the following resource [English as a foreign language curriculum](#), there you will find the specific implications of each one of them.



Suggested activity

Summarize the features of the communicative-functional approach of the EFL curriculum. Then identify the levels of proficiency and their application per school year

Strategies

- Read the following file [National English curriculum guidelines](#) underline the most relevant information.
- Use this chart to summarize the information

Features of the communicative-functional approach

Levels of proficiency and their application per school year

Basic users and years	Independent user and years
-----------------------	----------------------------

Note: answer the activities in a notebook or word document.

Great job! I am sure it was any complicated at all, the Ecuadorian Ministry of Education (MINEDUC) acknowledges the following three key issues: importance of the English language as a tool, the need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR), and the use of the current most recognized, Communicative Approach.

5.2. Curricular threads

The EFL curriculum for Educación General Básica (EGB) and Bachillerato General Unificado (BGU) has been organized into five sections, or threads in order to pursue the following three main goals of English language teaching.

- To develop learners' understanding of the world.
- To develop the personal, social, and intellectual skills in English.
- To create a love of learning languages starting at a young age for both school levels, Educación General Básica (EGB) and Bachillerato General

The 5 threads that organizes the EFL curriculum can be further divided into sub-threads as shown in this file [English as a foreign language curriculum](#):

1. Communication and Cultural Awareness
2. Oral Communication (Listening and Speaking)
3. Reading
4. Writing
5. Language through the Arts

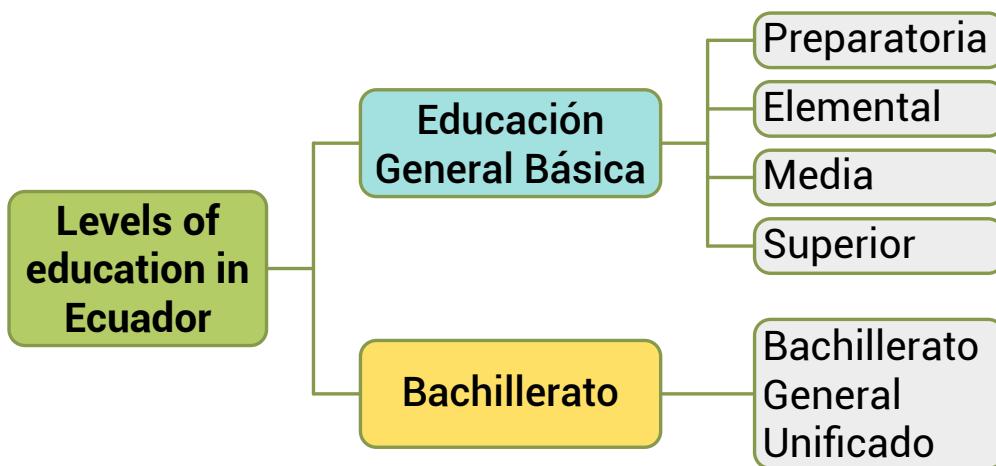
The following resource will give you clear information on the subject under study:

[Curricular threads](#)

5.3. Structure and organization of the EFL curriculum

The Ecuadorian educational system has experienced different stages. The current system was updated in 2016. It comprises the following levels.

Figure 10.
Ecuadorian educational system



Note: Levels of the educational system with their sub-levels

In order to understand better the structure and organization of the Ecuadorian English curriculum please read the following files: [National curriculum guidelines](#) and [Lengua extranjera](#). Additionally, please read the following resources:



[EFL for Basica elemental 2-EFL.](#)

[EFL for Subnivel Medio of EGB.](#)

[EFL for Subnivel Superior of EGB.](#)

[EFL for Subnivel bachillerato.](#)

Great job! I hope this practice was not any complicated for you! Maybe at the beginning, it results a bit tricky to make this analysis but do not worry. Now I need you just to concentrate on the structure. As you could realize in the resources proposed, the EFL curriculum is based on the approaches, principles, and the English levels that are expected for learners in both EGB and BGU according to the Common European Framework Proficiency levels (basic and independent user) the curriculum is organized around the following aspects:

Exit profile --- General objectives ---- Curricular threads ---- Curricular objectives for sublevels ---Evaluation Criteria (performance descriptors)

Dear student, we have finished the study of unit 5 about Ecuadorian English as a foreign language curriculum. Remember that you can attend the weekly tutorials or contact me in case you have questions or concerns. Now, let's check your knowledge by answering the self-assessment 5.



Self-assessment Unit 5

Select the correct option

1. The curriculum for teaching English in Ecuador is based on the _____.

- a. Cognitive-code Approach
- b. Notional/funstional approach
- c. Grammar translation method
- d. Communicative approach

2. Choose the correct option to complete the statement.

The _____ of the EFL curriculum refer to how learners learn languages and therefore, how they should be taught.

- a. Epistemological foundations
- b. curriculum, citizens, communicate
- c. developing, system, methods

3. Choose the correct option to complete the statement.

The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by _____.

- a. implementing English teaching training programs in all the areas of curriculum.
- b. focusing on the development of life skills, work skills, and entrepreneurship skills.
- c. assessing students' knowledge through the use of standardized language tests.

4. Who are the main actors in shaping the curriculum?

- a. Professionals, teachers, adults and authorities.
- b. Ecuadorians, children, researchers, and government
- c. Educators, principals, students, and parents

5. English as a foreign language was officially implemented as a compulsory subject in all Ecuadorian public primary schools in _____
- 2016
 - 1997
 - 2020

Decide if the following statements are True or False. Then write T or F in the parenthesis.

6. Match the terms of the first column with the description of the second column

-
- | | |
|--|---|
| 1. The communicative language approach | a. The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment. |
| 2. Content and Language Integrated Learning (CLIL) | b. Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized. |
| 3. International standards | c. A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development. |
| 4. Thinking skills | d. Learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship. |
| 5. Learner-centered approach | |
-

Answer Key

Dear students! Congratulations! Excellent work. Remember to attend the weekly tutorials or contact me in case you have questions or concerns in regards to the contents! Do not forget to check the syllabus which helps you to plan the time needed to spend to complete all the graded and not grades.



Week 8



Final midterm activities

Dear students, as you know, by the end of this week you will have to take the Midterm test. I am sure you will do it wonderfully! All your efforts and hard work will generate positive results. Review all the contents, explanations and resources provided in the virtual platform and the textbook.

I invite you to reinforce your knowledge by taking this interactive activity, as a way to get ready for the test.

First Term

Well done, you have done a great job all throughout this First Term! Congratulations for having achieved the goals set for this term! Keep working hard!



Second bimester

Learning outcome 3

- Applies the curricular foundations at a macro, meso, and micro curricular level for designing courses of English as a foreign language.

Contents, resources and recommended learning activities

To reach this learning outcome, get involved in a systematic designing of EFL course taking into account multidisciplinary fields to choose the most suitable contents and teaching and learning techniques to create to promote not only effective classrooms for teaching English, but teacher' development as well; thus, contributing to the improvement of higher education in educational institutions.

Dear students, welcome to the Second term! I am sure you will do a great job as you did in the first one.

Let's start!



Week 9

Unit 6. Course planning

Course planning implies the application of the whole curriculum design cycle interrelating all its parts. The information studied in the previous units about teaching principles, need analysis and environment analysis provides essential input to define the goals, and content of course, which is the subject of this unit.

I suggest you to review the syllabus of this subject which contains the graded and non-graded activities planned for the whole course. This will guide your self-study and organize your time in order to study little by little all the contents proposed for the second term. Besides that, the information presented in this virtual didactic provides you some strategies, examples and the explanation useful for you to understand better the different topics.

6.1. Goals, content and sequencing

6.1.1. Writing course rationales

The rationale of a course is part of thoughtful planning for English teaching instructions. It synthesizes the purpose, the reasons why a course has been designed, why you chose to teach that particular content, basically you provide information about:

- What is the topic of the course, and how it will be taught?
- Why is the course material important?
- Who is the audience for the course?
- What do students expect to learn in the course? /How will students benefit?
- How does the course fit into the macro and meso curriculum?

The response for the questions above will provide you direction and support for writing rationales for specific English courses.

6.1.2. Goals, objectives and learning outcomes

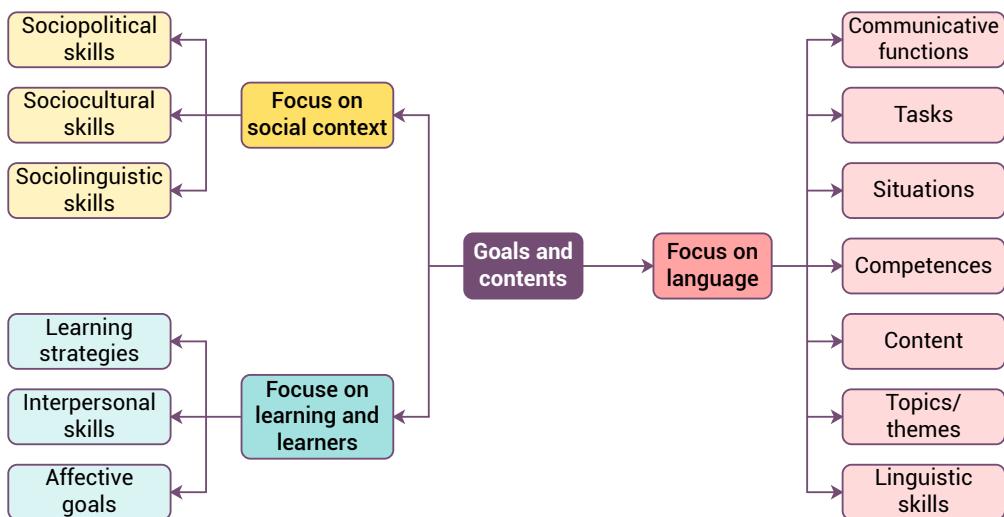
It has several components; among those components are goals and objectives, content, materials, and method; and evaluation. The designing process of an English course must start setting clear and achievable goals based on real learners' needs. This step helps teachers bring into focus a clear vision and set priorities in terms of content and time available to deliver the course.

Therefore, it is worth to set clear goals considering the various strands or skill subdivisions of a course to achieve better. Furthermore, it is advisable to break goals down into smaller well-specified and achievable objectives.

The contents must be chosen based on goals, and include different aspects like language, social context, learning or learners as illustrated in figure 11.

Figure 11.

Aspects to be considered when selecting contents of a course



Note: Examples of aspects (language, social context, topics) to be considered when selecting the content of a course.

Keep in mind that **goals** describe broad aspects which incorporate a wide range of knowledge and skills achievable throughout a whole course: meanwhile, objectives describe specific units of knowledge and skills which can be accomplished within a short timeframe. In other words, objectives are like the building blocks of the syllabus, they specify the behavior, skill, or action that help to set learnable and teachable units.

Now, I invite you to look at the following **example** of goals and **objectives** of an English course designed for medical doctors:

COURSE: Advance English writing course

GOALS: By the end of this course:

- students will have developed a positive attitude toward writing
- students will gain an awareness of the elements of a good writing

OBJECTIVES:

- To identify the major elements of a good essay
- Distinguish the different types of essays
- Write well-structured and coherent essays

How can you write good course goals and objectives? You can find out in the following website: [How To Write Measurable Learning Objectives](#) which

describes their characteristics and provides practical examples of **specific** and **measurable objectives** written from the **learner's perspective**.

LEARNING OUTCOMES

Learning outcomes are statements that describe the **knowledge or skills (the learning)** students should acquire and demonstrate by the end of a course or a program. Effective learning outcomes are written using measurable and achievable verbs, so that they help to:

- Establish the learning priorities of the course or degree program;
- Express a unified vision of what faculty intend students will be able to achieve upon completion of a course.
- Help to set the threads within and across courses.

For example, in this course “litinerario I: Curriculum foundations, principles and issues” one of the learning outcomes can be:

- Describe the components of curriculum design.
- Apply the language teaching principles in the of a language course.



Read the chapter titled “Goals, content and sequencing” in the textbook “Language Curriculum design” to broaden the knowledge about this topic.

As you can see, the goals and contents of a course can be chosen based on one or more of the following areas: language, Ideas, Skills or Text (Discourse).



Week 10

6.2. Content and sequencing

The field of language learning is vast; therefore, the contents to taught in a specific course must be graded in terms of time, students' level and age without leaving aside the goals, objectives and learning outcome intended to attain. Graves (2000) states that conceptualizing content involves answering the following questions among others:

- What do I want my students to learn in this course, know who they are, know their needs, and purpose of the course?
- What are my options or what can they learn?
- What are the resources and constraints of my course that can help me to narrow my options?
- What are the relationships among the options I have selected?
- How can I organize these options into a working plan or syllabus?
- What is the driving force or organizing principle that will pull my syllabus together? (p.38)

What do you think about the questions proposed by Graves? Have you had the opportunity to decide or check the contents of an English course? If not, do not worry! The information provided in the chapter about *Goals, Content and Sequencing* in the basic textbook and in this didactic guide will provide you with the knowledge to develop the competences on this field.

Thus to assure coherence and a logical progression throughout the development of the course, attention needs to be paid on environmental factors (learners, teachers, situation), needs (lacks, wants, necessities), and the language teaching and learning principles that are to be used (Nation & Macalister 2010).

As you can notice, selecting and sequencing the content of a course is clearly more than the ordering of its component parts. Curriculum designers need to carefully analyze and make decisions on what students need to learn in the course, what content is relevant and deserves more attention and what not. This way the contents will be presented in such a way that best facilitates learning, and of course, the unity and connections among all the elements of the curriculum.

6.2.1. Guidelines for deciding on scope and sequence

In the curriculum design context, scope and sequence refers to the summary of what is to be taught, the sequence in which it will be taught and the syllabus outcomes that may be addressed in a specific course of program. In order for curricula to be effective, scope (areas of development addressed) and sequence (order of the content) must be carefully selected. The progression of a course can be graded in terms of the coverage of the range of items set by the course designer (language, Ideas, Skills, or any other focus) which are called by Nation & Macalister (2010) **units of progression**.

The **units of progression** in a course are the items that are used to grade the progress of the course. One of the most common ways to provide a systematic and well-researched basis for a course is to make use of “frequency lists” depending on the focus of the course (language or skills). For example, in a course focused on language teaching the units of progression can be *words* in vocabulary, grammatical constructions patterns in grammar, or functions in a language use focused course.

The information mentioned above provides you with clues in order to understand better this topic which is in your textbook.

How did it go? As you could see the purpose of units of progression in a course are:

- to set targets and paths to those targets.
- to check the adequacy of selection and order.
- to monitor and report on learners' progress and achievement.

Ok! You are ready to plan your own course! Let us turn to the next topic.

Skills, sub-skills and strategies

Teaching a language means helping learners to develop *skills and sub-skills*, that is why there are a lot of English courses which are planned on the bases of the skills and sub-skills that are likely to be developed through the course.

Do you know how a skill-based course is defined? If your answer is yes, answer this other question: Which are the sub-skills focused on a reading course? If your answer is no, look for information in the textbook to answer these two questions, as well as examples.



Important! There are three major ways of defining sub-skills: a) the range of activities covered by a skill; b) the skill as a process; and c) levels of cognitive activity. However, a good language course not only develops the learners' control of the language but also puts the learners in contact with *ideas* that help the learning process of language which are useful to the learners.

Now, I invite you to analyze and identify how the scope and sequence is organized

Strategies:

- Read the scope and sequence of the English book 3-student, level three available in the following link: <https://www.slideshare.net/cyberneticomonday/english-book-3student-58089001>.
- Complete the following table:

How is the content organized?	How are the grammar items graded?	What are the units of progression used?

Note: answer the activities in a notebook or word document.

Well done! In the example above you could identify the approach used to select and grade the content. The content is organized using topics as the basis for grading vocabulary, grammar, and the skills to be addressed. You can look for other examples about the content of a course and task-based syllabuses, there is plenty of information available on books and on the internet.



Remember! the choice of units of progression in a course is very important for designing curriculum and making decisions regarding the *selection and sequencing* of these units must be guided by well-justified principles and grounded on theory and research.

6.2.2. Sequencing the content in a course

Let's start this topic by explaining the term sequencing. In this context, *sequencing* involves the order in which you will teach the units and the order within each unit. As far as we have learned in the topics before, the content of a course will be sequenced and ordered depending if it is topic or theme-based, process or skill-based. Furthermore, it is important to notice that the contents of the course are usually organized into units and lessons which are built from the simple to the complex.

Regardless of what the focus (principle) of organization of the content is, the content of the unit is derived from the way you conceptualized the content and the way how you articulate goals and objectives which at the same time are based on the need analysis you conduct before designing a course. The following video:

[Setting Goals, Content, & Sequencing for a language curriculum](#) explains the relationship among these parts of the language curriculum design process.



Dear students, it is time to read! In the textbook, you will find specific details and examples about approaches to sequencing contents and how to order them in a hierarchical way. In the basic textbook the authors propose two major approaches: a) a *linear approach* and b) a *modular approach*.

I hope it was not any complicated for you understand the topics proposed in this unit! Maybe at the beginning, it looked a bit complex; nevertheless, the more you read and put into practice the designing of language courses, the more you learn.

Great job! You have learned how to make a list of items for a course and the order in which they might be taught which was the aim of this part of the curriculum design and of this unit. You know that there are different approaches that can be applied to sequence the content.



Week 11

6.3. Format, presentation, and EFL Syllabus design

Language course design involves different overlapping processes such as determining the focus or principles that drive the courses; identifying the modules, units or threads of the courses; sequencing contents; determining the specific contents to build and organize each module unit or thread in order to give shape and structure to the courses.

I would like to invite you to look at the title and try to infer what “**format**” and “**presentation**” mean. After that, look for more information about “Format and presentation” in the chapter 6 in the textbook in order to expand your ideas and knowledge about this topic.

6.3.1. Guidelines for Deciding on the format of a lesson

One of the challenges of developing a course is to make decisions on *format* and at the same time to try to impulse all the parts that build up a course, and to make them fit together in an ordered and sequential way.

The advantages of having a set format for lessons are enormous as you will discover by reading about this topic in the textbook of this subject: “**Language Curriculum Design**”. There you will also find a list of guidelines that will help you to decide on the format of a course and the four strands (meaning-focused input, meaning-focused output, language-focused learning and fluency development), which the author of this book proposes in order for the curriculum designer to propose a balanced range of opportunities for learning and learners.

IMPORTANT!



Dear students: For further ideas you can also see the examples provided on page 123 in Kathleen Graves’ book, [Designing Language Courses: A guide for teachers](#).

6.3.2. Following a set Format

When selecting the format of a lesson, it is important to consider the environment factors (time, teacher’s skills and role, and the size of the class) which may influence positively or negatively on the success or not of any course, as well as to bear in mind practical and principled considerations when designing the syllabus of a course. Remember that the rational is the starting point in any course design; this means that you should provide a brief and well-focus description of the scope and sequence of the course.

Once you have decided *Who is the course for? what is the course about? And what kind of teaching and learning will take place in the course?* you have to review the goals and objectives in order to make decisions about the framework of the syllabus.

Read and analyze the example of lesson format proposed in your textbook. Research other sources to clarify your ideas related to this topic. There is a lot of information on the internet. Check the virtual platform EVA, there will be some interesting online resources and explanations every week. If you have any questions or concerns, please contact me via e-mail or zoom.

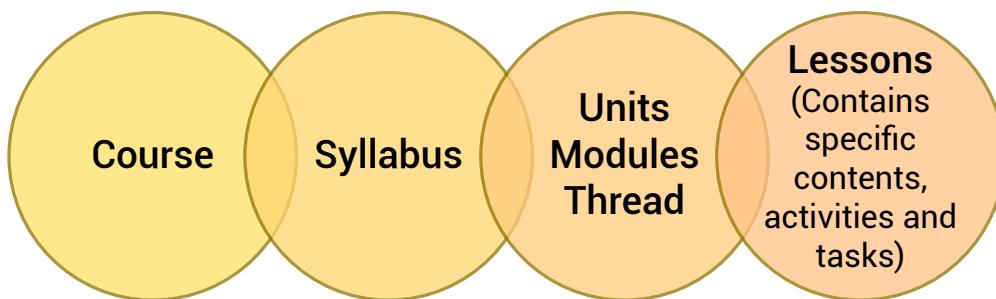
Now, let’s continue with the study of **blocks and threads**.

6.3.3. Blocks and Threads

A language course needs to be mapped in terms of blocks and threads. It is necessary to ensure that a course encompasses the objective and contents of the unit, module or thread and syllabus of the course as illustrated in the flow chart.

Figure 12.

Structure of a course



Note: The course can be broken down into smaller units

There are various ways of planning a lesson here are two common ways: blocks and threads. Let's see! How much do you know about this topic by answering these questions: How are blocks and threads useful in lesson planning? What does a typical block include? How are threads used in planning a lesson?

Some of you have experience using blocks and threads for planning lessons, others have read or heard about it. However, some of you may not have read or heard about them because you have not had the opportunity to be immersed in any teaching experiences. Let's look at the example given in the textbook. Then read and underline the most important information about the different ways of planning a lesson. You can also make a summary chart, mind map or use any other technique that help you to consolidate learning.

In sum, the use of threads and blocks reduces the need for detailed planning and organization. Threads can be part of blocks. Blocks approach the lesson as a vertical unit meanwhile threads permit to link or relate lessons in a horizontal way through the linked sequence of activities.

6.3.4. EFL syllabus design

The stages of curriculum design should result in a document that addresses content, educational experiences and educational environment in agreement with the school's goals and objectives. In this context, teachers occupy the central role in curriculum decision making, they are responsible of planning courses and designing the syllabus.

Remember that planning and developing a language course means considering the aims and objectives that have been established for a specific language program. Developing a course rationale, describing entry and exit levels, choosing course content, sequencing course content, planning the syllabus and instructional blocks, and preparing the course materials should also be considered.

Let's start by analyzing and defining what a syllabus is. Generally speaking, a syllabus is simply an outline and time line of a particular course. According to Richards (2017) a syllabus presents the major elements of a language course and the framework for its instructional focus and content.

Now, let's find out more details about the elements in this video [Elements of a Syllabus](#).

The video presents a historical and critical reviews of the major types of syllabi in ELT. The syllabus framework for a language course can be designed based on situations, functions, vocabulary, skills, or content, depending on the perceived needs in the learning environment.

From the resource above we can infer that the main components of a syllabus are the following:

- The Informative data
- Course description
- Learning outcomes
- Contents
- Activities
- Resources and materials
- Assessment and evaluation
- Bibliography

6.3.5. Types of syllabus design

Long and Crookes (1992) classified syllabuses into two types: Product-Oriented Syllabi and Process Oriented Syllabi. The former one focuses on what learners will know as a result of instruction. Meanwhile, the second one focuses on the pedagogic processes to be applied to achieve the learning outcomes.

On the other hand, Brown (1995) proposes 7 types of syllabuses linked to specific teaching approaches and methods: structural, situational, topical, functional, notional, skills-based and task-based syllabuses. In order to help you distinguish each one of them I provide you the following summary in this infographics: types of syllabus

How did it go? Could you identify the different types of syllabuses most commonly used in English courses? If it is still difficult for you to understand this topic, I invite you to watch the following video: [type of syllabus](#). Pay attention to the purpose and units of progression.

Now, you may be wondering “Which is the best syllabus type?” However, as you have seen, all syllabus designs have great strengths and weaknesses, often affected by environment factors, therefore it is difficult to find a “one-size-fits-all” syllabus; that is why there is the tendency to design syllabuses which integrate different elements of each type according to the context and needs as for example the integrated-skills syllabus. The format of the syllabus may vary but the major components will always be the same.

Negotiated Syllabuses



According to Breen (1987) *negotiated syllabuses* are also called *process syllabuses*. This model is totally different from other syllabuses in that it gives high priority to the recognition of learner needs, to the need to

continually adjust courses, and so allows students full participation in the selection of content, mode of working, route of working, system of assessment, and so on.

Involving full learner participation would, for all practical purposes, be extremely valuable. However, a careful analysis needs to be done in order to determine when it is appropriate to apply this model. You are going to discover throughout the study of the contents in your textbook what parts of the curriculum can be negotiated with students. Your tutor will guide you in this leaning process through the Virtual platform (EVA). You can also look for more useful resources and articles in the UTPL virtual library.

Do you know what parts of the curriculum design process are most open to negotiation? You may know the answer. If not, it is time to take your textbook to study the topic of a **negotiated syllabus**. Look for the list of situations where a negotiated syllabus can be used, the aspects that could be negotiated, and the requirements for a Negotiated Syllabus as well.

How did it go? I think that it was an interesting reading. As you might have noticed, there is some debate over what aspects of the syllabus can be negotiated. Now, please analyze the example provided by Nation and Macalister in the textbook. I also invite you to discover more details about following topics in your textbook:

- Advantages and disadvantages of adopting a negotiated syllabus
- How to negotiate the participation, procedure and goals

Are you ready to put into practice all what you have learned up now? I think so. Go ahead!



Exercise!

Design a syllabus for an English course for beginners.

Strategy:

- Read the contents of the guide and textbook in order to refresh your knowledge about the considerations to do this task.
- Analyze the examples in the textbook and research others in the internet
- Apply all the parts of the curriculum design process.

- Define the purpose of the course and outline the units and lessons taking into account the age and level of the students.

Congratulations! You did a good job!

6.3.6. Techniques and Activities

Techniques and activities can be drawn in the moment you design the lessons of a course. They are selected on bases of teaching methods and approaches used to deliver the course. Nation and Macalister (2010) consider that that these can be divided into four major types, each having its own cycle of activities, preferred learning goals, and principles of learning.

Dear students! After analyzing the chart below, look for specific information about techniques and activities in your basic textbook. There you will find practical and real examples of teaching techniques and activities for listening, speaking, reading, and writing classified according to the type of task. See the example below:

Table 3.
Example of activities linked to a unit of a course

Units	Contents	Week	Activities
Learn to skim and scan English material for information	Content Focus	2 and 3 (10 hours)	Scanning for numbers
	Scanning process		Scanning for specialized terms
	Scanning tips		Scanning for definitions of key terms
	Skimming process		Scanning for facts
	Skimming tips		Skimming for the general idea in a medical essay
	Language Focus		Selecting the main idea of an article
	Verbs and tense agreement		Group discussion on main ideas
	Adjectives		Using compound adjectives
	Adverbs		
	Articles		
	Pronouns		
	Vocabulary development		

Note: The tables illustrate the example of a unit with the activities proposed according to the contents

So far, we have looked at goals, content and sequencing, and format and presentation. In the next unit, we will learn about **EFL teaching materials and curriculum implementation**. But before that, please complete the following self-evaluation.



Self-assessment Unit 6

Read the statements below and select the best option.

1. The selection of content for a course is based on _____.
 - a. case studies and particular needs
 - b. books and didactic resources
 - c. topics, themes or situations

2. A good language course _____.
 - a. puts the learners in contact with ideas and develops the learners' control of the language
 - b. adds credibility to the educational institution because of the number of students
 - c. is designed on the bases of teacher's abilities to teach to all kind of learners

3. A skill can be divided by using _____.
 - a. contents of the book
 - b. the most frequent words and phrases
 - c. levels of cognitive activity.

4. _____ must be planned considering the environment in which the course will be used, the needs of the learners, and principles of teaching and learning.
 - a. Content and sequencing
 - b. Principles
 - c. Task-based syllabus

5. Units of progression can be used to _____ learners' progress and Achievement in the course.
 - a. identify and list
 - b. monitor and report
 - c. divide and order

6. A _____ may focus on skills such as finding the main idea, reading for detail, note taking, skimming, reading faster, and reading for inferences.
- reading course
 - speaking course
 - survival course

Complete the statements with the correct Word from the box.

Negotiated Assessment Negotiated syllabus Course planning
Negotiation procedure.

7. _____ A type of syllabus which involves the teacher and the learners working together to make decisions at many of the points in the curriculum design process.
8. _____ The way in which negotiation will be carried out in the curriculum.
9. _____ The results of tests and assigned tasks, but also participation in class, homework, and class projects.
10. _____ Refers to planning for a determined period of time. It includes deciding the kinds of activity that will be worked on and how the results of the activity will be assessed.

Answer Key

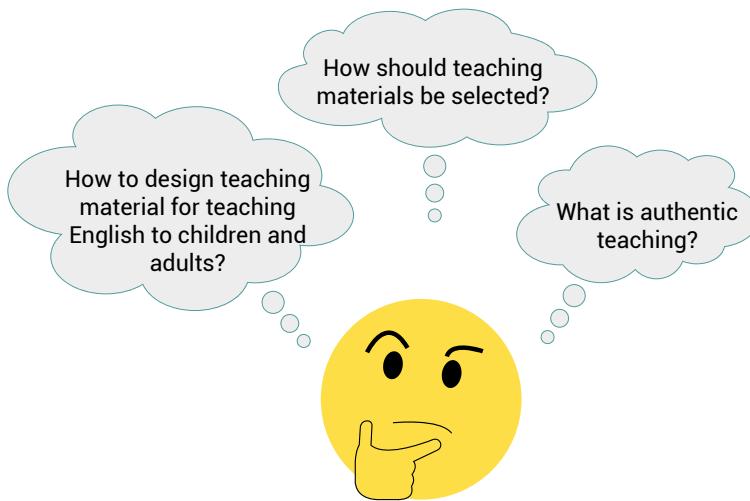
Good job!



Unit 7. EFL teaching materials and curriculum implementation

7.1. Teaching material and resources

Let's start the study of this topic answering these questions:



Now, let's confirm your answers. As part of course design, teachers are required to get involved in *materials development*. Within this context, materials development means creating, organizing, or adopting/adapting materials and activities so that students can achieve the objectives of a course.

Materials can be authentic or not. They can be designed, adapted or adopted by the teacher. These materials can be, for example, a textbook, a workbook, pictures, CDs, videos, handouts, whiteboard among others.

When creating teaching material, instructors should always keep their own learners in mind. This will ensure that the material is appropriate and consistent. Teachers can use material which is available in the market or they can design their own material. In any case, the instructors must take into account the objective of the class, the topic, the students' age and level and of course the quality.

I encourage you to analyze this REA (OCW): [Listening, Speaking, and Pronunciation course](#) It is a course designed for teaching listening. Pay special attention to the structure of the course and the teaching material and resources proposed to achieve the learning outcomes.

An important aspect of materials development is making choices. Those choices deal not only with the basic textbook, but with the selection and use of appropriate and pertinent supplementary materials. Undoubtedly, the introduction of a variety of supplementary materials in an EFL class is extremely necessary to maintain students' interest, and to address their individual learning styles. Furthermore, the pedagogical use of technological tools in the English classrooms stimulates interest in learning a language.

7.1.1. The selection, adoption and adaptation of course books

Dear students: I suggest that you begin studying this topic by reading the chapter titled "Adopting and Adapting an Existing Course Book" in your Language Curriculum design textbook. Remember that curriculum design is concerned with the creation of language courses and course materials. In this sense, being the textbooks the most common material used in EFL classrooms you need to learn to select the most appropriate course books and teaching materials, as well as to learn to adapt a commercial textbook to meet the learners' needs.

The goal of this section is to help clarify the roles that teacher, the course book and the learners play in the curriculum design process, and aims to provide teachers with a rational approach to follow when deciding to adopt or adapt a course book.

Language courses are planned based on standards, principles and on a selection of syllabus types. This is the foundation for the selection, creation, or adoption of a textbook. Nowadays, there is a broad array of textbooks available on the market.

7.1.2. Evaluation of textbooks

The following section focuses primarily on the need and importance of evaluating a course book. It is worth spending some timework to evaluate a course book. A systematic approach to course book evaluation can be based on the parts of the curriculum design process. Do you have any idea about how to evaluate a course book? Great, so now check the chapter: "Adopting

and Adapting an Existing Course Book" in the Language Curriculum design textbook to confirm your ideas.



Before you select a textbook you have to evaluate it in order to select the most suitable one. Here there are some questions that can help you to evaluate a course book:

Does the course book apply sensible principles of teaching and learning?

Is the course book interesting and does it use effective techniques?

Does the content of the course book suit the proficiency level of the learners and reflect sensible selection and sequencing principles?

Course book

Do the goals of the course book match the goals of the course?

Does the course book include tests and ways of monitoring progress?

Does the course book meet the needs of the learners?

Now, that you have an idea about what a course book evaluation is, search for information (in your textbook) about the specific steps used to conduct a course book evaluation, the features to be considered, and all the other related aspects of a course book evaluation. You may also find more information in the supplementary bibliography provided in this guide, and in any source related to curriculum design.



Week 13

7.2. Curriculum implementation

Once a curriculum is developed, it must be implemented to address the current needs of the learners and society. In this sense, successful curriculum implementation results from careful planning (Ornstein and Hunkins, 2018).

Most school systems and educational institutions are organized as hierarchies at government level, institutional level and even at micro level,

therefore the implementation involves all the actors involved in curriculum (administrators, students, teachers, supervisors, consultants, parents, and community members), being the principals of the institutions who make the major decisions regarding the curriculum design and implementation.

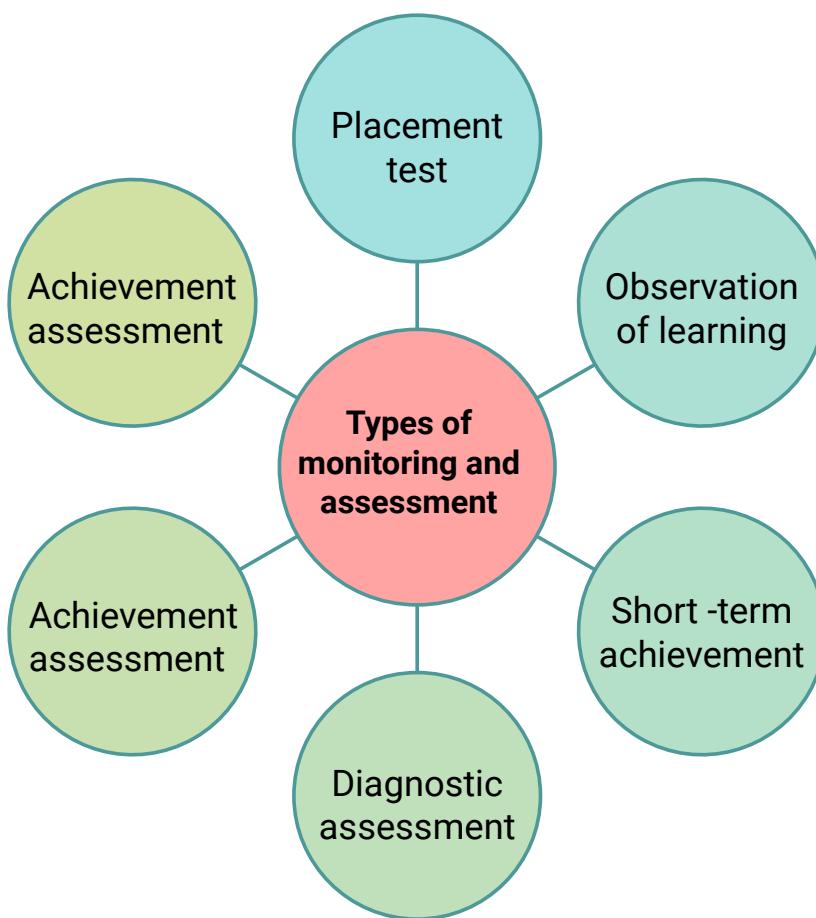
7.3. Monitoring and Assessment

Generally speaking, once the curriculum is implemented it must be carefully assessed, monitored, and evaluated. Monitoring and assessing also apply to language courses. Undoubtedly, monitoring and assessing permit the teacher, curriculum, or course designer to collect information about learners' current knowledge and progress, and it can also be a means of encouraging involvement and participation.

The purpose of monitoring and assessing a course is to help you make decisions on both an ongoing and final basis about the course. It is useful to start the study of this topic watching the following video [Monitoring & Assessment of 2nd/foreign Language Curriculum](#) which explain the reason why we have to monitor and assess the development of curriculum.

Let us look at the major types of monitoring and assessment that can occur as part of a course. The graph below contains six types of monitoring and assessment. The choice of one over the other will depend on one's purpose.

Figure 13.
Types of monitoring and assessment



Note: The figure illustrates the most common types of monitoring and assessment

Now! It is time to sit down in a quiet, well-lit, and comfortable place to study. There are explanations about each one of the monitoring and assessment types in your textbook. Analyze them, then, define each type of assessment in your own words and illustrate with examples in the following chart.

Types of monitoring and assessment	Definition and use	Examples
Placement assessment		
Observation of learning		
Short -term achievement assessment		
Diagnostic assessment		
Achievement assessment		
Proficiency assessment		

Note: answer the activities in a notebook or word document.

I am sure that you have successfully completed this chart if. This information is useful for learning, first, how, and when to apply each one of the ways of measuring and evaluating a course or curriculum considering different needs.

7.3.1. Good Assessment: Reliability, Validity and Practicability

Assessing is by nature, a complex undertaking part of the curriculum process and involves not only students but teachers and educational authorities. All assessment needs to be checked to see if it is doing its job properly and if it is not causing unnecessary extra work.

Dear students, as you are going to be future English teachers, you will be involved in language course for teaching English as a foreign language in our Ecuadorian schools and high schools, and responsible for assessing learning, that is why I would like that you understand that assessment is a process rather than an end.

Assessment is a process which provides feedback for teachers and students in order to see what is working good and what needs to be improved, not simply a mean included at the end of a course to test students' knowledge. Consequently, you have to be careful and verify that the procedures including the tools for needs analysis, course evaluation procedures, and tests and other measures for assessment meet the criteria of reliability, validity and practicality.

Read the chapter titled "Monitoring and Assessment" in your textbook to learn to plan a well-thought-out program of assessment of various kinds. We now go on to study the use of evaluation in the curriculum context.



Week 14

7.4. Introducing changes in the curriculum

There is no doubt that the curriculum needs to evolve and change so as to meet the changing demands of today's life and work. There are many kinds of change that can occur in an educational system. Here is a list of some changes that could have a direct effect on what happens in the classroom. Look at them and add others that you think might be included in the list:

Figure 14.

Examples of types of changes

- Introducing a new course book
- Changing to a new approach to teaching
- Introducing new teaching techniques
- Changing the National English test for entering the university
- Changing part of the country's school system
- Introducing language computer assisted language teaching
- Moving to standards-base assessment
- Changing the language curriculum program

Note: List of types of changes that can be introduced in the curriculum

Human aspects of educational innovation are complex even if the initiative itself is simple. In fact, changes in existing curriculum require not only teachers to question their traditional subject practices and classroom routines, but also creativity and compromise from administrators, and the learners themselves.

7.4.1. Steps in introducing changes in the curriculum

It is time to take your textbook and discover the steps you have to follow when introducing changes. Attention to these steps will increase the likelihood of a change being successfully introduced.

Ok! After reading, list the five steps to follow when introducing changes:

Steps

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

Note: answer the activities in a notebook or word document.

I am sure that you make a great job. Now, you are familiarize with the five steps.

7.4.2. Need and size of curriculum change

The process of language teaching development began in the twentieth century with the recognition of language teaching as a profession. Central to this process was the emergence of the phrase “methods of language”. In fact, the introduction of the method concept in teaching has powerfully influenced the teaching of English throughout history. And much of the impetus for the tremendous changes in approaches to language began with applied linguists whose recommendations derived from their familiarity of the then current teaching methods.

Later, the language researches were also motivated to begin examining and describing curriculum development in language teaching, and their findings, once applied, improved the English teaching curriculum in different countries around the world.

Example. In Ecuador, the rapid changes caused by contemporary transitions in globalization, especially transnational developments in information and communication technology, made English language learning extremely important to the extent that Ecuadorian educational authorities have resolved to make English learning compulsory in all high schools and promoted revolutionary changes in the English language curriculum in order for students to succeed in learning this language.

The size of the change is obviously a matter for planning, adjustment and negotiation, as I am sure you noticed when you read the topic *Need and size of the change* in your textbook.

Congratulations! You are doing an excellent job. We have already noted that for change to be realistic it needs to be looked at from several viewpoints, including that of the people involved in the change.

Change strategies

So far we have looked at the requirements for change, now let's concentrate on the approaches and strategies to be used in the implementation of changes in the curriculum.

Making changes in any area of the educational setting, initially requires the identification and evaluation of the current situation. This assessment provides the basis for teachers, curriculum experts, teacher trainers, authors, designers, inspectors and other experts to decide if the curriculum needs change, innovation or complete renewal.

A more practical example of curriculum innovation is the innovation of the Ecuadorian language teaching learning curriculum which began in 1992 with the Renewal curriculum project named CRADLE, a bilateral technical agreement of cooperation signed between the Ecuadorian and British government on March 2nd in 1989.

This project was aimed at improving English language teaching in public high schools and was carried out by the Ecuadorian Ministry of Education. The two major objectives of this project were the following: To innovate and strengthen the teaching-learning process so that students could develop their communicative competence by developing the four linguistic skills of listening, reading and writing, and to provide support and infrastructure for the new curriculum to effectively develop.

In addition, the Ecuadorian government made English language teaching compulsory in all the high schools in the entire country. The syllabus was carefully revised and redesigned according to the students' needs and based on real topics and national problems; new materials were designed; the number of class hours per week was increased to five; English teachers training courses were planned and carried out throughout the whole country; and a team of national coordinators was developed, including a coordinator for each province, to carry out the proposal.

Let's conclude this unit by reading again all the contents of the unit of the guide and the textbook to understand better the process of innovation, management and Long-Term Support of a curriculum.



Suggested activity

Identify the aspects of the curriculum that can be changed or innovated

Strategies

- **Analyze the following situation**

You are planning to introduce some changes in the way English is taught in your school. These changes might be getting rid of the old textbook and using a new one, beginning the development of a negotiated syllabus, changing the way English is tested to include much more oral work, introducing regular in-service training for teachers, or moving to a communicative approach to language teaching.

- Choose one of these changes (or think of another one) and briefly note the situation – what country, how many teachers, what support outside the school
- List the two most important conditions which favor the change.

Note: answer the activities in a notebook or word document.

Congratulations! You have managed to put into practice what you have learned throughout this unit. One of the changes in which teachers are always involved is the selection of teaching material, especially textbooks. In order to introduce this change, you have to work with the teachers who are teaching the same course and use a checklist in order to evaluate different textbooks and decide which one is the most suitable one.



Week 15

7.5. Curriculum Evaluation

When talking about curriculum, the term *evaluation* refers to the process of collecting data on a program to determine its value or worth with the aim of looking both at the results of the course, and the planning and running of the course. The curriculum is a dynamic process whose quality depends basically on the permanent and ongoing evaluation process.

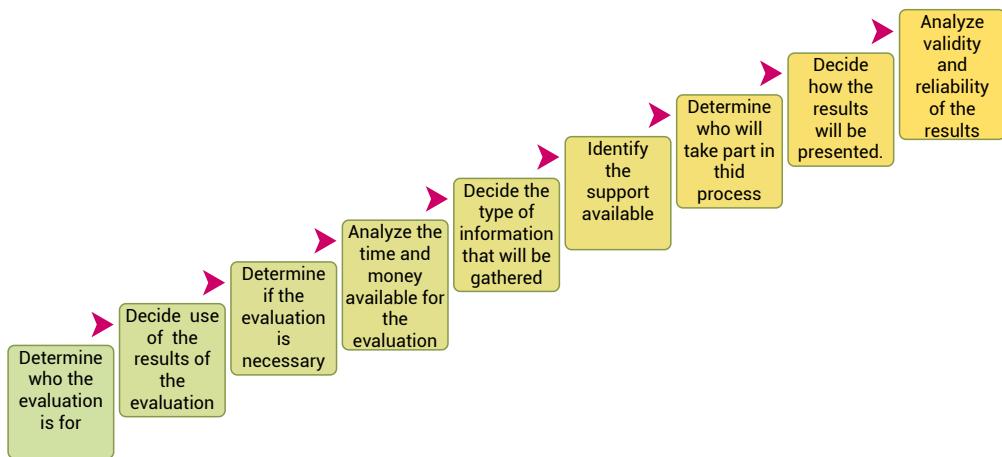
Generally speaking, evaluation is defined as a disciplined inquiry to determine the worth of things. McNeil (1977, p. 134) states that "curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?"

7.5.1. Steps, purpose and audience

The steps in the evaluation process aim at clarifying why the evaluation is being done and determining if it is possible to do it.

Figure 15.

Steps to follow in a curriculum evaluation process



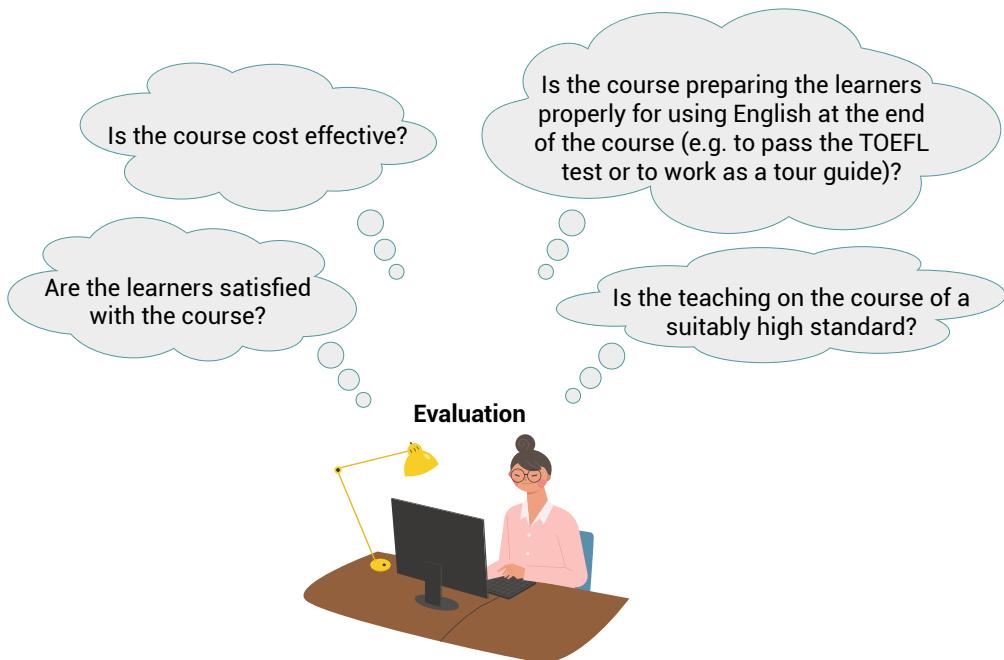
Note: Example of the steps to follow in curriculum evaluation

Purpose

The evaluation must determine the intended goal of the curriculum, which can be any one of the following particular purposes:

- to determine if the curriculum is achieving its intentions,
- to understand learners' and teachers' experiences of the curriculum,
- to look at feasibility, cost and management, identify unexpected issues, or
- to suggest solutions to problems encountered.
- to provide insights about materials of instruction
- to know if teachers are well-trained
- to discover if the environment meets educational needs

Within this context curriculum evaluation may answer questions such as ones that follow:



Besides taking into account the steps for and purpose of curriculum evaluation, it is important to consider the target audience. Elley (1989) states that, when planning an evaluation, it is necessary to identify the different audiences and the kind of information that it is fundamental to gather and to address the value and effectiveness of curriculum.



Read and find out more specific information about evaluation in your textbook and virtual guide. If you have any doubts or concerns, you can write or call your teacher.

7.5.2. Instruments for gathering information in curriculum evaluation

As mentioned before, curriculum evaluation is a continuous process aimed at collecting information about all the elements and outcomes of the curriculum.

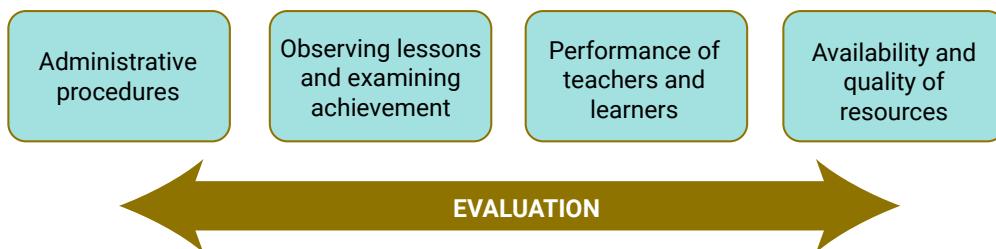
The purpose of evaluation leads to different types of evaluations such as formative and summative. Identify the types of evaluation and the instruments that are used to gather information in the following online resource [Evaluating a Language Curriculum](#)

As far as we can see, a properly conducted evaluation can be an empowering and motivating activity, but how can we gather valid and reliable information to achieve the intended purpose of an evaluation. Do you know how to gather data for supporting evaluation? I think that you are somewhat familiar with observations, interviews, proficiency tests, and surveys. These are some examples of data gathering tools for evaluating teaching and learning.

Besides outsiders' views of a course or curriculum, evaluation may involve the following aspects:

Figure 16.

Aspects involved in evaluation



Note: These aspects lead to the selection of data collection instruments

Let us now look at some of the most common data-gathering tools and techniques used in curriculum evaluation which are explained in the textbook. Among the tools and techniques, you will study are the following:

- interviews,
- observations,
- self-report scales
- checklists
- survey,
- content analysis,
- portfolios

I encourage you to study them in detailed, for that you can read the information about "Evaluation" in the textbook and look for online resources to reinforce your knowledge regarding curriculum evaluation. In order to assess how much you have learned about evaluation, I propose the following self-evaluation.



Self-assessment Unit 7

Decide if the following statements are True or False. Then write T or F in the parenthesis.

1. () In order for a curriculum change to be effective, the size of the change must be planned, adjusted and negotiated.
2. () There was an English curriculum renewal project in all the Ecuadorian public high schools in 1992.
3. () The purpose of a course is to help you make decisions on both an ongoing and final basis about the course.
4. () A reliable measure of writing skill can be obtained by asking learners to talk about a something.
5. () The validity of a test is determined by analyzing the results of one test compared with the scores obtained in other similar test.

Fill in the blanks with the most suitable term.

Formative evaluation Report Achievement
test Evaluation Observation checklists Curriculum
evaluation Tools Portfolios Summative evaluation
Course evaluation

1. A _____ looks for strengths and weaknesses
2. _____ is presented in a report.
3. _____ is defined as a disciplined inquiry to determine the worth of things.
4. _____ refers to the assessment of the value of the entire curriculum process by gathering evidence to judge the degree of achievement of aims, and also to enable decisions to be made on future progress.

5. _____ provides teachers with information for continuous feedback to students, and guides their daily instructional decisions and adaptations.
6. _____ are lists of specific criteria that about specific aspects of a learning experience that occur in the class. They are usually completed while students are engaged in activities or processes.
7. A _____ provides students, teachers, parents and administrators with a broad picture of each student's growth over time, including abilities, knowledge, skills, processes and attitudes.
8. Examples of evaluation_____ used for gathering data include surveys, tests, and self-report scales.
9. An _____ is an exam that is designed to determine the degree of knowledge and proficiency an individual has in a specific area.
10. A _____ of an evaluation indicates the quality of the course and presents the what the standard for the measure of quality is.

Answer Key

I am sure that this last self-assessment helped you reinforce your knowledge on the contents studied in unit 7.

Congratulations! You did it!



Week 16



Final midterm activities

Dear students, we have reached the end of unit 6, and therefore, the end of the second semester. First of all, I want to congratulate you for all your hard work all through this semester, I am sure all your efforts will allow you to obtain much success in your academic life. As a strategy to reinforce the contents of this term. I invite you to take the interactive activity.

[Interactive resource second term](#)



4. Answer key

Self-assessment Unit 1		
Question	Answer	Feedback
1	b	Curriculum design focuses on determining what knowledge, skills, and values students learn in schools, what experience should be provided to bring intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.
2	c	The period in which education was basically focused on reading, and writing with some arithmetic was the colonial period.
3	c	Pragmatism known also as experimentalism, is based on change, process, and relativity
4	b	Psychology is concerned with the question of how people learn, and this area of knowledge contributes to the design and delivery of curriculum.
5	b	Teachers bring the curriculum to life through instruction
6	a	The “hidden curriculum” refers to the lessons that are informally and unintentionally taught.
7	a	The alternative that best help to lessen the impact In the context of curriculum design, specialists, teachers, and administrators must keep up to date on social and developmental theories, understand both the modern and the postmodern family, and process the challenges of moral and character education.
8	Philosophy Existentialist	The examples that illustrate environment constrains are: time available, cultural background, effects of the first language on the studied language, and special purposes
Curriculum		
Culture		
9	True	The teaching of values and intergroup relations is a good example of what “hidden curriculum” implies.
10		The philosophy expresses the vision of the institution, the beliefs.

Self
Assessment

Self-assessment Unit 2

Question	Answer	Feedback
1	True	The main purposes of Environment analysis is to ensure that the EFL course be usable for learners.
2	False	The teachers' lack of training influences on the success or not of the program but not on the philosophy.
3	True	Parents views and beliefs may facilitate or hinder the outcomes of an EFL course
4	False	Institutional factors does not influence on the format and presentation of the content of a language program
5	True	In heterogeneous classes, one way to solve the influence of this factor is planning teacher-centered than group or pair work in order to address all students needs based on teachers' experience.
6	a	The three major parts of the curriculum design model are needs analysis, environment analysis, and principles.
7	c	The alternative that best help to lessen the impact on the curriculum when there is Limited class time and contact time with English is that learners should be given extra contact with English.
8	b	The examples that illustrate environment constraints are: time available, cultural background, effects of the first language on the studied language, and special purposes
9	a	When determine social factors groups like policy makers, politicians, parents, citizens and the community should be addressed.
10	b	Environment analysis is also called <i>situation analysis</i> .

Self
Assessment

Self-assessment Unit 3		
Question	Answer	Feedback
1	False	Needs analysis is a part of the curriculum design process aimed at identifying the needs, lacks and wants.
2	True	The findings of needs analysis must be balanced against constraints found in environment analysis in order to determine the real needs and the factors that may influence in the achievement of the set goals.
3	True	It is important to determine the students' interest regarding the use of the language.
4	False	No, because the purpose an group of learners is different in each group.
5	True	The results of needs analysis are the basis for a course design.
6	False	Self-report, observation and proficiency tests are data collection instruments for need analysis.
7	True	You can gather information from any source, everything depends on the purpose and audience.
8		The steps are: Step 1: Identify users and uses of the need analysis. Step 2: identify the target population Step 3: Identify the purpose Step 4: Design instruments and gather data Step 5: Analyze and communicate results
9		Lack of teachers' training Limited resources Lack of knowledge
10		The answers will vary

**Self
Assessment**

Self-assessment Unit 4		
Question	Answer	Feedback
1	principles	The aim of principles is to guide the design of courses which suit the wide range of conditions in which language is taught.
2	format and presentation	The principle that stresses the importance of the learner' attitudes to what they are studying, this belongs to format and presentation.
3	the teacher	One of the possible causes why a course does not provide enough quantity-based activity may be because the teacher is not aware or convinced of the value of such activity.
4	course	A course should take account of individual differences and learning styles.
5	feedback	Feedback from language use can come from the sender herself, from the people who receive the message, and from an observer of the communication process.
6	T	The learning burden is one of the language teaching principle that highlight the need to consider previous knowledge in the designing or a course
7	F	A language course should include a coverage of the most frequently used items.
8	T	The principle about learning styles belongs to the group of format and presentation.
9	T	Cotterall (2000) proposes five principles for promoting learner autonomy, they are: learner goals, the language learning process, tasks, learner strategies, and reflection on learning.
10	F	False cognate vocabulary are words which have similar spelling and pronunciation in two language but the meaning is different.

**Self
Assessment**

Self-assessment Unit 5		
Question	Answer	Feedback
1	d	The curriculum for teaching English in Ecuador is based on the communicative approach.
2	a	The epistemological foundations of the EFL curriculum refer to how learners learn languages and therefore, how they should be taught.
3	b	The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills.
4	c	The main actors in shaping the curriculum are educators, principals, students, and parents.
5	a	English as a foreign language was officially implemented as a compulsory subject in all Ecuadorian public primary schools in 2016.
6	1b	The communicative language approach: Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.
	2c	Content and Language Integrated Learning (CLIL): A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development
	3a	International standards: The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment.
	4d	Thinking skills: Learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.
	5d	Learner-centered approach: Teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.

**Self
Assessment**

Self-assessment Unit 6

Question	Answer	Feedback
1	c	
2	a	
3	c	
4.	a	
5	b	
6	b	
7	Negotiated syllabus	A type of syllabus which involves the teacher and the learners working together to make decisions at many of the points in the curriculum design process
8	Negotiation procedure.	The way in which negotiation will be carried out in the curriculum.
9	Negotiated Assessment.	The results of tests and assigned tasks, but also participation in class, homework, and class projects.
10	Course planning	Refers to planning for a determined period of time. It includes deciding the kinds of activity that will be worked on and how the results of the activity will be assessed.

**Self
Assessment**

Self-assessment Unit 7		
Question	Answer	Feedback
1	T	In order for a curriculum change to be effective, the size of the change must be planned, adjusted and negotiated.
2	T	In 1992, there was an English curriculum renewal project in all the Ecuadorian public high schools.
3	F	The purpose of a course is to help to determine the content and direction of the course.
4	F	A reliable measure of writing skill can be obtained applying a test based on what was taught.
5	T	The validity of a test is determined by analyzing the results of one test compared with the scores obtained in other similar test.
6	Course evaluation	A _____ looks for strengths and weaknesses.
7	Summative evaluation	_____ is presented in a report.
8	Evaluation	_____ is defined as a disciplined inquiry to determine the worth of things.
9	Curriculum evaluation	_____ refers to the assessment of the value of the entire curriculum process by gathering evidence to judge the degree of achievement of aims, and also to enable decisions to be made on future progress.
10	Formative evaluation	Formative evaluation provides teachers with information for continuous feedback to students, and guides their daily instructional decisions and adaptations.
11	Observation checklists	Observation checklists are lists of specific criteria that about specific aspects of a learning experience that occur in the class. They are usually completed while students are engaged in activities or processes.
12	Portfolios	A portfolio provides students, teachers, parents and administrators with a broad picture of each student's growth over time, including abilities, knowledge, skills, processes and attitudes.
13	Tools	Examples of evaluation tools used for gathering data include surveys, tests, and self-report scales.
14	Achievement test	An achievement test is an exam that is designed to determine the degree of knowledge and proficiency an individual has in a specific area.
15	report	A report of an evaluation indicates the quality of the course and presents the what the standard for the measure of quality is.

**Self
Assessment**



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6. Annexes

Anexed 1 · Overview of major philosophies

PHILOSOPHY	REALITY	KNOWLEDGE	VALUES	TEACHER'S ROLE	EMPHASIS ON LEARNING	EMPHASIS ON CURRICULUM
Idealism	Spiritual, moral, or mental; unchanging	Rethinking latent ideas	Absolute and eternal	To bring latent knowledge and ideas to consciousness; to be a moral and spiritual leader	Recalling knowledge and ideas; abstract thinking is the highest form	Knowledge based, subject based; classics or liberal arts; hierarchy of most important
Realism	Based on natural laws; object1ve and composed of matter	Consists of sensation and abstraction	Absolute and eternal; based on nature's laws	To cultivate rational thought; to be a moral and spiritual leader; to be an authority	Exercis1ng the m1nd, log1cal and abstract thinking are highest form	Knowledge based; subject based; arts and sciences; hierarchy of subjects: humanistic and scientific subjects
Pragmatism	Interaction of individual with environment; always changing	Based on experience; use of scientific method	Situational and relative; subject to change and verification	To cultivate Critical thinking and scientific processes	Methods for dealing with changing environment and scientific explanations	No permanent knowledge or subjects; appropriate experiences that transmit culture and prepare individuals for change; problem-solving activities



PHILOSOPHY	REALITY	KNOWLEDGE	VALUES	TEACHER'S ROLE	EMPHASIS ON LEARNING	EMPHASIS ON CURRICULUM
Existentialism	Subjective	Knowledge for personal choice	Freely chosen; based on individuals' perception	To cultivate personal choice and individual self-definition	Knowledge and principles of the human condition; acts of choosing	Choices in subject matter, electives; emotional, aesthetic, and philosophical subjects

Note: Summary of the two most common traditional and modern philosophies and how their emphasis on curriculum design and development proposed by Ornstein and Hunkins (2018)

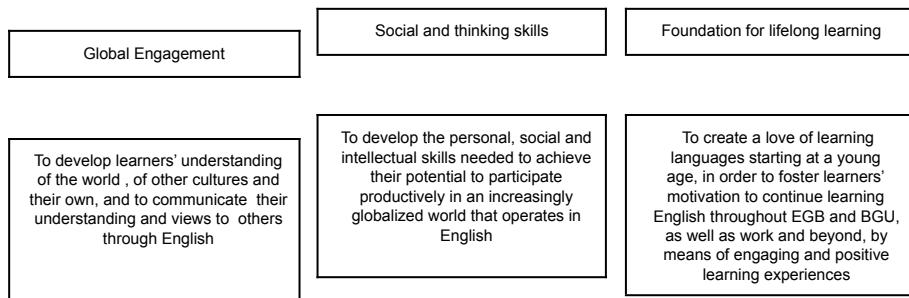


INTRODUCCIÓN

ENGLISH AS A FOREIGN LANGUAGE

1 Introduction

This English Language curriculum is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), whose mother tongue is not English. Since the Ecuadorian population is comprised of groups from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities. In keeping with the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate educational inclusion of learners regardless of their L1. This curriculum is built with monolingual and multilingual learners in mind, including those who speak Spanish and those who have little or no Spanish. It aims to support the policy of developing citizens in Ecuador that can communicate effectively in today's globalized world. The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.



Cambridge University Press (n. p.)

ENGLISH AS A FOREIGN LANGUAGE

Core principles

The core principles in the curriculum can be summarized as:

- The communicative language approach: language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.
- Content and Language Integrated Learning (CLIL): a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development.
- International standards: the curriculum is based on internationally recognized levels and processes of teaching and learning languages.
- Thinking skills: learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.
- Learner-centered approach: teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.

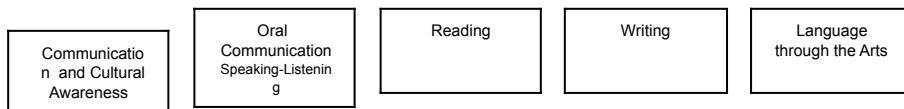
Communicative language approach. The proposed EFL curriculum's focus is communicative, consistent with the intention expressed by the Ministry of Education Documents: *Updating and Strengthening the Curriculum 2010*. Within this approach, the proposal emphasizes the development of the four communicative skills rather than linguistic content learning, because the goal of foreign language learning is not to turn learners into experts in linguistics who can conceptualize and decipher the various components of the language, but rather future citizens who are competent in the use of a second language for oral and written communication. In this context, language competence is defined as the ability to effectively communicate. That is, although language [systems] knowledge will be present [grammar, lexis, etc.], these should not be the main focus of the learning process. Rather, the emphasis should be on the performative aspects of language as a means for engaging in purposeful communicative interaction and making meaning. This is accomplished through a range of activities to support lively interaction, awakening learners' consciousness and abilities, and creating positive engagement to support intrinsic motivation to learn English.

Content and Language Integrated Learning (CLIL). This curriculum is based on a language-driven CLIL approach, where content from other disciplines is used for meaningful and purposeful language use (Met, 1999). It supports the overall curriculum, developing cognitive and social skills needed for other subjects, and reinforcing content covered in other areas. The integration of critical thinking skills as defined in Bloom's Taxonomy and the development of communicative linguistic competencies are presented in this proposal as interdependent processes within a CLIL model, where critical thinking skills serve as the mechanism for implementing

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the 4Cs framework (content, culture, communication, and cognition) such that the 4Cs framework becomes a "conceptualization of CLIL" (Coyle, 2007). English is used as a driver for broadening, deepening, and expressing learners' knowledge of themselves and others.

This curriculum conceives of the 4Cs through the integration of five curricular threads: Oral Communication (includes speaking and listening), Reading, Writing, Language through the Arts, and Communication and Cultural Awareness. Linguistic functions will be framed within the international standards of the Common European Framework for Language Reference (CEFR), guided by and assessed according to the "Can do" statements associated with each proficiency level. The Language through the Arts and Communication and Cultural Awareness threads support the CLIL component of the curriculum by providing written and oral texts, authentic content-based and cross-curricular materials, Information and Communications Technology (ICT), and the learners' social, cultural, and epistemological knowledge. Critical thinking skills and learning strategies are interwoven into all aspects of the curriculum as means of linking concepts and driving the development of communicative language skills and knowledge.



Integration of the five curricular threads with the 4Cs.

The methodology and classroom procedures to be applied when teaching within a CLIL model form part of the teaching and learning specifications of this curriculum. CLIL models are diverse, making them flexible enough to be context-specific and complementary to a range of teaching methodologies, but they do share characteristics favorable to constructivist approaches and communicative language teaching (CLT). These characteristics include learner-centered approaches, text-based learning, task-based learning, the necessity to use different types of activities to encourage foreign language use for different purposes, high levels of interaction between teachers and learners and learners themselves, intensive language input, teacher modeling and scaffolding, and teacher enthusiasm (Coyle, 2007; Çekrezi Biçaku, 2011; Kilmova, 2012). This proposal will include documents to guide and inspire teachers on ways to develop communicative abilities from a range of skills that students already possess, through activating and developing communication strategies and critical thinking skills during their participation in real or simulated communicative situations in L2, perhaps with a problem

solving element. With sufficient practice, students may autonomously transfer all these communication capabilities to other situations in their future academic and social lives.

ENGLISH AS A FOREIGN LANGUAGE

Thinking skills. Meaningful interaction in a foreign language requires the application of communicative skills upon users' existing knowledge and perspectives through the integration of oral skills, written skills, comprehension, and critical thinking skills, evinced in the expression of communicative purpose and production of texts in authentic contexts. The inclusion of "thinking" as a fifth skill in the context of language acquisition has been proposed as a key component in multi-lingual educational contexts as a means of forming and challenging meaning between L1s and L2s (Baker, 2002), and the process of making meaning has been correlated to learners' motivation and language achievement, especially in young learners (Coyle, 2013; Lasagabaster, 2011; Pérez-Cañado, 2012).

Learner-centered approach. The proposed EFL curriculum's focus is "learner-centered". In other words, although the curriculum is standardized across the country of Ecuador and the objectives are set by the Ministry of Education (rather than set by teachers or learners themselves), teachers will not simply be required to deliver a set of facts and information to the nation. They will be encouraged to recognize that their learners are individuals, with different learning styles, personalities, and interests, as well as differing levels of motivation and ability (Nunan, 1998). As such, teachers will take these needs into account and adapt their methodology accordingly.

The key features of this learner-centered curriculum are as follows:

- Teachers are focused on what and how the students are learning, not on their performance as a teacher or on specific facts to be transmitted.
- Teachers recognize that students learn in different ways and at different rates, and that a personalized approach to teaching is needed.
- A positive learner attitude is the key to successful learning. Teachers seek to involve learners affectively and psychologically as well as intellectually (Savignon, 2002).
- Learners need to develop their own personality English. Teachers respect this personality and the personal feelings involved when learners express them selves. The respect is increased when teachers focus on meaning as well as form (Savignon, 2002).
- Learning is an active, dynamic process. It occurs more effectively when students are actively involved, rather than passively receiving information.
- Teachers are committed to a constructivist approach by building upon knowledge that the learners already know.
- Assessment is more formative than summative in nature. It provides the teacher with frequent feedback, which will be used in order to shape and support future learning.

- There is an emphasis on interdisciplinary knowledge, namely on skills that transfer across subjects.
- There is a recognition that learning is not just acquiring facts but also developing skills that support lifelong learning. Creating motivated and independent learners is a key goal of the curriculum.

To summarize, this curriculum assumes a learner-centered teaching methodology in terms of *how the content is delivered*.

2. How English as a Foreign Language Contributes to the Exit Profile of Ecuadorian High School Students

The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills.

The EFL curriculum embraces the development of creative and critical thinking skills, as well as attitudes such as ethical conduct, through the values of academic honesty and integrity. The skills are integrated within the five curricular threads, and encourage learners to act responsibly and to respect themselves as well as others while participating in the communication process. In doing so, the curriculum endorses the values of solidarity and justice.

The curriculum is designed to stimulate linguistic intelligence through language analysis and the comprehension of oral and written texts, which require critical thinking skills such as inference, analysis, and synthesis. Recognizing that the competencies based on the four macro-skills are indispensable tools for verbal reasoning, the EFL curriculum guides learners towards being able to communicate and learn through a foreign language, in this case English, by placing importance on clear oral expression according to international standards (CEFR). The strong emphasis placed on verbal communication through group work and the development of problem-solving skills has the purpose of strengthening learners' ability to interact socially in a variety of situations, thus fortifying principles such as tolerance and social inclusion. Foreign language learning harnesses the processes needed to establish logical relationships between different notions and concepts. Studies show that foreign language learning fosters critical thinking skills, creativity, and flexibility of mind in young children. As such, the EFL curriculum contributes to the development of logical, critical, and creative thinking.

English is considered the lingua franca of the science and technology community (Gordin, 2015), and being able to communicate in English opens up access to not only current and relevant information and primary sources, but also communication with people from around the world. The Oral Communication, Reading, and Writing curricular threads comprise specific skills that relate to the use of ICT to support and enhance the capacity for oral and written expression, facilitating organization, autonomy, and independence, along with other 21st century skills. Consequently, learners will be equipped with learning strategies that will help them to become independent, self-motivated, lifelong learners (Medel-Anonuevo, Oshako, & Mauch, 2001).

The EFL curriculum includes a thread called Communication and Cultural Awareness and another called Language through the Arts. Both contribute significantly to students' approaching the socio-cultural reality of the country in a thoughtful and inquisitive way by exposing students to other cultures and languages, so as to better understand and strengthen their own sense of identity. The Language through

7

the Arts and Communication and Cultural Awareness threads also encourage the use of ICT to awaken intellectual curiosity and breed tolerance and interculturality through the use of authentic language. According to Marczak (2013), "the ability to cope with otherness, communicate successfully with strangers, be it from one's immediate or more remote social circles, and use ICT is now an indispensable key with which to unlock the cultural riddles of reality" (p. xi).

Learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR). At this level, they will be able to communicate in everyday situations in English, able to solve basic problems, and communicate basic needs in situations such as travel, school, and work. Thus, the EFL curriculum has a two-fold purpose: develop future global citizens aware of their national and personal identity, as well as provide future opportunities for work, travel, academic scholarship, and access to information and resources through ICT.

Through the EFL curriculum, learners will be given opportunities to discover how linguistic diversity contributes to the construction of an intercultural and multina tional society and world. In addition, studies have shown that by learning a foreign language, learners can develop a better understanding of their own, native lan guage (Fernandez, 2007), giving learners new insights into how to improve their mother tongue. Learning a foreign language gives learners a greater global under standing of the world we live in, making them socially responsible, global citizens.

In terms of L2 English competence, by the end of BGU learners will demonstrate at least a CEFR Level B1 (Threshold) and have a limited but effective command of the spoken language. They will:

- Be able to handle communication in English in most familiar situations.
- Be able to construct longer utterances, although may not be able to use com plex language except in well-rehearsed utterances.
- Sometimes have problems searching for language resources (structures, lexis, and functional exponents) to express ideas and concepts, which may result in pauses and hesitation.
- Have generally intelligible pronunciation, although L1 features may put a strain on the listener.
- Usually be able to compensate for communication difficulties by using repair strategies, but may sometimes require prompting and assisting so as to avoid communication breakdown.

A B1 user of English can be expected to:

1. Speak quite confidently on everyday topics, especially in relation to personal interests and routine contexts. Produce simple connected text on topics that are familiar or of personal interest.
2. Express opinions and feelings. Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for beliefs and plans.
3. Deal with most situations likely to arise whilst traveling in an area where the English language is spoken, including the exchange and checking of factual information.
4. Read straightforward texts on subjects of interest. Understand the main points of clear,

standard input on familiar matters regularly encountered in work, school, leisure, etc.

5. Write a personal letter, email or note on a familiar topic, describing an event or situation for an intended purpose with sufficient accuracy and coherence to be followed most of the time.

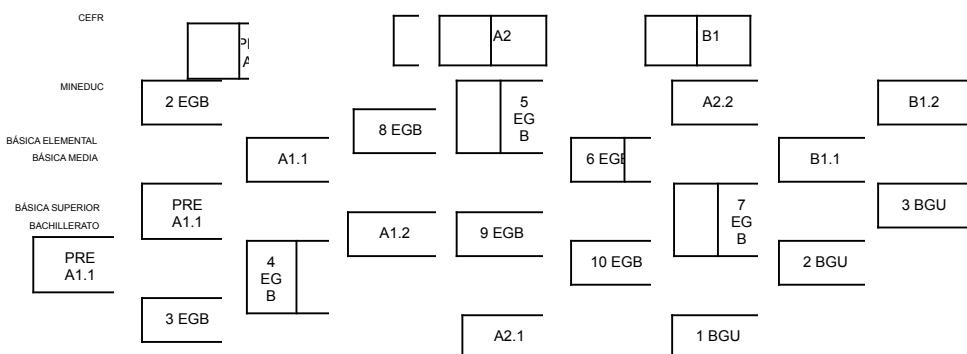
Bridging the gap between Educación General Básica Media and Educación General Básica Superior (Primary and Secondary)

It should be taken into account that although learners are expected to reach a certain level of English when graduating from Educación General Básica Media, in this case graduating from 7th EGB with an A2 level, a large amount of the language learned in these levels will be recycled in the first years of Educación General Básica Superior (8th, 9th, 10th EGB) but within a different context and combined with new language, more appropriate in this case for young teenagers.

Consequently, learners in their first years of secondary education will be taught what they have already learned in terms of grammar and vocabulary, with new, context-specific vocabulary being added. One of the main reasons for this being the case is the gap between stronger and weaker learners, which increases in secondary education, due to the coming together of students from different primary schools. It also needs bearing in mind that when learners move from primary to secondary school, they also experience important changes in methodology and teaching approaches. As primary learners, they are instructed mainly through games, songs, rhymes, and playful activities. When in secondary school, teaching becomes more formal, assessment is more demanding, the pace of the lesson is often faster, and students benefit by recycling language previously seen.

The following chart, Levels of Proficiency: Branching Approach, illustrates the English levels that are expected for learners in both EGB and BGU.

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Levels of Proficiency: Branching Approach.

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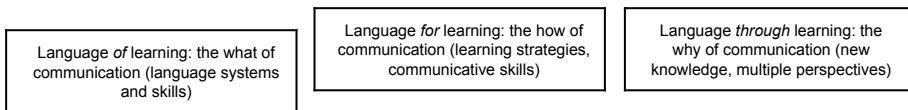
3. Epistemological Foundations and Pedagogical Responses

The epistemological foundations of the EFL curriculum refer to how learners learn languages and therefore, how they should be taught. In this curriculum we take a constructivist approach, beginning with the assumption that all learners entering schools are users of their mother tongue, have cognitive, emotional, and motor skills that facilitate communication, and have an understanding of how their L1 works derived from intensive input and production in real life contexts. This previous knowledge forms the foundation upon which learning takes place and meaning is grounded. Knowledge and meaning are accessed, developed, and expressed through language.

English as a Foreign Language and Content Language and Integrated Learning

Within a CLIL framework expressed as the 4Cs, language facilitates 1) communication, 2) cultural awareness and understanding, 3) cognition, and 4) content. Another way to conceptualize this is to see the acquisition of language as an outcome of, for, and through

learning (Coyle, 2007). Language *of* learning is understood as the acknowledgement that learners need to have access to linguistic concepts, systems, and skills in order to communicate and develop knowledge about subjects, themes, and topics. Functional need is determined by context, is encountered through authentic communicative situations and texts, and can be scaffolded to support progressive acquisition. Metalinguistic reflection (such as understanding grammar) is discovered via functional need. Language *for* learning speaks to the metacognition of learning how to learn. It includes the development of learning strategies and communicative skills for interaction between teachers and learners and learners with each other in order to acquire input, seek clarification, and make and express meaning. Language *through* learning refers to the high level of what van Lier (1996) calls "participability" in CLIL contexts as a means of developing language and higher order thinking skills. The higher the participation, interaction, and use of higher order thinking skills, the higher the quality of learning (Met, 1998).



CLIL, language acquisition, and the 4Cs.

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Communicative Language Teaching

Constructivist theories of knowledge and the central role of language and communicative competencies in CLIL frameworks can be best expressed through a communicative approach to teaching. A communicative approach to teaching can accommodate a range of practices, grounded in ten core assumptions of current communicative teaching as outlined by Richards (2006):

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
 2. Effective classroom learning tasks and exercises provide opportunities for learners to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful personal exchange.
 3. Meaningful communication results from learners processing content that is relevant, purposeful, interesting, and engaging.
- Communication is a holistic process that often calls upon the use of several language skills or modalities.
 - Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those

involving language analysis and reflection.

4. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
5. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
6. Successful language learning involves the use of effective learning and communication strategies.
- The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for learners to use and practice the language and to reflect on language use and learning.
7. The classroom is a community where learners learn through collaboration and sharing.

These assumptions of how language learning happens have led to what Jacobs and Farrell (2003) have described as a paradigm shift that can be seen in eight major changes within a communicative orientation to language teaching (as summarized in Richards, 2006):

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1. Learner autonomy: Learners are given more choice over their own learning both in terms of content and processes. Examples include working in small groups and evaluating their learning using measures of self-assessment.
2. The social nature of learning: Learning depends on interaction with others. An example of this would be cooperative learning.
3. Curricular integration: Connections between different strands or threads of learning are emphasized such that English is connected to other subjects. Examples of this include text-based learning as a means of developing fluency in text types that can be used in other contexts.
4. Focus on meaning: Meaning is viewed as the driving force of learning.
5. Diversity of learners: Learners learn in different ways and have different strengths. Teachers acknowledge these differences and use them to facilitate learning by developing learners' awareness of learning strategies.
6. Thinking skills: Language serves as a means of developing higher order thinking skills that can be applied in situations beyond the language classroom.
7. Alternative assessment: New and multiple forms of assessment are needed to move beyond the limited assessment of lower order thinking skills. Multiple forms of assessment, like observations, interviews, journals, and portfolios are used to build a comprehensive picture of what learners can do in a second/foreign language.

8. Teachers as co-learners: The teacher is viewed as a facilitator who learns through doing and responds to learners' needs as they arise.

Resources

The role of the school in the area of English Language Teaching (ELT) is to expand, enhance, support and enrich all learners' linguistic, aesthetic, and thought capabilities in the course of their learning process. Education, or access to language learning, must be accompanied by availability. Availability has to do with the physical presence of objects (books, newspapers, magazines, encyclopedias, posters, CD-Rom, the internet, etc.) that can be sources for language input. This is especially important in EFL contexts, where learners may have limited opportunity to engage with the language outside of the educational context.

Critical thinking skills

While communicative approaches in ELT focus on developing competencies for real life contexts, the quality and breadth of competencies are developed through a range of thinking skills. The CLIL focus on critical thinking skills draws upon Bloom's Taxonomy of educational objectives, a tool used to link thinking skills with outcomes through the use of descriptive learning objectives created with verbs classified as representative of specific domains: Remembering, Understanding, Application, Analysis, Evaluation, and Creation.

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Evaluating
Analyzing
Applying
Understanding
Remembering

Bloom's Taxonomy (revised, 2001)

The domains are classified as lower order thinking skills (remembering, understanding, and applying) and higher order thinking skills (analyzing, evaluating, and creating). A curriculum that incorporates the teaching of critical thinking skills consciously teaches all domains, using lower order thinking skills to scaffold the development of higher order skills while facilitating a range of cognitive processes and expression linked to linguistic production through functions. The hierarchical representation as a pyramid emphasizes the importance of scaffolding to build critical thinking skills.

It is important to note that learning goals should support learners' ability to develop critical thinking skills that allow them to function in all domains, as well as work within multiple

domains as determined by linguistic functions and contexts. For example, the ability to work with and create media draws upon facility with all domains (Paul & Elder, 2004), and skill development in higher orders of thinking is necessary for developing global focus and working within multiple literacies and modalities in the learning process (Kress & Selander, 2012).

Learning objectives that include critical thinking skills are expressed through specific verbs commonly associated with each domain. The verbs also serve as descriptors of activities and student production suitable to each domain. The relationship between domains, verbs, and production can be seen using the Bloom's Taxonomy Wheel.

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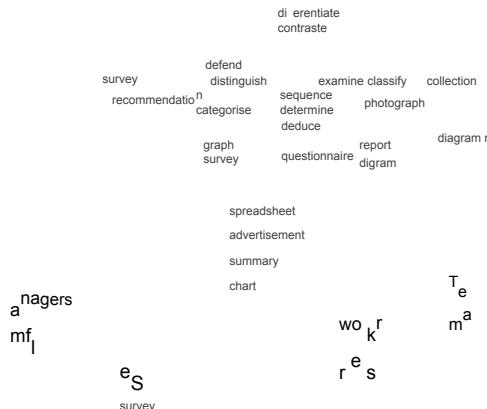
LANGUAGE C_{creative}

Independent enquirers

thinkers

news definition
story

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The Bloom's Taxonomy Wheel from the center outward: Domains, Verbs, Examples of activities and student production, Learner profiles (Wilson, 2001).

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4. Curricular Threads

The three main goals of the EFL curriculum are:

To develop learners' understanding of the world - of other cultures and their own - and to communicate their understanding and views to others through English.

To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.

To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

For both school levels, Educación General Básica (EGB) and Bachillerato General Unificado (BGU), the ELT area has been organized into five sections, or threads: 1) Communication and Cultural Awareness, 2) Oral Communication (Listening and Speaking), 3) Reading, 4) Writing, and 5) Language through the Arts. Each of these threads, in turn, can be further divided into sub-threads as shown in the following table:

	4Cs	Curricular Threads		Culture / Citizenship	Communication
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		and Cultural Awareness	Sub-Threads Intercultural Awareness and Identity
	Communication Cognition	Oral Communication (Listening and Speaking)	Social Competence and Values Listening Skills Spoken Production
	Content	Reading	Spoken Interaction Literacy-rich Environment Reading Comprehension Use of Resources & Study
		Writing	Skills Cross-curricular Content Initial Literacy Text Production
		Language through the Arts	Literary Texts in Context Creative Writing Creative Thinking Skills

CLIL, critical thinking skills, and curricular threads.

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The EFL curriculum considers CLIL as a means to access and learn English in an authentic, meaningful context. Thus, the focus will be on language and language use, rather than knowledge of content.

Within each curricular sub-thread, CLIL and critical thinking skills will be distributed coherently according to the learning outcomes, taking into account the way these aspects interconnect to make language development and acquisition possible.

The CLIL content will be the vehicle for the context in which the language will be practiced, and through CLIL, learners will be provided with opportunities to develop and improve their critical thinking skills. In today's world, critical thinking skills are indispensable for becoming highly functioning adults. Some of these skills are highlighted below:

- Hypothesizing through prediction and conditions of probability and possibility. •
- Comparing and contrasting by showing how things relate to each other. • Describing cause and effect in natural and social processes.
- Classifying and grouping concepts and content by drawing relationships between objects and ideas and underlining differences.

- Measuring and using numbers.

Through a variety of reading sources, such as picture texts and articles, learners will implement and improve predicative skills and relational aspects, such as association, categorization, and finding meaning through context.

In conclusion, the content was constructed and organized keeping in mind the following criteria:

- Content is organized as related to the curricular threads.
- Language is graded and adapted by level of complexity and abstraction.
- Skills are developed gradually.
- Writing is seen as a means to achieving learning objectives, not as an end to learning.

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Curricular Thread 1: Communication and Cultural Awareness

The Communication and Cultural Awareness thread is comprised of two aspects: 1) Intercultural Awareness and Identity and 2) Social Competence and Values.

Intercultural awareness and identity. Today in our increasingly globalized world intercultural awareness is more important than ever. "To communicate internationally inevitably involves communicating interculturally as well" (Çakir, 2006, p. 1). By participating in the process of foreign language learning, learners can be given much-needed opportunities to do so, using the target language (English) as the vehicle to a richer understanding of one's own culture, as well as cultures around the world. Through activities that promote intercultural awareness, learners can become aware of their own culture by understanding how they view other cultures from the viewpoint of their own, and how their culture is viewed by others. It involves being able to genuinely communicate with an understanding that goes beyond the four walls of the classroom into the real world. By talking about where they come from and learning about children in other countries, learners will develop a wider perspective of reality as well as cultural sensitivity.

Social competence and values. Social competence, or the ability to interact socially and appropriately in a given situation, also plays an integral role in the development of young learners. Learners develop social skills in the EFL classroom by learning to work together cooperatively, accepting points of view that are different from their own, negotiating, and learning about reciprocity. Through the use of conversation, role plays and group work, learners acquire the skills needed to develop self-efficacy and morals, as well. By becoming socially competent children, we set the stage for later, improved social interactions as adolescents and adults.

The content of this sub-thread promotes tolerance by leading learners to learn respect for themselves and the natural environment, which in turn will develop respect for others.

Other values such as exercising discipline, sharing, and turn-taking are interwoven throughout the thread in order to create well-developed, social beings.

Curricular Thread 2: Oral Communication (Listening and Speaking)

Listening and speaking are skills that should be seen as a holistic process (Richards, 2006). The two skills are closely related, and therefore the EFL curriculum takes the position that they should be considered within the same curricular thread, Oral Communication. With this in mind, the two macro-skills of listening and speaking should be integrated in the classroom, taking care to assure that they be taught within a meaningful, communicative context.

The EFL curriculum recognizes the importance of listening and speaking as skills essential in the communicative competence of English language learning, although this does not disregard the permanent, ongoing relationship between oral communication and reading and writing skills. In other words, we talk in order to write and vice versa.

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The Oral Communication thread is divided into three sub-threads: 1) Listening Skills, 2) Spoken Production, and 3) Spoken Interaction.

Listening skills. The act of listening is a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short and long term memory functions almost simultaneously. In order to minimize problems that could occur within this process and assure that learners are able to apply L1 listening strategies to L2 comprehension, learners must be given the opportunity to listen to texts that relate to their age, interests, background, and language needs.

Throughout the EFL curriculum, learners will be introduced to listening strategies intended to improve their listening comprehension. Some of these strategies include listening for gist, listening for detail, inferring, and predicting. Learners can be led to practice and implement these strategies through the use of listening tasks that focus on each one in a meaningful context. The use of ICT is recommended as a means to expose learners to a variety of authentic listening texts, from songs and poetry to short dialogues and informative texts such as advertisements and announcements. In turn, these authentic texts will aid learners in terms of pronunciation skills such as stress, rhythm, and intonation.

Spoken production. The Spoken Production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy (or we could say meaning over form) will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2 (Krashen, 1985).

Studies have shown that in young children, inhibition is low and the tendency to imitate is high. Thus, in EGB, learners will start on their journey of spoken production through imitation, using songs, rhymes, tongue twisters, and chants. As learners develop more cognitive and social skills, they will engage in more direct forms of spoken production, such as can be developed in short dialogues, role plays, and speeches.

Spoken production is also closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Spoken interaction. Oral communication comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the role of group work as well as the social element of group work, which augments confidence and motivation; problem-solving; participation in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouragement of linguistic creativity and expression. Tasks involving spoken interaction must be carefully scaffolded and the language graded in order to meet the production needs of the learners.

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Spoken interaction as conceived in this sub-thread includes both verbal and non-verbal communication. Communication strategies (e.g. asking for clarification and paraphrasing what was said), along with the function of language in various communicative situations (i.e. online interaction, phone, presentations), can be considered the backbone for using language as a social construct in spoken interaction. Learners should therefore participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies.

Curricular Thread 3: Reading

The principal goal of the Reading curricular thread is to develop learners who are willing and able to interact autonomously with written texts in order to do a variety of tasks, such as extract information, learn about the world around them, and communicate.

Four sub-threads are considered: 1) Literacy-rich Environment, 2) Reading Comprehension, 3) Use of Resources and Study Skills, and 4) Cross-curricular Content.

Literacy-rich Environment. Recent research has shown that children who are raised in “print-oriented societies are engaged, from very early in their lives, in making sense of the printed word, in figuring out the symbolic nature of print, in discovering that print may serve a variety of functions” (Hudelson, 1994, p. 131). Therefore, this sub-thread is based on the consideration that the acquisition of written, and even spoken, language can improve in literacy-rich environments. Classrooms that support a literacy-rich environment will include elements such as displays of student work and student-produced posters on the walls; classroom libraries; computers or access to other ICT, such as Wi-Fi; time for independent reading; word walls; and labels on classroom objects that help English language learners with vocabulary and literacy.

Literacy-rich environments also create access to a particular culture, the “print culture”, which perceives written language as a social practice. If we define literacy as more than just knowing how to and being able to read and write, but in addition consider it to be a language process as a means to self-expression and a better understanding of the world, then clearly we can see that print culture signifies identifying with and belonging to a particular community with particular intentions. In other words, in learning to read and write not only does one gain mastery of a code of graphic symbols, but also a set of social practices that each community is building, rebuilding and categorizing in a certain way. As Susan Hudelson (1994) notes:

literacy serves people by providing one medium through which individuals can learn about the world and share their understandings with others, accomplish some of the daily tasks of living, make and maintain connections with other people, express both uniqueness and commonality with others, reflect upon and try to act upon individual and

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community problems, make some changes in the world, enjoy the richness of language, understand their cultural heritages and the heritages of others, and struggle with the human condition and what it means to be human (p. 130).

Along this vein, it is clear that students who become literate in both their mother tongue as well as a foreign language have ample opportunities to not only find new ways to express themselves, but also comprehend their national and personal identity on a more complex, deeper, and richer level.

In addition to recognizing that there are a variety of experiences and uses for reading and writing depending on the purpose and the different social and cultural contexts, students should explore the broad range of possibilities offered in the print culture of a foreign language. In today's world, knowing another language is an essential component of being a global citizen. One who knows English, for instance, can communicate with a broad range of people from other countries and contexts. English has become the language of science and technology as well, and those who cannot read or write in English may be limited in future opportunities that would contribute to their personal and/or academic development, such as traveling for pleasure or being considered for scholarships and future job positions. In this sense, learning English as a foreign language is seen as an act of inclusion.

Learning within a literacy-rich environment strengthens and supports speaking, listening, reading, and writing in a variety of authentic ways, through both print and digital media. With the teachers' support, students discover the benefits and advantages of becoming literate. Primary and secondary school are the ideal places to encourage students to access and participate in literacy-rich activities, such as forums, poetry recitals, book contests, theater performances, writing for school magazines or newspapers, corresponding with students from other schools, or creating a collection of stories, etc. All of these activities will help students to understand that mastery of language skills goes beyond learning about spelling rules or grammar rules, and that becoming truly competent users of the written language guarantees better personal and social development.

Reading comprehension. There are myriad reasons for developing reading skills in and outside of the classroom. Through reading, learners will improve their critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, and use reading texts as sources of information. Reading for pleasure is promoted essentially through the Language through the Arts thread.

Reading is seen as a highly complex cognitive process in which many mental operations are involved and by which each reader constructs meaning and gives meaning to the text. Reading is, then, tantamount to understanding, and the purpose of education is to train people to self-regulate their reading through the discriminating and autonomous application of a range of reading strategies. In EFL, reading will also become a way to access meaning without translating, as in silent reading vs. reading aloud.

In addition, various studies, including those made famous by Stephen Krashen in *The Power of Reading* (2004), have shown that reading promotes learning across subjects. Students who read show improvement not only in language use but also in all other subjects - math, science, arts. In terms of its importance to the EFL curriculum, Harmer (2007) notes that reading is useful for acquisition of English. Through reading, learners can improve grammar, spelling, vocabulary, and punctuation since written texts are good models for language itself. In fact, studies show that reading is more effective in improving learners' structure and lexis than other traditional classroom activities like substitution drills, clozed activities, and transformation exercises. Krashen (2013) states that reading increases vocabulary in L2, knowledge of the language, and how it is used in real-life contexts. In this sense it could be said that reading provides the backbone for success in the other macro and sub-skills.

Reading comprehension also involves noticing how texts are organized, understanding discourse analysis such as occurs by contrasting L1/L2 styles, activating schema, and recognizing connectors and linking words that help with the organization of texts. Learners should be able to identify and understand simple informational texts such as emails, labels, messages, advertisements, etc. Skimming for gist, scanning for specific information, reading for detail, and making inferences are part of the skill set which allows readers to process these texts. Emphasis has been placed on making inferences, which could be considered one of the principal skills for successful comprehension as well as a higher order thinking skill. In addition, strategies that help the reader overcome obstacles to understanding when construction of meaning becomes difficult are also considered within the Reading Comprehension sub-thread. Some of these strategies include drawing conclusions and making assumptions, using schema to activate prior knowledge, and focusing on what is known in order to help inform what is not known.

Use of resources and study skills. Another goal of the EFL curriculum in terms of reading is to educate people to make use of the variety of resources and sources of information that surround us on a daily basis. These sources include but are not limited to ICT resources, printed sources, and interpersonal written communication, with an emphasis on the use of libraries and internet access. Reading is also considered a resource for improving and developing study skills, which makes it an essential component of any language curriculum. The Reading thread develops the skills needed to use these resources to be able to identify, select, collect, organize, and analyze information, while building autonomy and the ability to critically evaluate the sources consulted.

Cross-curricular content. The purpose of this sub-thread is to overlap subject content from the other curricula of EGB and BGU onto English language use, in order to create interest, increase motivation to learn, and establish authentic context for communicating with the foreign language.

Curricular Thread 4: Writing

Writing can be defined as a highly cognitive and metacognitive intellectual act which takes into consideration a plethora of pre-requisites: intention of author; the desire to communicate and share ideas; knowledge of vocabulary, text types and the organization of each; identification and understanding of audience and purpose; and ability to manipulate the written "code". Because of these considerations, competence in writing is a complex process which must be developed gradually and progressively throughout an individual's school years and beyond.

At this point it should be mentioned that although the curricular threads have separated the four skills of listening, speaking, reading, and writing up to this point, they are, by nature, interrelated and must be integrated in the classroom. For instance, one speaks and reads in order to write, and writes and reads in order to speak. Thus, the four skills are part of an integrated approach to language learning and as such must not be completely separated from one another. Taking these thoughts into consideration, the Writing curricular thread has been further broken down into two aspects: 1) Initial Literacy and 2) Text Production.

Initial literacy. For most people, literacy events are a part of everyday life. Reading an email, receiving a birthday card, jotting down an idea, reading a street sign - all contribute to form the literate person. With the advent and proliferation of access to ICT, literacy skills have become a part of many learners' contexts not only at school but at home as well. Literacy skills are an integral part of a person's life.

Initial literacy can be problematic, even in one's first language. Not only is writing "less natural" than speaking, but the fact that the writer is much more distant from the reader (which is not generally true in terms of the speaker and listener), makes it that much more difficult. The learner has to construct meaning from the written word in contexts that offer less support for meaning (Cameron, 2001), which can complicate literacy not only in L1 but also in L2.

In addition, initial literacy in L2 is influenced by a few essential factors. According to Cameron (2001), these are as follows:

- "The nature of the written forms of the first language;
- The learner's previous experience in L1 literacy;
- The learner's knowledge of the foreign language (in this case English); • The learner's age" (p. 134).

Because of these four factors, initial literacy in L2 will be largely influenced by the learner's knowledge and level of literacy in L1. The natural process of learning one's first language means that as another language is encountered, the brain attempts to apply what it knows about L1 by looking for familiar cues. In addition to what

can be transferred from L1 to L2, learners will also need to develop understandings of new cues in order to develop literacy in the foreign language. Furthermore, because the grapho-phonemic relationships in English will most likely vary from those learned in Spanish (or other languages), learners will need to learn extra reading skills, as well as some new letter-sound relationships, in order to become a literate user of English.

To complicate matters further, learners who are struggling with literacy in L1 will be faced with added challenges to becoming literate in L2 or a foreign language (FL). If literacy is only partly developed in the L1, then the learner will have fewer strategies to transfer to the L2/FL. "Backward transfer", where learners apply L2/FL literacy skills to L1, may even occur (Cameron, 2001).

The learner's knowledge of the L2/FL also plays an essential part in acquiring FL literacy. Oral skills and oral communication are important in L2/FL literacy. Through listening and speaking, learners can develop an awareness of phonological relationships between letters and sounds. Knowing vocabulary assures that learners can use the words they already know to build word recognition and hold ideas and thoughts in short term memory as meaning is constructed.

Finally, the learner's age is important to consider as well. The younger the child, the more likely he/she is still developing literacy skills in L1, which means he/she is still learning how the written word and written texts function. Since children are still mastering the motor skills needed to form letters and shapes and join letters into words and words into sentences, it is recommended that literacy skills built in the FL be done so at a very simple level. Some ideas for this include tracing letters and words and reading single words and/or simple sentences based on very familiar subjects (i.e. family, objects in the classroom).

EFL literacy instruction must find a balance between a focus on meaningful exposure and explicit instruction (Kang Shin, 2015). Even though there may only be a few hours a week for EFL instruction, teachers should focus on literacy and not just on oral communication. Because literacy is all-pervading in most societies, it is an important consideration in both L1 and L2/FL. In order for the EFL learner to develop literacy skills in English, the learner should be immersed in print and literature (Kang Shin, 2015), as described in the curricular threads Communication and Cultural Awareness and Language through the Arts. Thus, important connections between the four macro-skills of English (listening, speaking, reading, and writing) and the use of CLIL and the arts to immerse students in the language have been made throughout the EFL curriculum.

Text production. According to Penny Ur (2012), the purpose of writing is the expression of ideas, where the ability to convey a message to the reader takes precedence over other aspects of writing. Massi (2001) sees writing as "...an interactive process by nature since it evolves out of the symbolic interplay between writer, text and reader". Thus, throughout the EFL curriculum, writing is treated as a social practice. In other words, it always has a context, a purpose, and an audience. This curricular thread of Writing considers written production to be a communication

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tool, used for transmitting information, ideas, and knowledge. Creative writing is considered

separately in the thread of Language Through the Arts.

As mentioned above, writing is a communicative tool. One writes for an audience with a particular purpose in mind, and based on this audience the writer chooses the register (formal/informal), tone, lexis, and content.

Writing is a way to learn. Through writing, people express what they know and thus discover what they don't know. While writing, various cognitive skills are put to use: analyze, compare, classify, deduce, relate, and interpret, all of which are specified in language skills. Thus we see that in the process of writing, learners are encouraged, if not obliged, to work within the higher domains of Bloom's taxonomy: analyze, evaluate and create (as revised in 2001).

Writing is a method with epistemic potential. Process writing encourages learners to think about and use language in a creative and critical manner. As students work through each stage in the process, from brainstorming to editing, they gain valuable insight into giving and receiving feedback and finding ways to express themselves clearly and effectively.

Written expression for EFL learners can be conceptualized in a variety of manners. Writing can be used to describe and write about the self, thus exploring and understanding personal and national identity. Writing can be used for learning purposes, as the process of writing makes thoughts and ideas visible to others, facilitating reflection and self-regulation of thoughts and beliefs. Writing can be used as a link to connect with others. This is especially evident in the use of ICT, where learners may engage in writing activities such as messaged conversations and email, or projects of another nature such as collaborative writing assignments.

The act of writing includes important aspects such as:

- Handwriting and the mechanics of writing (including the use of ICT for written texts, known as typography).
- Spelling patterns and the role of phonetics in English language spelling, such as non-correspondence of phonemes and graphemes, irregular spelling rules, and silent letters.
- Layout and organization as dictated by text type: recognizing differences between L1 and L2 writing styles, identifying specific formats within text types (recipes, songs/rhymes, newspaper articles, essays).

As learners of EGB develop a more sophisticated understanding of how other people think, they begin to develop empathy, or what Frith (as cited in Cameron, 2001, p. 155) refers to as "theory of mind". This empathy is the basis of all writing, as learners must learn how to write for a particular audience. Writing done by EGB learners should be "APT"; that is, have a clear Audience, Purpose, and Topic (Cameron, 2001, p. 156). Writing tasks can be constructed around CLIL content, but it should be kept

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in mind that all writing, whether for pleasure or academic purposes, must be centered on learners' interests, motivation, and need to communicate.

In addition, as learners progress in their writing skills, special attention to the process of writing (as opposed to the final product) should be given to ensure learners are allowed opportunities to develop their own intentions as authors, to share and elaborate on ideas that matter to them, and to work collaboratively with others using ICT as a means to help organize, arrange, and edit/clarify their ideas.

Curricular Thread 5: Language through the Arts

Dewey (as cited in Upitis, 2011, p. 15) claimed, among many other things, that “the role of education was not only to prepare students for later life, but also to engage students wholly in life at the present moment”. He further claimed (as cited in Upitis, 2011, p. 15) that the most effective way to stimulate this engagement is by involving what he referred to as the “four occupations of childhood”: conversation, inquiry, making things, and artistic expression. If we consider that the arts can engage the learner wholly, that is intellectually, socially, emotionally, and physically (Upitis, 2011), then it goes without saying that the thread of Language through the Arts is a fundamental component of the EFL curriculum.

Considering the above, three sub-threads have been established for this curricular thread: 1) Literary Texts in Context, 2) Creative Writing and 3) Creative Thinking Skills. Here we make distinctions between responding to literature (both oral and written texts), written production to clearly express thoughts and ideas, and the potential to develop learners' creative thinking skills through their engagement in content within the arts.

Literary Texts in Context. This sub-thread takes the broad philosophy that literary texts are sources of stories and themes. These stories and themes represent holistic approaches to language learning by considering both oral and written texts as rich resources for learners' involvement with authentic uses of the foreign language (Cameron, 2001). Stories and themes provide opportunities for students to find and construct coherence and meaning on one hand, and to engage with the language out of pure enjoyment, on the other. Stories invite learners to enter an imaginary world created solely by language, and through interaction with this imaginary world, engage in the language in a variety of contexts, learning the language as they go. Themes, which encompass broad, overarching ideas or topics, offer opportunities for students to pursue personal interests through the foreign language, in this case English (Cameron, 2001).

Within this curricular thread, “literary texts” should be considered not just written texts (such as signs, rules, instructions, poetry, stories, legends, and myths), but also oral texts (such as chants, stories, verbal instructions, rhymes, songs, riddles, and jokes). It should also be mentioned and noted that story telling is an oral activity, meant to be listened to and perhaps even participated in.

In EGB, students will be given increased exposure to literary texts, in the hopes of making them better, more active readers while at the same time kindling a love for reading that will last the child's entire life. In these early years of education, it is not about turning the learner into a specialized reader. It is not necessary to have learners analyze formal structures of texts or deconstruct the text for meaning. Instead, the purpose is to stimulate a joy of reading and to instill reading habits for the future. The use of literary texts in the EFL classroom should be viewed as a means for awakening and enhancing the learner's aesthetic sensibility, imagination, symbolic thought, memory, and language macro-skills.

At the BGU level, in contrast, the study of literary texts, in this case “literature”, is more specialized. Learners at this higher level must be capable of examining, enjoying, and

appreciating literary texts in terms of structure and genre, thus entering into a type of dialogue with the history, tradition, and culture of the literature itself. In doing so, the learner develops a sense of ownership with respect to this literary tradition, which is a part of his/her national history and identity, while also belonging to a worldwide tradition of culture and history.

Regardless of the specific objectives at each level of education, the one thing they both have in common is the goal of creating lifelong readers with the creative and critical thinking skills needed to interact with literary texts in order to express global, humanistic concepts of a personal, social, and cultural nature.

It must be noted that in contrast to L1 language learning, L2 literary texts should be based on learners' interests and the opportunities the texts offer for language learning, as well as entertainment value. In other words, the EFL curriculum puts a focus on literary texts as a vehicle to facilitate language learning and as a stimulus for motivation in the classroom, rather than an introduction to the great literary works of our age. Consequently, for each level a list of recommended titles, based on language level, interests by age, and relevance to foreign language learning, will be provided to teachers so that they may create a selection of texts that are appropriate to their particular classroom and learners.

In the words of Stephen Krashen (2015, p. 28),

Most people don't care about language acquisition. For most people, it's the story and/or the ideas that count. Instead of trying to motivate our students by urging them to work hard and reminding them how important it is to know English, let's take advantage of the natural process, and make sure they have access to input that they find compelling, in class and outside of class.

Creative Writing. This sub-thread considers the nature of creative writing in the EFL classroom. The act of creative writing builds another level in the relationship between learner and literary texts. This relationship stems from the interaction the learner has with the function of language and how humans co-exist with words, and not from the dogmatic idea that creative writing is something that every learner must do and must do in a certain, "correct", way. Instead, the sub-thread of Creative writing emphasizes learners' responses to literary texts, how they relate to the writ-

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ten and spoken word, making it their own and playing with it in order to reflect their personal experiences, cultural context, and surrounding environment.

Creative writing should be developed in workshop format, in which the learner writes during class time in order to receive feedback from both teacher and peers. Starting with short texts, such as a riddle or short song lyric, learners will eventually learn to express their emotions, feelings, and dreams through the written word. Therefore, the creative writing tasks should come from learners' interests and be relevant to their daily lives, forcing them to look deep within themselves as a source of inspiration. Such tasks may include exercises in free writing, completing very simple short stories, and journal writing.

In addition, as learners attempt to express their ideas in English, they interact with the language on a level that cannot be replicated in other ways, thus creating avenues of expression that not only build reading and writing skills, but can also foster self-esteem and enhance communication skills.

Creative thinking skills. By participating in creative activities such as music, art, dance, and poetry, students will be stimulated and motivated to integrate multiple modes of communication and expression through the use of language. The application of an arts

education has the potential to promote all communicative, educational, intercultural and aesthetic outcomes (Gehring, n.d.) and prepares students for lifelong learning opportunities. An arts education contributes to the education of the child in that it encourages risk-taking, improves self-confidence and self-awareness, nurtures social skills development, and increases metacognition, while improving self-regulation, memory, motivation, and attention.

Learners immersed in language learning through an arts education program enjoy improved creative thinking skills, which are indispensable for becoming highly functioning adults later in life. Some of these skills are highlighted below:

- Problem-solving skills through participation in games and puzzles.
- Generating and extending ideas by responding to and evaluating oral and written texts (e.g. myths, legends, stories, riddles, songs, poems, rhymes, etc.).
- Making mistakes and learning from what worked and what did not. •

Risk-taking and having confidence in one's judgment.

- Imagining and looking for innovative outcomes.
- Brainstorming and not judging ideas early in the creative process; accepting all ideas as potential "seeds" from which something wonderful can grow.

As outlined above and in conclusion, one of the primary functions of the EFL curriculum is to engage learners in the language by learning *in, about, and through* the arts (Upitis, 2011).

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2015

Innovation

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 ways using 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.

Justice 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

S.1. We take on social responsibility and have the ability to strengths and weaknesses in order to become better human beings and fulfill our life plan.

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.

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6. General Objectives of the English as a Foreign Language area by the end of the Bachillerato General Unificado

The Ecuadorian High School Student's Exit Profile

The Bachillerato General Unificado (BGU) aims to shape young people who are well-prepared for life in the 21st Century, and are ready to participate in a globalized, democratic society, through ongoing learning, work, and entrepreneurial activities.

By the end of high school, and as a result of the skills developed and subject knowledge acquired through the EFL curriculum, learners will be able to:

Encounter socio-cultural aspects of their own and other countries

OG.EFL 1 OG.EFL 2 OG.EFL 3

OG.EFL 6 OG.EFL 7

OG.EFL 4

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.EFL 5

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. important details of up-to date English language texts, such as those published on the web, for professional or general

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.

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.

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.

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.

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).

Directly access the main points and

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articulated and grammatically and phonologically correct, with few errors. If any errors are made, they are non-impeding, i.e., they don't affect the *meaning*. Accuracy usually refers to the degree to which the language conforms to the accepted rule of the language.

accuracy

The ability to produce language that is clearly

acquisition A term used to describe language that is absorbed spontaneously, without conscious effort, much like the way children pick up their mother tongue.

This term was coined by Stephen Krashen. Learners do not digest everything that they are taught. Some features are digested, while others are "filtered" out, depending on affective factors such as motivation, attitudes, emotion, negative emotional and motivational factors

affective filter 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 feelings of anxiety, boredom, fear, etc. and instead make learning fun, enjoyable, and low-anxiety.

articulators The movable organs that are involved in the production of speech sounds, e.g., the lips and tongue.

This term refers to texts, tasks, and material taken from authentic

authentic language	speakers of a language in real-life contexts, as opposed to artificial or contrived language which is used for purposes of learning grammatical forms or vocabulary.
backchanneling brainstorming	A way of showing a speaker that you are following what he/she is saying and understand. Some examples are the phrases I see, yes, and OK.
the real world, created and produced for native speakers of the language, and not manipulated or adapted for learning purposes.	The process where learners work together freely to contribute their ideas on a topic or subject in order to generate additional ideas and thoughts.
Real or natural language as used by native	

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chants	Also known as jazz chants, these are repetitive lines of rhythmic text that learners say out loud in a group.
chunks (of language)	Short phrases learned as a unit and that frequently occur together. These may include collocations, idioms, and phrasal verbs.
communication breakdown	A failure in communication that occurs when the message is not comprehensible to one of the people involved.
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.
critical thinking skills	Critical thinking skills entail a variety of skills that go beyond memorization and recall of information and facts. Some
digital literacy	

examples are evaluating, interpreting, or synthesizing information, and using creative thinking to solve a problem.

Digital literacy is the ability to find, evaluate, especially on the computer, create, store, and communicate

information using Information and Communication Technologies (ICT). Digitally literate individuals can communicate and work more efficiently, especially

ELT English language teaching

emergent readers
the relationship between sound and symbol, and that print carries meaning.

These are readers who are just beginning to understand

Texts for emergent readers should have strong picture and visual support.

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In education, this refers to the attitudes learners bring to a task. It is the degree of attention, optimism, curiosity, interest and passion they exhibit as they are being taught. In the classroom, learner engagement means the students are active: taking notes, interacting with each other, reacting to a task, exploring ideas by asking questions, etc.

Learner engagement is directly related to the level of motivation a learner has to learn and progress in their own learning.

engagement

The print of everyday life, such as that found on street signs, logos, labels, price tags, candy wrappers, and road safety or warning signs.

environmental print

extended

reading Reading for enjoyment.

extensive listening

One way to describe a teacher's interaction with the learners. Teachers who act as facilitators work in partnership with their learners in order to develop their language skills and do not tend to dominate the classroom.

facilitator

Listening for gist, or the overall, global meaning of a spoken text.

FL foreign language, as opposed to a first or second (or third, etc.) language

Natural, normal, native-like speech that is characterized by fluency no effort, i.e. without undue pauses or by the ability to express oneself with little or hesitations.

form The structure, or grammar, of the language.

A type of assessment that monitors student learning. Some examples would be asking learners to draw a concept map in class to represent their understanding of a topic, or asking learners to summarize a reading text in one or two sentences. In formative testing, teachers use the results to inform themselves about their teaching.

gist The main points of a piece of text (or audio segment).

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graded Language or text that has been adapted for language learners and targets the specific language level of the learner.

graphemes The written symbols for the sounds in a language, i.e. the letters of the alphabet or a character in picture writing.

Graphic organizers are types of visual support used to maps.

ICT express knowledge, concepts, thoughts and ideas and the relationships between them. Examples of graphic organizers are: concept maps, knowledge maps, and storyboards. ICT tools communicate, to store information, and to create material. Some examples of tools include: smartphones, Internet, computers, audio and video, etc.

Errors in meaning and language conventions that obstruct meaning.
impeding errors

An inductive approach to learning is one in which the student makes generalizations based on specific observations.

	taught in context or in a practical situation.
information-gap tasks	A type of activity where learners must fill in missing information, with each learner holding a part of the information that the other student does not have. Learners communicate with each other in order to obtain the information they are missing and be able to complete the task.
input	The language that the learner is exposed to through hearing or reading. In ELT it can also refer to the instructions or information that the teacher provides in order to help students understand the objectives.
intelligibility	The capacity of being clear and easy to understand. It refers to how well the speaker's message is actually understood by the listener.
intensive	Students discover the rules of a language through extensive use of the language and exposure to many examples, which are
extensive	
listening	Listening for specific information and details.
interculturality	knowledge and understanding of the cultures. The intercultural classroom celebrates and recognizes the diversity of all humans and world views, and promotes equality and human rights while challenging discrimination.
interlanguage	The language a student speaks at any given time during the learning process of the foreign language. It refers to the learner's current command of the language and will change and develop as the learner becomes more proficient.
intrinsic motivation	A type of motivation which comes from the learner's genuine interest in learning the language. An intrinsically motivated learner is one which wants to communicate and learn the language and culture of the speakers of that language for his/her own, personal, purposes. It is believed that the level of a learner's intrinsic motivation often determines whether he/she embarks on a task at all, how much energy he/she devotes to it, and how long he/she perseveres at the task.

jazz chants Repetitive lines of rhythmic text that learners say out loud in a group.

jigsaw task journal A cooperative learning technique where students work in groups to teach each other something. Each individual uses to practice free writing, express thoughts, and reflect. The learners receive feedback from the teacher on a regular basis.

L1 / L2 L1 refers to a person's mother tongue, the first language learned at home and in student is assigned one part of the task and his/her environment. must become the expert on it in order to teach the other members of the group. L2 refers to the learner's second language, although in ELT it often refers to English being learned as a foreign language (FL).

A journal is a notebook which learners can

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lingua franca modalities

modeling/model

learner-centered

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learning strategies

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.

A learner-centered curriculum requires learners to participate and play a responsible role in deciding what they will learn and how. For example, learners set

themselves linguistic goals, and decide how commercial, trade, or educational contexts they intend to achieve the goals.

Using a plan or conscious action to achieve an objective. For example, learners might decide consciously how they plan to learn more vocabulary, or how they want to remember a grammar rule. Teachers should encourage learners to experiment with new strategies, so that they learn what works best for them.

A lingua franca is a language that has been adopted by people whose native languages are different in order to make communication possible, especially in

Used to refer to a speaker's or writer's attitudes towards the world or a topic. For instance, a speaker can express possibility, certainty, willingness, necessity or ability by using modal words and expressions.

The instructional strategy in which the teacher provides learners with an accurate example of the language or task they are being asked to produce. Through modeling, learners can first observe what is expected of them so that they feel more comfortable in the production stage.

noticing

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subconsciously - notices the language around them, such as spelling, grammar, collocation, stress, etc.

There are two kinds of noticing: 1) noticing the language one sees and hears, and 2) noticing the difference between what one produces and what one sees and hears (usually called "noticing the gap"). When teaching grammar, teachers often call upon the learners to look at examples and notice a particular form that is new to the learners.

performative aspects of language

The techniques that refer to the process in which a learner - consciously or

Refers to a view of the language by which words take on more than just their dictionary definitions, and begin to "do" something as a meaningful unit. One example is the phrase "I do," which weds two people. In ELT, what is usually meant is the actually demonstrated ability of a speaker to use the language, as opposed to the speaker's knowledge about the language.

phoneme The smallest unit of sound, it carries no meaning on its own.

An approach to writing in which learners work through process writing

purposeful
communicative interaction
the various strategies of the pre-writing,
writing, and revision and editing stages.

This is communication that has a purpose and an intention; in other words, there is a clear reason to communicate. Some examples may include ordering food at a restaurant or greeting people.

register A variety of language used for a particular purpose or in a particular social setting.

rote learning Learning something in order to be able to reproduce it from memory rather than in order to understand it.

scaffold / scaffolding / scaffolded
student learning. Some examples might be providing visual support for a text or

Techniques teachers can use in order to help support stu
breaking a larger task down into more
manageable parts that can be completed
separately.

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schema (plural) / schemata
(singular)

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.

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segmental The discrete elements of speech, such as consonant and vowel sounds.

suprasegmental summative

In linguistics, those features of speech pertaining to

task-based
learning

text types
stress, pitch, intonation, and length that may extend over more than one segmental element.

text-based
learning

A type of assessment in which the goal is to evaluate student learning at the end of a unit by comparing it against a standard. Some examples include a midterm test, a

paper, or a final project.

A way of learning that is based on the learners' completing tasks. The focus is more on the task, therefore language is learned purely through exposure, acquisition, and use, and is not taught directly.

Text-based learning shares features with task-based learning, but in this type of learning texts are chosen as the framework processes.

of teaching. In it, students master the use of different text types for specific contexts, such as working in an office or working in a restaurant.

A text is a collection of written or spoken sentences or utterances that form a cohesive and coherent whole. Texts have features of a particular genre and perform a specific function. Some examples of text types are: narratives, descriptions, and

tone A variation in the quality of the voice that expresses the speaker's feelings or thoughts.

TPR
spoken instructions or stories. In TPR,

Total Physical Response: a way of teaching language, which requires young learners to respond physically to learners are encouraged to respond with actions before they learn to say the words.

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typography Writing on the computer.

Venn diagram
Similarities are placed in the part where the

A type of graphic organizer in which two circles intersect in order to show how two concepts or ideas are related. two circles overlap, and differences are placed in the outer part of the circles.

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INTRODUCCIÓN

Educación General Básica Elemental

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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,

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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., *Ip 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

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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 para phrasing (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 con texts 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.

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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)

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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

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literary texts, both oral and written, recreating alternative versions by changing the characters and scenes in literary texts.

Creative thinking skills. Finally, in the Creative Thinking Skills sub-thread, learners will find new ways to express themselves wholly (i.e., intellectually, socially, emotionally, and physically) while developing creative thinking skills through activities such as brainstorming and working in groups.

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.

Assess and appreciate English as an international language, as

O.EFL 2.2 contribute to communicative competence.
well as the five aspects of English that

O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. Develop creative and critical thinking skills to foster problem-solving and independent learning using both

O.EFL 2.4 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 O.EFL 2.8 O.EFL 2.9 Appreciate the use of English language through spoken and written English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.

ttend literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature. 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.

Demonstrate a living relationship with the

3. Performance Criteria for English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

Exchange basic introductions and limited personal information
EFL 2.1.1 EFL 2.1.2 EFL 2.1.3 EFL 2.1.4

EFL 2.1.5 EFL 2.1.6 EFL 2.1.7

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.

Recognize ways to relate responsibly to one's surroundings at home and at school in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.) by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)

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.)

Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.

Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)

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

EFL 2.1.10 Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

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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

EFL 2.2.3

EFL 2.2.2

EFL 2.2.4 EFL 2.2.5

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.)

slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: *What's your name? How old are you? Where do you live? etc.*)

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.)

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.)

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.)

Recognize familiar names, words, and short

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
words or sections which are not
understood. Be aware that understanding

Be comfortable taking meaning from spoken texts containing spoken texts does not require decoding every single word.

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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.

EFL 2.2.8

(Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)

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EFL 2.2.9 Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)

Clap, move, chant or sing along with short authentic English lan

guage rhymes or songs, approximating English rhythm and intonation once familiar with the text.

EFL 2.2.10

(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.)

Produce simple, mainly isolated utterances using very short phrases.

EFL 2.2.11 EFL 2.2.12 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: *Thank-you, Can I help you? This is [name]. It's a [item], etc.*)

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: *Where do you live? Do you have a bicycle? What color is it? etc.*)

EFL 2.2.15 EFL 2.2.16

ses and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)

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.

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.)

Say when they do not understand and ask for slower or clearer repetition where required. (Example: *Sorry? Could you say that again, please?* 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: *Oh!, Yes! Thanks. And you? etc.*)

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Curricular Thread 3

Reading

MANDATORY DESIRABLE

Demonstrate basic reading comprehension skills by identifying
EFL 2.3.1 and sentences, including simple written
the meaning of individual words, phrases, instructions.

Read a short simple text (online or print) and demonstrate understanding of the gist and some .2 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).

Understand the content in simple short written environmental
EFL 2.3.4 EFL 2.3.5 EFL 2.3.6 resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).

Understand the content of a simple graphic print text types, using artwork, symbols and organizer (online or print).
layout for support. (Example: price tags, signs, notices (*No eating*, etc.), candy wrappers, etc.) (Example, Venn Diagrams, charts, and labeled diagrams.)

Show the ability to use a simple learning

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.)

Show understanding of some basic details in short simple
EFL 2.3.8 and answering simple questions.
cross-curricular texts by matching, labeling,

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EFL 2.3.9 Identify the meaning of specific content-based words and phrases, with the aid of visual support. Read a variety of simple text-types and graphic organizers used

EFL 2.3.10 charts, plans or maps, etc.)
to present cross-curricular information
(Example: instructions, graphs, diagrams,

Curricular Thread 4

Writing

MANDATORY DESIRABLE

Know how to spell simple English words correctly, demons
EFL 2.4.1 EFL 2.4.2 EFL 2.4.3 to record and practice new words.

(Example: a picture dictionary, a word list,
set of flashcards, etc.).

trating awareness of sound-letter
relationships. (Example: sea, mean, bee,
etc.)

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.

Make a simple learning resource, in order

Write simple words, phrases and sentences for controlled practice of
EFL 2.4.4

language items. EFL 2.4.5 Write simple sentences on familiar topics to communicate ba

sic ideas. Write a short simple paragraph to convey some simple facts
EFL 2.4.6 EFL 2.4.7 they do, etc.)

about people, animals, places, things,
yourself or others, with the support of a
model text. (Example: where they live, what

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).

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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 envelope, a URL for a website, an email
and layout. (Example: write a greeting on a
birthday card, name and address on an

Curricular Thread 5

Language through the arts

MANDATORY DESIRABLE

Identify key information such as events, characters, and ob

EFL 2.5.1	EFL 2.5.2	Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
jects in stories and other age-appropriate literary texts if there is visual support.		
EFL 2.5.3	Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities. 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 2.5.4		
EFL 2.5.5	Apply ICT and/or other resources to communicate simple thoughts in small groups.	
EFL 2.5.6 EFL 2.5.7	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.
		Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

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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.

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4. Evaluation criteria for English as a Foreign Language in Educación General Básica Elemental

Curricular Thread 1: Communication and cultural awareness

Evaluation criteria

CE.EFL.2.1. 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.

EFL.2.1.3. Ask simple basic questions in class about the world beyond one's own immediate environment in order to increase

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.)

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.

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.

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

I.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)

CEFR: A1.1. Topics: Home, Places, World Around Us

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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 Skills and performance descriptors to be evaluated EFL.2.1.4. Express curiosity about the world and other cul

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. tures 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.2.1.

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.

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)

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

CEFR: A1.1. Topics: Home, Weather, World Around Us

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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 Skills and performance descriptors to be evaluated

EFL.2.1.1. Exchange basic introductions and limited perso

OG.EFL4. Deploy a range of learning strategies, thereby themselves and others within the communication process, increasing disposition and ability to independently access further cultivating habits of honesty and integrity into responsible (language) learning and practice opportunities. Respect academic behavior.

nal 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 Indicators for the performance criteria

J.2. Our actions are carried out with ethics, generosity, in integrity, coherence, and honesty in mind.

I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

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: A1.1. Topics: Family and Friends, Numbers 1-100

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ENGLISH AS A FOREIGN LANGUAGE

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 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.2.1.7. Collaborate in a friendly manner by sharing class room 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.

How the objectives contribute to the exit profile Indicators for the performance criteria

J.2. Our actions are carried out with ethics, generosity, in integrity, coherence, and honesty in mind.

contributions of other people.

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)

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

CEFR: A1.1. Topics: Family and Friends, Clothes, Colors, Food and Drink, Sports and Leisure, Toys

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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 Skills and performance descriptors to be evaluated

EFL.2.1.9. Communicate to peers and teacher when so basic questions.

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. Meaning is not understood in class through the use of simple

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 Indicators for the performance criteria

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	conversations. (J.3, S.1, 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: A1.1. Topics: Numbers 1-100, Sports and Leisure, Time, Toys
I.EFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short	

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ENGLISH AS A FOREIGN LANGUAGE

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 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.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions.

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.

tions 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

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.6.1. Learners

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.

short simple spoken texts and infer who is speaking and what

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.

can understand the main ideas in

the situation is, without decoding every word. (I.3)

CEFR: A1.1. All topics

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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

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.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect academic behavior. themselves and others within the communication process, cultivating habits of honesty and integrity into responsible 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.2.2.4. 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.)
- 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.2.2.5. Record key items of specific information from a heard

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.

of information and record them in writing or drawings, or

I.EFL.2.7.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items physically act upon them. (I.3)

CEFR: A1.1. All topics

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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 /aɪm eɪt/, 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

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/ /v/ /i:/ and in words like singing, communication and learning.

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). these, up, sea, etc.)	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 words in time with the rhythm, 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

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. easily understood. They can also produce some phrases and

I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)

CEFR: A1.1. All topics

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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 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.

with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, 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.2.2.12. 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.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly

How the objectives contribute to the exit profile Indicators for the performance criteria

I.EFL.2.9.1. Learners can express basic ideas, initiate con

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. may be slow though pauses do not make the interaction tedious

versations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses or uncomfortable for participants. (I.3)

CEFR: A1.1. All topics

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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.

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). Using expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name

EFL.2.2.13. Understand and use basic greetings, leave-taking things. (Example: *Thank-you, Can I help you? This is [name], etc.*)

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: *Where do you live? Do you have a bicycle?, etc.*)

EFL.2.2.16. Say when they do not understand and ask for slower or clearer repetition where required. (Example: *Sorry? Could you say that again, etc.*)

EFL.2.2.17. React appropriately to what others say using verbal/non-verbal backchanneling, 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.*)

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.2.10.1. Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and react appropriately to responses received. (I.3)
	CEFR: A1.1. All topics

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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.

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.2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.11.1.

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.	Learners can understand familiar words, phras the simple accompanying task. (I.4)
	CEFR: A1.1. All topics

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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 Skills and performance descriptors to be

evaluated OG.EFL3. Access greater flexibility of mind, creativity, en-

hanced linguistic intelligence, and critical thinking skills through EFL.2.3.2. Read a short simple text (online or print) and an appreciation of linguistic differences. Enjoy an enriched demonstrate understanding of the gist and some basic details perspective of their own L1 and of language use for of the content.

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.2.3.3. Understand most of the details of the content of a short simple text (online or print).

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.2.12.1. 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.

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.2.3.4. 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.).

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.13.1.

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. Environmental print text type and successfully complete a simple

Learners can understand a short simple environment task. (Example: a sign, notice, menu, etc.) (I.3)

CEFR: A1.1. All topics

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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 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.

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

EFL.2.3.5. Show the ability to use a simple learning resource efficiently where required. (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 Indicators for the performance criteria I.EFL.2.14.1.

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.

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 Skills and performance descriptors to be evaluated

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.

efficient use of ICT and reference tools where required.

EFL.2.3.6. Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)

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

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.15.1.

Learners can use simple graphic organizers to maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

CEFR: A1.1 All topics

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. show that they can understand a short simple text. (Example:

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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

EFL.2.3.7. Read and understand the main ideas in a short

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 multi national society, so improving their understanding of the world and engendering socially responsible global citizens.

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. 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria

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)

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.

* The content is from other school subjects like art, music, math, science, geography.

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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: *ve/een* = *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

EFL.2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: *sea, mean, bee*, etc.) list, set of flashcards, 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.2.4.2. Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word

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.)

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.2.17.1. 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)

INTRODUCCIÓN

Educación General Básica Elemental

ENGLISH AS A FOREIGN LANGUAGE

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 them selves 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

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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,

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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*).

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- 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., *Ip 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

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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-cultural 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 lear-

ners 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)

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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

literary texts, both oral and written, recreating alternative versions by changing the characters and scenes in literary texts.

Creative thinking skills. Finally, in the Creative Thinking Skills sub-thread, learners will find new ways to express themselves wholly (i.e., intellectually, socially, emotionally, and physically) while developing creative thinking skills through activities such as brainstorming and working in groups.

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.

Assess and appreciate English as an international language, as

O.EFL 2.2 contribute to communicative competence.
well as the five aspects of English that

O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. Develop creative and critical thinking skills to foster problem-solving and independent learning using both

O.EFL 2.4 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 O.EFL 2.8 O.EFL 2.9 Appreciate the use of English language through spoken and written English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.

ttend literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature. 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.

Demonstrate a living relationship with the

3. Performance Criteria for English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

Exchange basic introductions and limited personal information
EFL 2.1.1 EFL 2.1.2 EFL 2.1.3 EFL 2.1.4

EFL 2.1.5 EFL 2.1.6 EFL 2.1.7

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.

Recognize ways to relate responsibly to one's surroundings at home and at school in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.) by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)

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.)

Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)

Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.

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

EFL 2.1.10 Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

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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

EFL 2.2.3

EFL 2.2.2

EFL 2.2.4 EFL 2.2.5

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.)

slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: *What's your name? How old are you? Where do you live? etc.*)

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.)

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.)

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.)

Recognize familiar names, words, and short

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
words or sections which are not
understood. Be aware that understanding

Be comfortable taking meaning from spoken texts containing spoken texts does not require decoding every single word.

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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.

EFL 2.2.8

(Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)

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EFL 2.2.9 Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)

Clap, move, chant or sing along with short authentic English lan

guage rhymes or songs, approximating English rhythm and intonation once familiar with the text.

EFL 2.2.10

(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.)

Produce simple, mainly isolated utterances using very short phrases.

EFL 2.2.11 EFL 2.2.12 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: *Thank-you, Can I help you? This is [name]. It's a [item], etc.*)

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: *Where do you live? Do you have a bicycle? What color is it? etc.*)

EFL 2.2.15 EFL 2.2.16

ses and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)

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.

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.)

Say when they do not understand and ask for slower or clearer repetition where required. (Example: *Sorry? Could you say that again, please?* 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: *Oh!, Yes! Thanks. And you? etc.*)

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Curricular Thread 3

Reading

MANDATORY DESIRABLE

Demonstrate basic reading comprehension skills by identifying
EFL 2.3.1 and sentences, including simple written
the meaning of individual words, phrases, instructions.

Read a short simple text (online or print) and demonstrate understanding of the gist and some .2 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).

Understand the content in simple short written environmental
EFL 2.3.4 EFL 2.3.5 EFL 2.3.6 resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).

Understand the content of a simple graphic print text types, using artwork, symbols and organizer (online or print).
layout for support. (Example: price tags, signs, notices (*No eating*, etc.), candy wrappers, etc.) (Example, Venn Diagrams, charts, and labeled diagrams.)

Show the ability to use a simple learning

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.)

Show understanding of some basic details in short simple
EFL 2.3.8 and answering simple questions.
cross-curricular texts by matching, labeling,

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EFL 2.3.9 Identify the meaning of specific content-based words and phrases, with the aid of visual support. Read a variety of simple text-types and graphic organizers used

EFL 2.3.10 charts, plans or maps, etc.)
to present cross-curricular information
(Example: instructions, graphs, diagrams,

Curricular Thread 4

Writing

MANDATORY DESIRABLE

Know how to spell simple English words correctly, demons
EFL 2.4.1 EFL 2.4.2 EFL 2.4.3 to record and practice new words.

(Example: a picture dictionary, a word list,
set of flashcards, etc.).

trating awareness of sound-letter
relationships. (Example: sea, mean, bee,
etc.)

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.

Make a simple learning resource, in order

Write simple words, phrases and sentences for controlled practice of
EFL 2.4.4

language items. EFL 2.4.5 Write simple sentences on familiar topics to communicate ba

sic ideas. Write a short simple paragraph to convey some simple facts
EFL 2.4.6 EFL 2.4.7 they do, etc.)

about people, animals, places, things,
yourself or others, with the support of a
model text. (Example: where they live, what

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).

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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 envelope, a URL for a website, an email
and layout. (Example: write a greeting on a
birthday card, name and address on an

Curricular Thread 5

Language through the arts

MANDATORY DESIRABLE

Identify key information such as events, characters, and ob

EFL 2.5.1 EFL 2.5.2	Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
jects in stories and other age-appropriate literary texts if there is visual support.	
EFL 2.5.3	Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities. 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 2.5.4	Apply ICT and/or other resources to communicate simple thoughts in small groups.
EFL 2.5.5	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
EFL 2.5.6 EFL 2.5.7	through TPR, playground games, and songs and chants.
	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

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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.EFL.2.1. 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.

EFL.2.1.3. Ask simple basic questions in class about the world beyond one's own immediate environment in order to increase

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.)

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.

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.

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

I.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)

CEFR: A1.1. Topics: Home, Places, World Around Us

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 Skills and performance descriptors to be evaluated EFL.2.1.4. Express curiosity about the world and other cul

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. Try 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.2.1.

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.

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)

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

CEFR: A1.1. Topics: Home, Weather, World Around Us

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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 Skills and performance descriptors to be evaluated

EFL.2.1.1. Exchange basic introductions and limited perso

OG.EFL4. Deploy a range of learning strategies, thereby themselves and others within the communication process, increasing disposition and ability to independently access further cultivating habits of honesty and integrity into responsible (language) learning and practice opportunities. Respect academic behavior.

nal 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 Indicators for the performance criteria

J.2. Our actions are carried out with ethics, generosity, in integrity, coherence, and honesty in mind.

I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

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: A1.1. Topics: Family and Friends, Numbers 1-100

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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 Skills and performance descriptors to be evaluated

academic behavior.

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

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.

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.

contributions of other people.

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)

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

CEFR: A1.1. Topics: Family and Friends, Clothes, Colors, Food and Drink, Sports and Leisure, Toys

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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 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

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.

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 Indicators for the performance criteria

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	conversations. (J.3, S.1, 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: A1.1. Topics: Numbers 1-100, Sports and Leisure, Time, Toys
I.EFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short	

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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 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.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions.

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.

tions 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

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.6.1. Learners

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.

short simple spoken texts and infer who is speaking and what

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.

can understand the main ideas in

the situation is, without decoding every word. (I.3)

CEFR: A1.1. All topics

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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

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.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access

further (language) learning and practice opportunities. Respect academic behavior.

themselves and others within the communication process,

cultivating habits of honesty and integrity into responsible

OG.EFL7. Interact quite clearly, confidently, and appropriately

a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

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.)

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.

of information and record them in writing or drawings, or

I.EFL.2.7.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items physically act upon them. (I.3)

CEFR: A1.1. All topics

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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 /am eit /, 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

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/ /θ/ /ʌ/ /i:/ and in words like singing, communication and learning.

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). 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.)

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.

easily understood. They can also produce some phrases and

I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)

CEFR: A1.1. All topics

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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 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.

with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, 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.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly

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 Indicators for the performance criteria

I.EFL.2.9.1. Learners can express basic ideas, initiate con

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. may be slow though pauses do not make the interaction tedious

versations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses or uncomfortable for participants. (I.3)

CEFR: A1.1. All topics

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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

EFL.2.2.13. Understand and use basic greetings, leave-ta

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.

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.2.2.14. 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: *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). King expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name

EFL.2.2.16. Say when they do not understand and ask for slower or clearer repetition where required. (Example: *So my? Could you say that again*, etc.)

EFL.2.2.17. React appropriately to what others say using verbal/non-verbal backchanneling, 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.*)

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. clear. Learners can request repetition or clarification, and can	I.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 react appropriately to responses received. (I.3) CEFR: A1.1. All topics
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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.

efficient use of ICT and reference tools where required.

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

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.11.1.

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. ses, and short simple sentences and can successfully complete	Learners can understand familiar words, phras the simple accompanying task. (I.4) CEFR: A1.1. All topics
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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 Skills and performance descriptors to be

evaluated OG.EFL3. Access greater flexibility of mind, creativity, en

hanced 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.

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).

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.2.12.1. 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.

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.2.3.4. 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.).

How the objectives contribute to the exit profile Indicators for the performance criteria I.EFL.2.13.1.

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. Environmental print text type and successfully complete a simple

Learners can understand a short simple environment task. (Example: a sign, notice, menu, etc.) (I.3)

CEFR: A1.1. All topics

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 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.

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. (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 Indicators for the performance criteria I.EFL.2.14.1.

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.

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 Skills and performance descriptors to be evaluated

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.

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 Indicators for the performance criteria I.EFL.2.15.1.

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.
show that they can understand a short simple text. (Example:

Learners can use simple graphic organizers to maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

CEFR: A1.1 All topics

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

EFL.2.3.7. Read and understand the main ideas in a short

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 multi-national society, so improving their understanding of the world and engendering socially responsible global citizens.

EFL.2.3.8. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.

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. simple text on a cross-curricular topic. (Example: art, music, history, etc.)

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.)

How the objectives contribute to the exit profile Indicators for the performance criteria

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)

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.

* The content is from other school subjects like art, music, math, science, geography. CEFR: A1.1. All topics

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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

EFL.2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: *sea, mean, bee*, etc.) list, set of flashcards, etc.)

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

EFL.2.4.2. Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word

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.)

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.2.17.1. 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)

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 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. with correct use of standard writing mechanics. (Example:

EFL.2.4.3. Write simple words, phrases, and sentences 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 Indicators for the performance criteria our learning process in life.

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.2.18.1. 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

CEFR: A1.1. All topics

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.

EFL.2.4.6. Write a short simple paragraph to convey some

EFL.2.4.5. Write simple sentences on familiar topics to communicate basic ideas.
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).

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.

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)

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

EFL.2.4.8. Complete a basic survey or a questionnaire by

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. providing personal details.

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.2.4.9. Write a variety of short simple text types, commonly

How the objectives contribute to the exit profile Indicators for the performance criteria

I.EFL.2.20.1. Learners can write information in a simple survey form or questionnaire, and can type or write some

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. simple digital text-types, such as a URL and an email address.

(I.3)

CEFR: A1.1. All topics

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 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.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.

How the objectives contribute to the exit profile Indicators for the performance criteria

advantage of all possible resources and information.

J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.

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

CEFR: A1.1. Topics: Animals, Toys

ENGLISH AS A FOREIGN LANGUAGE

Evaluation criteria

CE.EFL.2.22. 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

EFL.2.5.2. Express emotions and feelings using basic ad-

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.

jjectives 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.

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.2.5.6. 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, play ground games, and songs and chants.

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.

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.

I.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)

CEFR: A1.1. Topics: Home, School, Transport, Sports and Leisure, Work

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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 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. oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity and a

EFL.2.5.4. Listen to and read short narratives and/or other 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 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.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

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

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 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.

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.2.5.5. 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 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.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. Places and Directions

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,

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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 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.2.5.9. 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 Indicators for the performance criteria

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.

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)

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and

CEFR: A1.1. Topics: Food and Drink, Toys, School, Work

ENGLISH AS A FOREIGN LANGUAGE

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)

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<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

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Educación General Básica

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Medio of 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 EGB 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

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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**:

- 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

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 reassessed 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

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 highlightskids.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

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

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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.

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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.

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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 contents 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

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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

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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 phone mic 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 co-create 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,

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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 co-create 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.

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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 co-create 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

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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

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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 **inter textuality** – 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

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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 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.

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To paraphrase a quote often attributed to Linus Pauling, Double Nobel Laureate, chemist, biochemist and peace campaigner: in order to have a good idea, you must first have lots of ideas, and then eliminate the bad ones (Scarc, 2008). It is the teacher's job, therefore, to ensure that learners get ample opportunities to create and imagine, make mistakes and rectify them, then evaluate and choose the best ones for the task, working in teams and individually.

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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 O.EFL 3.2 Identify the main ideas and some details of written and oral texts, Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.
- in order to interact with and to develop an approach of critical inquiry to a variety of texts.
- O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
- O.EFL 3.4 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.
- O.EFL 3.5 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 3.6 O.EFL 3.7 O.EFL 3.8 O.EFL 3.9 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.
- 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 effectively command of the spoken language foster imagination, curiosity and memory, while developing a taste for oral and written 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.

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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 EFL 3.1.2	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.	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. 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.)	starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.) 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 3.1.4 EFL 3.1.5 EFL 3.1.6 EFL 3.1.7	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.)	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.
EFL 3.1.8 EFL 3.1.9	Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions,	
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.	ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

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 decoding every single word.
EFL 3.2.2 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.)
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 with appropriate intonation: Oh!, Yes! using facial expression or simple words Thanks. And you? etc.)

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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: get ting 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 direc tions, 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 re quests.

EFL 3.2.15 Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ec uadorian 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 imme diate need in simple terms using grammatical structures practiced in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)

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)	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling
EFL 3.3.2		Identify the meaning of specific content-based words and phrases, with the aid of visual support. Distinguish between fact and opinion and relevant and irrelevant information.
EFL 3.3.3		EFL 3.3.4 EFL 3.3.5 EFL 3.3.6
EFL 3.3.7		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 EFL 3.3.9 EFL 3.3.10	vant information in an informational text through the use of mind maps/charts.	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.)
	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.	Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)
	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.	Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)
	Read, gather, view and listen to information	

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Curricular Thread 4

Writing

MANDATORY (6) DESIRABLE (3)

Make a simple learning resource in order to record and practice

EFL 3.4.1	EFL 3.4.2	EFL 3.4.3	by answering questions or using key words)
new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).			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.)
Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example:			
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	EFL 3.4.9	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.)	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.)

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

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 EFL 3.5.5 EFL 3.5.6 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.

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.)

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.

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.)

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.)

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.)

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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.

General EFL area objectives being assessed Skills and performance descriptors to be evaluated

EFL 3.1.1. Ask simple basic questions in class about the world beyond their own immediate environment in order to in

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.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.

cultures.

EFL 3.1.9. Compare and contrast oral traditions, myths, folktales and literature

crease their understanding of different 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.

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.

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 independent 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.

J.1 We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.

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)

CEFR: A2.2. Topics: Food, World Around Us, Countries and Nationalities, Descriptions, Adjectives, Clothing

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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.

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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 per

EFL 3.1.2. Recognize ways to relate responsibly to one's surroundings at spective of their own L1 and of lan guage use for communication and learning. home and at school by exhibiting re sponsible behaviors towards the envi ronment. (Example: chores at home, recycling, etc.)

EFL 3.1.7. Demonstrate appropriate class room behaviors by participating in small group or whole class discussions.
(Example: being courteous, respecting the person and property of others, etc.)

How the objectives contribute to the exit profile Indicators for the performance criteria

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.

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**)

CEFR: A2.2. Topics: Home, World Around Us, Natural World, Family, School

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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 emot icon. (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.

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General EFL area objectives being assessed Skills and performance descriptors to be evaluated OG.EFL6. Through selected media, par

ticipate 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).

EFL 3.1.3. Exchange basic personal preferences with peers in order to express likes and dislikes.

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
of other people.

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

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)

CEFR: A2.2. Topics: Preferences, Free Time and Hobbies, Adjectives, Descriptions

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Evaluation criteria

CE.EFL.3.4. Develop the skills to work collaboratively using a range of verbal and nonverbal communication features and apply self-correcting and self-monitoring strategies in social and classroom interactions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing a short self-evaluation or peer evaluation after a communicative task.
- Playing games that practice classroom language and turn-taking.
- Comparing answers in pairs or small groups.
- Working in small groups to complete a cultural project. (Example: different ethnic groups in Latin America, traditional food in Ecuador, etc.)
- Participating in short dialogues and role plays to practice thanking others.
- Practicing the language needed to resolve group conflict through mini role plays.
- Writing jokes or riddles in pairs in order to share with other pairs.
- Raising hands when clarification is needed.

- Participating in a school-wide campaign. (Example: donating food to a local shelter, growing plants in a school garden, etc.)

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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.

monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, 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 3.1.8. 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.)

EFL 3.1.6. Apply self-correcting and self

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.

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.3.4.1. 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)

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

CEFR: A2.2. Topics: All Topics.

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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.

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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.

and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.

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.)

OG.EFL7. Interact quite clearly, confidently

How the objectives contribute to the exit profile Indicators for the performance criteria

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.

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)

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

CEFR: A2.2. Topics: All Topics.

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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.)

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General EFL area objectives being assessed Skills and performance descriptors to be evaluated OG.EFL1. Encounter socio-cultural as

pects 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

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 3.2.1. 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.)

word.

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

EFL 3.2.5. Understand most changes in the topic of discussion if people speak slowly.

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.

learning process in life.

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)

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

CEFR: A2.2. All topics.

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Evaluation criteria

CE.EFL.3.7. Listening for Information: Follow and identify key information in short straightforward audio texts related to areas of immediate need or interest, provided vocabulary is familiar and visual support is present, and use these spoken contributions as models for their own.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to instructions for a short task and carrying them out. (Example: *First put the dirt in the cup. Now put the seed in the dirt. Press down lightly. Give the seed water, etc.*)
- Listening to spoken or recorded descriptions of familiar scenes, and marking the words you hear. (Example: Learners hear a dialogue about some kids' free time activities. They circle the free time activities they hear from a list, etc.)
- Listening to a dialogue between two or more people and deciding if each statement is true or false. (Example: *Dan went to Quilotoa last weekend – True. He broke his arm when he tripped over a rock – False, he hurt his ankle, etc.*)
- Watching a short video and writing three new things they learned. (Example: *Spiders aren't insects. Spiders live everywhere on Earth except Antarctica. There are 40,000 different*

species of spiders, 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: Most beautiful places in Ecuador, funniest animal videos, scariest insects in the world, etc.)
- Listening to a short text and demonstrating understanding of it using an accompanying graphic organizer. (Example: completing a Venn diagram of differences between whales and sharks, 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 a homework assignment, etc.)

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

General EFL area objectives being assessed Skills and performance descriptors to be evaluated

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.)
command of the spoken language (CEFR B1 level).

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.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective

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.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.3.7.1. 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)

CEFR: A2.2. All topics.

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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 Pup pets. 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.

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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.

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).

names, colors, animals, possessions, etc.)

EFL 3.2.8. Spell out key vocabulary items using the English alphabet. (Example: themselves or say something in a different way and ask for common classroom needs. (Example: getting attention or obtaining an object, etc.)

EFL 3.2.16. 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.).

EFL 3.2.11. Ask for someone to repeat

How the objectives contribute to the exit profile Indicators for the performance criteria

We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.

I.3. We can communicate in a clear manner, in our own and other languages.

ters 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)

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 mat

CEFR: A2.2. All topics.

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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.*)

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.

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.

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 3.2.15. 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 3.2.13. Respond to simple questions in

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.

and the world of ideas. We meet our obligations and demand respect for our rights.

J.3. We act with respect and responsibility both towards ourselves and others, nature

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.

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Evaluation criteria

CE.EFL.3.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by sharing information and reacting appropriately in basic interpersonal interactions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Conducting a role play between two students on a given topic. (Example: talking about routines, finding common free time activities, playing a guessing game, etc.)
- Playing a game where learners choose a picture and a partner asks and answers questions in order to guess which picture was chosen.
- 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 to say the answer*, etc.)
- Doing a mingle activity where learners meet and greet each other and ask and answer questions. 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 lobster? Yes? Where? Did you like it?* – takes notes on the answers.)
- 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.

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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.

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)

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 3.2.12. 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria rights.

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

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)

CEFR: A2.2. All topics.

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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 in correct 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.

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General EFL area objectives being assessed Skills and performance descriptors to be

evaluated **EFL 3.3.1.** Understand most of

the de

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. tails of the content of a short simple text (online or print).

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.)

How the objectives contribute to the exit profile Indicators for the performance criteria **I.3.** We can communicate in a clear man

ner, in our own and other languages. We make use of different codes of commu

nication 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.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)

CEFR: A2.2. All topics.

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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.)

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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 3.3.7. Read, gather, view and listen to information from various sources in order to

EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.

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.)

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.

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.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.2, S.1)

CEFR: A2.2. All topics

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Evaluation criteria

CE.EFL.3.13. Show an ability to identify the meaning of specific content-based words and phrases, with the aid of visual support, and use charts/mind maps to distinguish between fact/opinion and relevant/irrelevant information in informational texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Studying an infographic on a familiar subject and answering questions about the information. (Example: learners study an infographic about students and social media use and then answer questions such as, *Which age group uses social media the most? Which social media platform is the most popular for students?*, etc.)
- Highlighting relevant key information in a text and crossing out irrelevant information.
- Reading a text and identifying the facts and the opinions using a concept map.
- Reading a text and matching content-based words to their definition or picture.
- Comparing and contrasting information. (Example: learners read a text about toads and frogs and identify similarities and differences, etc.)

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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.

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

EFL 3.3.3. 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.

How the objectives contribute to the exit profile Indicators for the performance criteria

say.

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 independent manner, so as to take advantage of all possible resources and information.

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)

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

CEFR: A2.2. All topics.

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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.*)

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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.

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 3.3.5. 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.

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.)

I.2. We are driven by intellectual curiosity, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and independent manner, so as to take advantage

of all possible resources and information.	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. I.EFL.3.14.1. Learners can identify and use reading strategies to make written text more comprehensible and meaningful. Learners	CEFR: A2.2. All topics.

53

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.

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.

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 3.3.6. 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 3.3.8. 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria rights.

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 independent manner, so as to take advantage of all possible resources and information.

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)

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

CEFR: A2.2. All topics.

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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 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 language use for communication and learning.

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 Indicators for the performance criteria 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.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

CEFR: A2.2. All topics.

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.*)

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General EFL area objectives being assessed Skills and performance descriptors to be

evaluated EFL 3.4.2. Write a short simple

para

support. (Example: by answering questions or using key words)

EFL 3.4.4. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, 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. graph to describe yourself or other people, animals, places and things, **with limited**

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.

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.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. **CEFR: A2.2.** All topics.
(I.3, S.1)

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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 Skills and performance descriptors to be evaluated

EFL 3.4.3. Write a variety of

short sim

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. ple 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria in mind.

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.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)

J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty

CEFR: A2.2. All topics

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Evaluation criteria

CE.EFL.3.19. Create a questionnaire or survey using WH- question words in order to identify things in common and preferences while displaying an ability to convey and organize information using facts and details.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners to choose a topic and to write questions for their peers about the topic. (Example: Topic: Traditional Ecuadorian food. Questions: *Do you like fritada? Does your mother make guatita? Do you eat soup every day?*, etc.)
- Interviewing classmates, asking yes/no questions and recording the answers in a chart. Using the answers to write a paragraph about similarities and differences.
- Using the information from a formal or informal class survey to write cause and effect. (Example: *No one goes to the park on weekdays because we have too much homework. Everyone likes to ride bikes on the weekend because the Ciclovia is open*, etc.)
- Working in groups to make a list of things everybody likes, then writing out conclusions in paragraph form.
- Making a class list of everything known about a topic, then asking learners to organize the list from general to specific. Learners must use their ideas to write a descriptive paragraph about the topic.
- Giving learners a list of facts about a topic and having them organize them from most to least important.

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.

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 3.4.5. Write a questionnaire or survey

for friends, family or classmates using WH-questions in order to identify things in common and preferences.

EFL 3.4.8. 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.)

How the objectives contribute to the exit profile Indicators for the performance criteria

I.EFL.3.19.1. Learners can write ques

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 independent 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.

tionnaires 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)

CEFR: A2.2. All topics.

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Evaluation criteria

CE.EFL.3.20. Demonstrate an ability to use a variety of digital tools during the writing process in order to collaborate on well-constructed informational texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Using an app such as **Workflowy** 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.
- Doing **pair editing**, where pairs work together in order to find errors in a text and then rewrite the text without the errors.
- Completing an online graphic organizer in order to help plan a piece of writing. • Creating a group presentation using [biteslide.com](#).
- Doing extended or free writing on a class blog, such as [kidblog.org](#).

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.

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 3.4.7. 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.)

How the objectives contribute to the exit profile Indicators for the performance

criteria I.3. We can communicate in a clear man

ner, 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.

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.

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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.

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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.

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.)

EFL 3.5.1. Use audio, video and pictures to

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.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.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)

CEFR: A2.2. Topics: All Topics,

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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.

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

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 efficient use of ICT and reference tools cultures and languages from the secure standpoint of their own national and cultural identity.

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.

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

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.

How the objectives contribute to the exit profile Indicators for the performance criteria
flexible, friendly and self-critical.

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.3.22.1. 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)

S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive,

CEFR: A2.2. Topics: All Topics.

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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.

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.

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.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.1. We have creative initiatives and pro

ceed 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.

what we say.
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)

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

CEFR: A2.2. Topics: Family and friends, School, Natural World, Free Time and Hobbies, Transport.

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 an other group.

- Brainstorming ideas for a writing project in small groups, using a graphic organizer.

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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 and opinions effectively and appropriately.
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.

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.)

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

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.

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 obli

gations and demand respect for our rights.

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)

CEFR: A2.2. Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions, Family and Friends, School, Home, Routine Activities, Descriptions.

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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.

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.

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.)

EFL 3.5.7. Locate and identify selected

How the objectives contribute to the exit profile Indicators for the performance criteria

I.EFL.3.25.1. Learners can create stories,

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.

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.

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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.

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.

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.

We can communicate in a clear manner, in our own and other languages. I.3
We make use of different codes of communication such as numerical, dig ital, artistic and gestures. We take responsibility for what we say.

We perform our actions in an organized manner, with independence and I.4 autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

We take on social responsibility and have the ability to interact with het S.1
erogeneous groups from an understanding, tolerant and empathetic standpoin.

We build our national identity in search of a peaceful world and we value S.2
our multi-ethnicity and multi-cultural background. We respect the identi ty 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.

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

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.

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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.

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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.

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Educación General Básica

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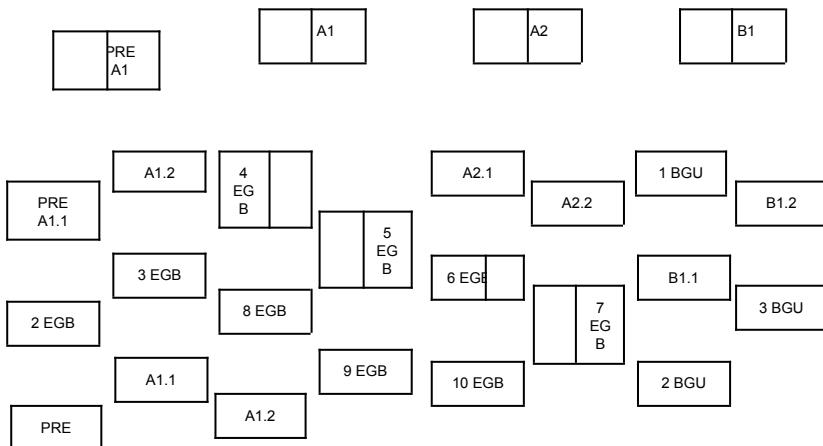
1. Contribution of the English as a Foreign Language Curriculum to Subnivel Superior of Educación General Básica to the General Objectives of the Subject Area

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.

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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 superfi

cial 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

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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 im

portantly 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 as simulate 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.

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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-

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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 rapport 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 metalanguage, 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

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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 web sites 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

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.

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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

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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.

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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, post ers, 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.

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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.

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. 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

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.

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

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(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

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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-

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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.).

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 practice 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-

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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 bubbl.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-

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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".

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"The virtuous circle of the good reader"
faster

understands
better

enjoys reading

reads
more
reads

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.

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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 in tangible 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

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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.

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 contexts. critical analysis of familiar subjects and

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. Develop creative and critical thinking skills when encountering
O.EFL 4.4 O.EFL 4.5 O.EFL 4.6	familiar topics and use them as a means of communication and written expression of thought.
O.EFL 4.7 O.EFL 4.8 O.EFL 4.9	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.
challenges in order to promote autonomous learning and decision making.	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.
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.	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.
Write short descriptive and informative texts related to personal information or	

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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)

Compare and contrast oral traditions, myths, folktales and lit

EFL 4.1.1	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 4.1.2 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. Apply self-correcting and self-monitoring strategies in social online or face-to-face interactions, for personal, social and academic purposes.
EFL 4.1.5	Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
EFL 4.1.6 EFL 4.1.7	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.)
EFL 4.1.8	and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Seek and provide information and assistance, orally or in writing and in
EFL 4.1.9 EFL 4.1.10	25 ethical standards, safety concerns, social norms and mutual respect.
Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering	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 EFL 4.2.2	Understand phrases and expressions related to areas of most grammatical structures learnt in class (although there may be frequent errors with tens es, personal pronouns, prepositions, etc.)
EFL 4.2.3 EFL 4.2.4	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.)
immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using	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.

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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 4.2.7

Identify the main idea and some details of

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
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.)

when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.

Give short, basic descriptions of everyday

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, slowly and directly. (Example: an interview, an information gap activity, etc.) provided that speech is given clearly,

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.

Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort.

EFL 4.2.15 Information, giving reasons, asking and (Example: meeting people, extending and answering questions about routines and accepting invitations, exchanging preferences, etc.)

EFL 4.2.16 Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.

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Curricular Thread 3

Reading

MANDATORY (7) DESIRABLE (3)

Understand main points in short simple texts on familiar sub

EFL 4.3.1	EFL 4.3.2	emails, etc.)
EFL 4.3.3		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 4.3.4		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 4.3.5	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	EFL 4.3.10	jects. (Example: news about sports or famous people, descriptions, etc.)
		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.
		Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.
		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.

Writing

MANDATORY (6) DESIRABLE (3)

EFL 4.4.1	Convey information and ideas through simple transactional or purpose.
EFL 4.4.2 EFL 4.4.3	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 4.4.4	Critically evaluate information from references, including those found on the expository texts on familiar subjects using web, and recommend print and digital ICT tools and conventions and features of sources to other learners. English appropriate to audience and Write to describe feelings/opinions in order to effectively influence an
EFL 4.4.5 EFL 4.4.6	audience. (Example: persuade, negotiate, argue, etc.) Recognize that various types of writing require different language (scholarly/popular, current/historical, etc.)
EFL 4.4.7 EFL 4.4.8	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.
EFL 4.4.9	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.)
	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.)
	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,

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Curricular Thread 5

Language through the arts

MANDATORY (8) DESIRABLE (3)

EFL 4.5.1 EFL 4.5.2 Make use of main points in literary texts (authentic and semi-auditorily or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)

EFL 4.5.3 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 4.5.4 EFL 4.5.5 EFL 4.5.6 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 4.5.7 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.

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.)

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.

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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 4.5.9 Engage in collaborative activities through a

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.

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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.

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General EFL area objectives being assessed Skills and performance descriptors to be evaluated
their own national and cultural identity.

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

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 4.1.1. 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.

relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.

EFL 4.1.3. Display an understanding of the

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 independent manner, so as to take advantage of all possible resources and information.

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

society.

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.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: A2.1. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Natural World, Personal Experiences, Food, Free Time and Hobbies.

J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic

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Evaluation criteria

CE.EFL.4.2. Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing and illustrating statements about socially responsible behaviors. (Example: *One thing I do to help the environment is..., I can help people in my neighborhood when I...*)

- Making a useful object out of recycled materials. (Example: a frame, a pencil holder, etc.)
- Creating a poster of class rules.
- 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.
- Reading a list of actions people take and evaluating and discussing the consequences on others (including on the environment).
- Simulating desirable social behaviors through role play activities.
- Choosing pictures that demonstrate responsibility (helping an elder cross the sidewalk, stopping two children from throwing rocks at a dog, being respectful of people who dress differently, being open to accepting new ideas/foods, etc.) and identifying why each is desirable and what consequences the irresponsible actions would have.
- Writing survey questions about socially and culturally responsible behaviors and surveying classmates. Publishing the results in an online chart.

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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.

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 4.1.2. 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 4.1.9. 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.

How the objectives contribute to the exit profile Indicators for the performance criteria

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.

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.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)

CEFR: A2.1. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences.

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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.

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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 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)

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 4.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)

How the objectives contribute to the exit profile Indicators for the performance criteria I.3. We can communicate in a clear man

ner, 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.4. We accept and act on our strengths and weaknesses in order to become better

human beings and fulfill our life plan.
I.EFL.4.3.1. 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)

CEFR: A2.1. Topics: All Topics.

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Evaluation criteria

CE.EFL.4.4. Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Playing games that practice classroom language, turn-taking, being polite, etc. • Comparing answers in pairs or small groups.
- Working in small groups to complete a cultural project. (Example: different musical genres in Ecuador, traditional food in Latin America, etc.)
 - 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. • Writing jokes or riddles in pairs in order to share with other pairs. • Singing songs that practice helpful language.
- Communicating with an “e-pal” from another country or city.
- Writing comments on a blog to find more information about a topic. • Creating a “live”

video on Facebook to get help with a homework assignment. • Using social media to network with teens across the globe.

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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.

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)

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 4.1.8. 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.)

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.

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.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)

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

CEFR: A2.1. Topics: All Topics.

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Evaluation criteria

CE.EFL.4.5. Display an appreciation of and demonstrate respect for individual and group differences by establishing and maintaining healthy and rewarding relationships based on communication and cooperation.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Collaborating on a group project.
- Completing group work in a fair and honest manner and accepting the group's decisions.
- Helping learners in the class who have a different skill set.
- Sharing ideas freely and without jealousy.
- Making positive remarks to other learners in class.
- Encouraging classmates to stay motivated when needed.
- Writing a weekly journal entry about a cross-cultural experience.
- Sending an audio communication with a positive message to a learner in another classroom.
- Recommending a favorite free time activity to a classmate and accepting the recommendations of others.
- Giving assistance to those who are struggling, even when not directly asked to. •

Refraining from complaining or making negative remarks in class. • Displaying patience when a learner needs the teacher to repeat instructions.

- Exhibiting responsible behaviors when finishing a task early. (Example: not distracting others, not leaving one's seat, keeping busy, checking to see if a neighboring learner needs help, asking the teacher if he/she can help with something, etc.)
- Identifying and capitalizing on the strengths of others.

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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.

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.

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.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 4.1.10. 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.

pathy, tolerance and an overall respect for the integrity of cultures in daily class room activities.

EFL 4.1.4. Demonstrate mindfulness, em

How the objectives contribute to the exit profile Indicators for the performance criteria

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

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.

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)

CEFR: A2.1. Topics: All Topics.

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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.)

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General EFL area objectives being assessed Skills and performance descriptors to be evaluated

EFL 4.2.1. Understand phrases

and ex

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.

cultivating habits of honesty and integrity into responsible academic behavior. pressures 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.)

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,

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 4.2.8. Follow main ideas in topics advance. covered in other curricular subjects with the

help of visual support, using concepts and vocabulary that have been studied in

topics advance.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.3. We can communicate in a clear man-

ner, 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.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

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.4.6.1. 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)

CEFR: A2.1. All topics.

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-Evaluation criteria

CE.EFL.4.7. Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to instructions for a short task and carrying them out. (Example: *First paint the stick. Next put the beads on the ribbon. Then tie the ribbons to the stick. Hang the ribbon on a tree branch, etc.*)
- Listening to spoken or recorded descriptions of familiar scenes, and marking the words you hear. (Example: Learners hear a dialogue between two teenagers talking about an assignment. They circle the verbs they hear, etc.)
- Listening to a dialogue between two or more people and deciding if each statement is true or false. (Example: *Julia wants to call her mother – True. Ms. Trenton gives her permission to use the cell phone in class – False, etc.*)
- Watching a short video and writing three new things they learned. (Example: *Sharks aren't mammals. They are fish. Sometimes they attack humans, but not all sharks are dangerous. Their teeth can grow back, 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, strangest foods, scariest animals in the world, etc.)
- Listening to another learner's answers in class and responding appropriately. (Example: giving praise, correcting an error, asking a follow-up question, 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 a homework assignment, etc.)

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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.

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.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 4.2.3. 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 4.2.6. Use other students' contributions in class as models for their own.

EFL 4.2.7. Identify the main idea and some details of recorded news reports, documen

taries and interviews reporting on seasonal festivities, environmental issues, food and

international customs, climate, weather, etc., where the visuals support the commentary.

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.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.

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 class mate's contributions in class as models for their own. (I.2, I.3, S.4)

CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.8. Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.

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.
- 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 a video clip of a simple situation and asking them to describe what is happening/has happened. (Example: *The boy's crying because he can't find his dog. The girl is helping him look for the dog. They can't find it, 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.

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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.

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.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 4.2.2. 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 4.2.9. 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 4.2.15. 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.)

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.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.

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.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)

CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.9. Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly.

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 (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)
- Asking learners to describe 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 sport? Do you have a favorite team? What sports do you play? Are you good at it?, etc.*) Sharing a few things about their classmates' answers. (Example: *Sam is an Emelec fan. He loves soccer but he isn't good at it. He is the only Emelec fan in our class. Everyone in our class plays soccer, 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 do you do on weekends?, etc.*)
- Responding to interactions in class spontaneously and in a way that encourages others to interact. (Example: Teacher: *What time do you wake up?* Student A: *I usually wake up at 6 a.m.* Student B: *I do, too! But not today because..., etc.*)

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

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 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) familiar contexts and use simple descriptive

EFL 4.2.11. Give short, basic descriptions of everyday activities and events within 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.)

How the objectives contribute to the exit profile Indicators for the

performance criteria I.3. We can communicate in a clear man

ner, 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.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.

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)

CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by asking and answering follow-up questions, provided there are opportunities to use repair strategies (e.g. asking for clarification) and sustain conversational exchanges in pairs to complete a task, satisfy a need or handle a simple transaction.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Conducting a role play between two students on a given topic. (Example: talking about routines, finding common free time activities, playing a guessing game, etc.)
- Working in pairs to complete an information gap activity.
- 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 to say the answer*, etc.)
- Doing a mingle activity where learners meet and greet each other and ask and answer questions. 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: *Do you have a pet? Yes? What is it? A dog? What's its name?*— takes notes on the answers.)
- 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.*)
- 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.

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.

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).

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 4.2.14. 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 4.2.16. 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,

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)

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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.

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.

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 4.3.1. Understand main points in short

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 independent manner, so as to take advantage of all possible resources and information.

life.

I.EFL.4.11.1. 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

CEFR: A2.1. All topics.

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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.)

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

General EFL area objectives being assessed Skills and performance descriptors to be evaluated

EFL 4.3.5. Use everyday

reference mate

from one written source to another.

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 4.3.7. 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.)

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. In order to select information appropriate to the purpose of an inquiry and relate ideas

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.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 code

pendent manner, so as to take advantage of all possible resources and information. between different subject areas. (I.1, I.2, J.2)

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

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

CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.13. Apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text, and assess this information according to the organization, subject area and purpose of the text, using different criteria, including ICT tools.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Studying an infographic on a familiar subject and answering questions about the information. (Example: learners study an infographic about teenagers and sleep and then answer questions such as, *How many hours a night do most teenagers get?, What percentage of teens fall asleep in class?*, etc.)
- Highlighting relevant key information in a text and crossing out irrelevant information.
- Keeping a vocabulary notebook of synonyms and antonyms of words from a text.
- Completing an outline for a cross-curricular text.
- Brainstorming everything known about a topic and then reading a text to check true and false information.
- Reading a letter to the editor and evaluating the purpose and the effectiveness of the message, using a rubric.
- Reading a text and matching content-based words to their definition or picture.
- Taking notes of the most important ideas in a short text on a familiar content subject area.
- 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.
- 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.
- Comparing two texts on the same subject and choosing the one that is easiest to understand.

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.

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.

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 4.3.8. 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.)

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 independent manner, so as to take advantage of all possible resources and information.

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.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.

I.EFL.4.13.1. 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 organi

zation, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4)

CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.14. Display an ability to 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.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Thinking about questions the learner still has about a subject after reading a text, then finding the information using a variety of reference skills and digital tools.
- Reading a text about how to find reliable and relevant online resources and underlining key information.
- 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 an online text, determining if the information is reliable and giving reasons for why or why not.
- 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: *I can't help you because I have a million things to do today, etc.*)
- Connecting ideas within and between texts using a double-entry journal.
- Using an everyday reference material in order to understand the main idea and some details from a text. (Example: Reading a blog post and identifying statements that need evidence to back them up, fact checking information from a social media site about the April 2016 earthquake with online information from a reliable source, etc.)
- Using the think-aloud strategy to model how learners are making connections between the text and their own thinking. (Example: *I don't understand this part, The author isn't believable in this paragraph, etc.*)

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.

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 4.3.9. 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.

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 dependent manner, so as to take advantage of all possible resources and information.

life.

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

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.

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.

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)

CEFR: A2.1. All topics.

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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.)

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.

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 4.4.1. 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 4.4.4. 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.)

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.

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.

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and

honesty in mind. (I.3, I.4, S.3, J.2)

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. CEFR: A2.1. All topics.

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Evaluation criteria

CE.EFL.4.16. Make use of simple learning resources, including those created by one's self, in order to compare and contrast information, and choose appropriate resources according to the value, purpose and audience of each.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Making posters in small groups of new phrases and expressions in order to display in the classroom.
- 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.
- Making flashcards for new words and using them to quiz a partner. • Recording synonyms and antonyms of words in the margins of reading texts. • Writing new words and phrases in a vocabulary notebook.
- 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 about a topic and choosing words for a glossary and writing the definitions.
- Using a glossary from a text to understand new words and recording the definitions and example sentences in a vocabulary notebook.

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.

digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.

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 4.4.3. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.

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 4.4.6. 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, web site, database, book, thesaurus, scholarly/popular, current/historical, etc.)

EFL 4.4.2. Make and use a simple print or

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.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.

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

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.4.16.1. 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)

CEFR: A2.1. All topics.

63

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 biteslide.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.)

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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.

EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proof reading (i.e., "the writing process") to produce well-constructed informational 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 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.)

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 4.4.9. 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.)

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.

numerical, digital, artistic and gestures. We take responsibility for what we say.

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

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 I.3, S.4, J.2, J.4) mind.

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.4.17.1. 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,

CEFR: A2.1. All topics.

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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.

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.

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 4.5.1. 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 4.5.3. 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.)

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 independent 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.

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)

CEFR: A2.1. Topics: All Topics.

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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.

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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, and reference tools where required. maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</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>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 4.5.7. 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>
<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</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.
- 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.
- 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.4.19.1. 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)
- CEFR: A2.1. Topics: All Topics.

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Evaluation criteria

CE.EFL.4.20. 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.

Methodological orientation for evaluation criteria

These 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.
- Reading a myth from Ecuador and writing a song about it.
- Creating the CD cover for a popular Ecuadorian song.
- Producing short, creative texts using digital storytelling.
- Writing a poem or the verses of a song in small groups and performing it for the class.
- Using ICT to research about a topic of learners' choice and writing a short story with the findings.
- Creating a dance for a popular or traditional song.
- Collaborating on the production of a YouTube video in order to share a musical, dance or dramatic performance.
- Doing free writing on a topic suggested by another learner.
- Listening to a haiku and writing one in pairs.
- Writing a short, fictional story about a teen's unusual routine.
- Taking pictures to tell a story using a digital storyboard.

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.

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.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.

EFL 4.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of 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.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.1. We have creative initiatives and pro

ceed 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.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)

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: A2.1. Topics: All Topics.

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Evaluation criteria

CE.EFL.4.21. Use pre-established criteria, including that which is written by learners collaboratively, in order to evaluate and recommend literary texts (written, online, oral, in video, etc.) and the effectiveness of group work.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Using a rubric to evaluate a class project.
- Using a checklist to evaluate the work of a performing artist, then recommend his/ her work to a peer.
- Using a rubric as a model to write one's own rubric.
- 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.
- 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.)
- Assigning roles for a group project. (Example: deciding who is secretary, who is the organizer, who makes the artwork, etc.)

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.

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 4.5.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.

EFL 4.5.10. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.4. We perform our actions in an orga

nized 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.

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.

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)

CEFR: A2.1. Topics: All Topics.

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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.

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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.

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.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 4.5.9. 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 4.5.11. 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.

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.
- 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.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.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)
- CEFR: A2.1. Topics: All Topics.

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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.

We act with respect and responsibility both towards ourselves and others, J.3 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.

We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and I.1

proactive when making decisions and prepare ourselves to face the risks brought on by our actions.

We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope I.2 with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

We can communicate in a clear manner, in our own and other languages. I.3 We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.

We perform our actions in an organized manner, with independence and I.4 autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

We take on social responsibility and have the ability to interact with S.1 heterogeneous groups from an understanding, tolerant and empathetic standpoint.

We build our national identity in search of a peaceful world and we S.2 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.

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

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-

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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.

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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 conversation al

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.

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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.

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.

Transactional texts: A text that is part of a chain of written communication. Its intent is to communicate, persuade or inform. Examples of transactional texts are emails, business letters and job applications.

Venn diagram: A type of graphic organizer in which two circles intersect in order to show how two concepts or ideas are related. Similarities are placed in the part where the two circles overlap, and differences are placed in the outer part of the circles.

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.

Bachillerato General Unificado

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

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).

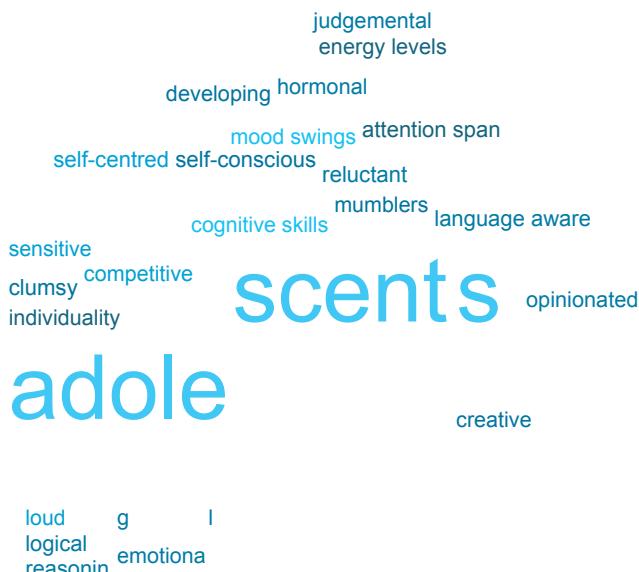
Because of the reasons above, reading and writing become more important in this sublevel. Even though learners themselves may be mostly interested in oral

communication skills, they will need strong reading and writing skills for their academic and professional endeavors after high school.

2

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.



teenagers

rebellious

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.).

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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.

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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 class

room 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 **freewriting**, and be given the choice to share their responses with the class or small groups, if they like (Salas, Garson,

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Khanna, & Murray, 2016, p. 18). Journaling can be used as a launching pad for an swering 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 top ics 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 Inter cultural 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 com

munication 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-

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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 class room 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-

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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

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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,

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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.

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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 alternative 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.

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 class room (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.

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 be come 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.

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).

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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://learnenglishTeenagers.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](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 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 other

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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

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.

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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 imple

menting 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

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

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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,

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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.

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Consequently, in the sublevel BGU, 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, learning how not to fall victim to an online scam, learning how to deal with cyberbullying and identifying ways to be a good digital citizen (e.g., by demonstrating online safety in terms of phishing and other Internet scams, not illegally downloading music, properly sourcing information from the Internet, etc.).

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 on line 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-

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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 brain storming. Websites like Essay Map (<http://www.readwritethink.org/files/resources/interactives/essaymap/>) and Interactive outline tools (http://rwitinteractives.ncie.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

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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

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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

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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"

understands
better

reads

more
reads
faster

enjoys reading

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-

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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.

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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.

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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.

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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:

Encounter socio-cultural aspects of their own and other coun

O.EFL 5.1 O.EFL 5.2 O.EFL 5.3

O.EFL 5.5

O.EFL 5.4

O.EFL 5.6	O.EFL 5.7	thereby increasing dis position 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.
tries in a thoughtful and inquisitive manner, maturely, and open ly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	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.	
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.	Through selected media, participate in reasonably extended spo ken 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.	
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.	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)	
Deploy a range of learning strategies,		

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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. Find parallels between Ecuadorian cultural and political referents
EFL 5.1.3 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.)
	and those of other countries by talking about holidays, symbols, customs and schooling.
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. 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 5.1.10 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.)

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Curricular Thread 2

Oral communication

MANDATORY (11) DESIRABLE (4)

Deduce the meanings of unfamiliar phrases and words from a

EFL 5.2.1	EFL 5.2.2	EFL 5.2.3	environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)			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.
Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities,			
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. Use new words and expressions which occur in conversations
EFL 5.2.6	EFL 5.2.7		audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)
EFL 5.2.8	EFL 5.2.9		Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)
in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.			Build on others' ideas when engaged in pair, group or whole class discussions on personal, social, community and academic topics.
Present information clearly and effectively in a variety of oral forms for a range of audiences.			
EFL 5.2.10			Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations. Express opinions on abstract topics, such as film and music, and reactions to them and others' opinions.
EFL 5.2.11			concrete topics, such as personal experiences, while describing one's

	ations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.
EFL 5.2.12	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 5.2.13	Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.
EFL 5.2.14 EFL 5.2.15	Engage in an extended conversation on most general topics and keep it going by language, routines and interaction styles in expressing and responding to suggestions, formal and informal social or academic situations, 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 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 5.3.2	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 5.3.3 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.)
range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)	Identify and use reading strategies to make

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 EFL 5.4.2 EFL 5.4.3 EFL 5.4.4 Critically evaluate information from references, including those current/historical, etc.)

found on the web, and recommend print and digital sources to other learners.

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,

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.

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.)

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 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 5.4.5

Justify and explain the rationale for a

EFL 5.4.6 Produce emails and blog posts describing personal experiences and feelings.

Use the process of prewriting, drafting, revising, peer editing and

EFL 5.4.7 EFL 5.4.8

writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.

EFL 5.4.9

proofreading (i.e., “the writing process”) to produce well-constructed informational texts.

Create an effective voice, using a variety of

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)

Compare and present personal and formal responses to and in the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)

EFL 5.5.1

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 5.5.2

Identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and

EFL 5.5.3 EFL 5.5.4

interpretations of published literary texts and

discussion of literary texts.
Read aloud with confidence, accuracy, fluency and expression to demonstrate

EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.

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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.)

EFL 5.5.7 Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.

Contribute to team projects to produce original works and solve

EFL 5.5.8 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.

problems while effectively negotiating and managing interactions to accomplish social learning groups, literature circles, process writing groups, etc.)

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.

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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.

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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.

relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.

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 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.

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 5.1.10. 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 5.1.1. Display an understanding of the

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.

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.

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.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)

CEFR: B1.2. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Personal Experiences, Food, Free Time and Hobbies.

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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.

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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.

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.

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 5.1.3. Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.

EFL 5.1.5. 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.

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 risks brought on by our actions. decisions, and prepare ourselves to face the

I.2. We are driven by intellectual curiosity,

question both local and international reali ties, reflect on and apply our interdisciplinary knowledge to cope with problems in a collabora tive 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 mul ti-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.

J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obliga tions and demand respect for our rights.

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 preju dice and discrimination. (I.1, I.2, S.2, J.1, J.3)

CEFR: B1.2. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences

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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 communica tion.
- 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.

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.

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.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 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)

EFL 5.1.4. 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.)

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 say. gestures. We take responsibility for what we

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 peoples and

individuals.

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)

CEFR: B1.2. Topics: All Topics

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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.

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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.

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.)

EFL 5.1.8. Discover and employ alternative

How the objectives contribute to the exit profile Indicators for the

performance criteria I.1. We have creative initiatives and pro

ceed 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.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. ing self-correcting and self-monitoring strategies when needed. (I.1, I.3, 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.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and apply

CEFR: B1.2. Topics: All Topics

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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.

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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.

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.

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 5.2.5. Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.

How the objectives contribute to the exit profile Indicators for the performance criteria gestures. We take responsibility for what we say.

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

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.5.5.1. 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 visual aids help support meaning. (I.3, I.4)

CEFR: B1.2. Topics: All Topics

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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.

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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.

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).

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 5.2.13. 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 pro

ceed 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.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.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

I.EFL.5.6.1. 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)

CEFR: B1.2. Topics: All topics

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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.)

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.

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 5.2.6. 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 5.2.12. 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.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.

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)

CEFR: B1.2. Topics: All topics

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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.)

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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.

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.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)

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 5.2.11. 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.

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.

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.

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.

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)

CEFR: B1.2. Topics: All topics

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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.

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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.

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) for a range of audiences and purposes. (Example: summarizing, paraphrasing,

EFL 5.2.7. Present information clearly and effectively in a variety of oral forms (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 5.2.10. Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.2. We are driven by intellectual curios

ity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and dependent 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.

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

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)

CEFR: B1.2. Topics: All topics

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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 six 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.)

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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.

reference tools where required.

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

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 challenges brought on by our actions.

I.2. We are driven by intellectual curiosity, 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; informed decisions about one's own reaction to the text. (I.1, I.2, S.2)

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.

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

CEFR: B1.2. Topics: All topics

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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.

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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 5.3.2. 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.)

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 5.3.9. 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.

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.

manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

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.

I.4. We perform our actions in an organized

I.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)

CEFR: B1.2. Topics: All topics

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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.

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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.

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. to support an idea or argument. (Example: Internet search engines, online advertising,

EFL 5.3.4. Find the most important information in print or online sources in order online or print timetables, web pages, posters, adverts, catalogues, etc.)

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.

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.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.

discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)

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.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and

CEFR: B1.2. Topics: All topics

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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.

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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.

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 5.4.6. Produce emails and blog posts describing personal experiences and feelings.

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.)

How the objectives contribute to the exit profile Indicators for the performance

criteria I.3. We can communicate in a clear man-

ner, 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.

honesty in mind.

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)

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.

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and

CEFR: B1.2. Topics: All topics

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.

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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.

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.

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 5.4.1. 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 5.4.4. 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.)

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 knowledgeable to cope with problems in a responsible and proactive manner 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

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.

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)

CEFR: B1.2. Topics: All topics

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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.

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General EFL area objectives being assessed Skills and performance descriptors to be

evaluated OG.EFL4. Deploy a range of learning strat

egies, 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.

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 5.4.5. 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 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proof reading (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.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.

J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.

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)

CEFR: B1.2. Topics: All topics

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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.

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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.

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.

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 5.5.1. 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 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.

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.

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.

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)

CEFR: B1.2. Topics: All topics

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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.

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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.

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.

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.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 5.5.2. 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.

How the objectives contribute to the exit profile Indicators for the performance

criteria I.3. We can communicate in a clear man

ner, 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.

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.5.17.1. 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)

CEFR: B1.2. Topics: All topics

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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.

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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 and opinions effectively and appropriately. their own L1 and of language use for **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.

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.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

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.)

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.

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.

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.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)

CEFR: B1.2. Topics: All Topics

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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.

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General EFL area objectives being assessed Skills and performance descriptors to be evaluated OG.EFL4. Deploy a range of learning strate

gies, 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.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).

EFL 5.5.7. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.

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.

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.)

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.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.

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. of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.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.

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.5.19.1. 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

CEFR: B1.2. Topics: All Topics

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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.

We accept and act on our strengths and weaknesses in order to become better human beings
J.4

and fulfill our life plan. We have creative initiatives and proceed with passion, open minds and a vision of the

I.1

future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.

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.

We can communicate in a clear manner, in our own and other languages. We make I.3 use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.

We perform our actions in an organized manner, with independence and autonomy. I.4 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 mul

ti-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.

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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 /hæmbæg/.

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.

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ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

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.

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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.

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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

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project that demonstrates plot and events through a sequence of pictures. Storyboarding may also be used to plan a piece of writing or an audio project.

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.

Venn diagram: A type of graphic organizer in which two circles intersect in order to show how two concepts or ideas are related. Similarities are placed in the part where the two circles overlap, and differences are placed in the outer part of the circles.

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.

