

INTRODUCTION



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.

21st Century skills developed through learning English

Global Engagement	Social and thinking skills	Foundation for lifelong learning
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, in order to foster learners' motivation to continue learning English throughout EGB and BGU, as well as work and beyond, by means of engaging and positive learning experiences

Cambridge University Press (n. p.)



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



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; Kilmovea, 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.



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 themselves. 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 foments 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



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 multinational society and world. In addition, studies have shown that by learning a foreign language, learners can develop a better understanding of their own, native language (Fernandez, 2007), giving learners new insights into how to improve their mother tongue. Learning a foreign language gives learners a greater global understanding 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 complex 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.

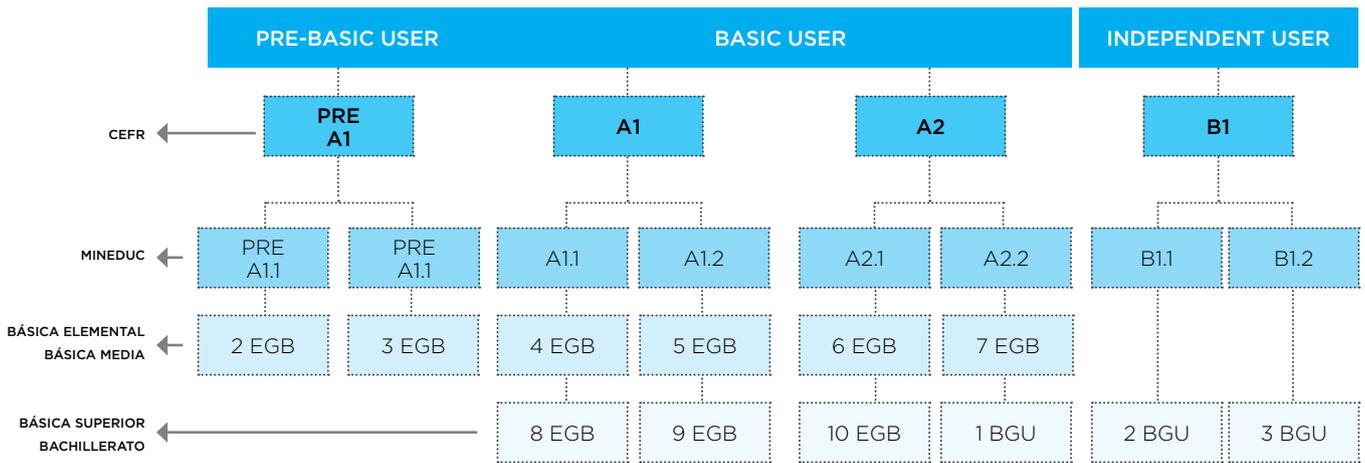
2. Express opinions and feelings. Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for beliefs and plans.
3. Deal with most situations likely to arise whilst traveling in an area where the English language is spoken, including the exchange and checking 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.



Levels of Proficiency: Branching Approach.

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).

Communication, cognition, content, culture
(cultural awareness and intercultural understanding)

Language *of* learning: the **what** of communication (language systems and skills)

Language *for* learning: the **how** of communication (learning strategies, communicative skills)

Language *through* learning: the **why** of communication (new knowledge, multiple perspectives)

CLIL, language acquisition, and the 4Cs.

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):



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

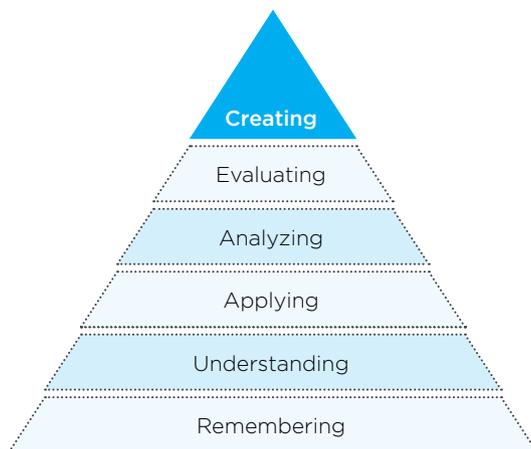
The role of the school in the area of English Language Teaching (**ELT**) is to expand, enhance, support and enrich all learners' linguistic, aesthetic, and thought capabilities in the course of their learning process. Education, or access to language learning, must be accompanied by availability. Availability 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 classi-



fied as representative of specific domains: Remembering, Understanding, Application, Analysis, Evaluation, and Creation.



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.

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

CLIL, critical thinking skills, and curricular threads.



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.



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.



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.



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

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



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



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-

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

Justice	Innovation	Solidarity
<p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty, in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible way using all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other people and individuals.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>

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:

OG.EFL 1	Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
OG.EFL 2	Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
OG.EFL 3	Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
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.
OG.EFL 6	Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
OG.EFL 7	Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).



accuracy	The ability to produce language that is clearly 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 <i>meaning</i> . Accuracy usually refers to the degree to which the language conforms to the accepted rule of the language.
acquisition	A term used to describe language that is absorbed spontaneously, without conscious effort, much like the way children pick up their mother tongue.
affective filter	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, 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.
articulators	The movable organs that are involved in the production of speech sounds, e.g., the lips and tongue.
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.
authentic language	Real or natural language as used by native 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	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.
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.



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 examples are evaluating, interpreting, or synthesizing information, and using creative thinking to solve a problem.
digital literacy	Digital literacy is the ability to find, evaluate, create, store, and communicate information using Information and Communication Technologies (ICT). Digitally literate individuals can communicate and work more efficiently, especially on the computer.
ELT	English language teaching
emergent readers	These are readers who are just beginning to understand the relationship between sound and symbol, and that print carries meaning. Texts for emergent readers should have strong picture and visual support.

engagement	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.
environmental print	The print of everyday life, such as that found on street signs, logos, labels, price tags, candy wrappers, and road safety or warning signs.
extended reading	Reading for enjoyment.
extensive listening	Listening for gist, or the overall, global meaning of a spoken text.
facilitator	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.
FL	foreign language, as opposed to a first or second (or third, etc.) language
fluency	Natural, normal, native-like speech that is characterized by the ability to express oneself with little or no effort, i.e. without undue pauses or hesitations.
form	The structure, or grammar, of the language.
formative	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).



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	Graphic organizers are types 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.
ICT	Information and communication technologies. The use of a variety of technological tools in order to communicate, to store information, and to create material. Some examples of tools include: smartphones, Internet, computers, audio and video, etc.
impeding errors	Errors in meaning and language conventions that obstruct meaning.
inductive	An inductive approach to learning is one in which the students discover the rules of a language through extensive use of the language and exposure to many examples, which are 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 listening	Listening for specific information and details.

interculturality	Refers to interaction between people of diverse cultural backgrounds, using authentic language in a way that demonstrates 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	A cooperative learning technique where students work in groups to teach each other something. Each individual student 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	A journal is a notebook which learners can use 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 his/her environment. L2 refers to the learner's second language, although in ELT it often refers to English being learned as a foreign language (FL).



<p>learner-centered</p>	<p>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.</p> <p>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 they intend to achieve the goals.</p>
<p>learning strategies</p>	<p>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.</p>
<p>lingua franca</p>	<p>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 commercial, trade, or educational contexts.</p>
<p>modalities</p>	<p>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.</p>
<p>modeling/model</p>	<p>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.</p>

<p>noticing</p>	<p>The techniques that refer to the process in which a learner - consciously or subconsciously - notices the language around them, such as spelling, grammar, collocation, stress, etc.</p> <p>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.</p>
<p>performative aspects of language</p>	<p>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.</p>
<p>phoneme</p>	<p>The smallest unit of sound, it carries no meaning on its own.</p>
<p>process writing</p>	<p>An approach to writing in which learners work through the various strategies of the pre-writing, writing, and revision and editing stages.</p>
<p>purposeful communicative interaction</p>	<p>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.</p>
<p>register</p>	<p>A variety of language used for a particular purpose or in a particular social setting.</p>
<p>rote learning</p>	<p>Learning something in order to be able to reproduce it from memory rather than in order to understand it.</p>
<p>scaffold / scaffolding / scaffolded</p>	<p>Techniques 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.</p>



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.
segmental	The discrete elements of speech, such as consonant and vowel sounds.
suprasegmental	In linguistics, those features of speech pertaining to stress, pitch, intonation, and length that may extend over more than one segmental element.
summative	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.
task-based learning	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	Text-based learning shares features with task-based learning , but in this type of learning texts are chosen as the framework 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.
text types	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 processes.
tone	A variation in the quality of the voice that expresses the speaker's feelings or thoughts.
TPR	Total Physical Response: a way of teaching language, which requires young learners to respond physically to spoken instructions or stories. In TPR, learners are encouraged to respond with actions before they learn to say the words.

typography	Writing on the computer.
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.



References

- Baker, C. (2002). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, UK: Cambridge University Press.
- Çakir, I. (2006). Developing cultural awareness in foreign language teaching. Retrieved from <http://files.eric.ed.gov/fulltext/ED494346.pdf>.
- Çekrezi-Biçaku, R. (2011). CLIL and teacher training. *Procedia - Social and Behavioral Sciences* 15(2011), 3821-3825.
- Coe, N. in Swan, M. & Smith, B. (1997). *Learner English: A teacher's guide to interference and other problems*. Cambridge University Press.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562.
- Coyle, D. (2013). Listening to learners: An investigation into 'successful learning' across CLIL contexts. *International Journal of Bilingual Education and Bilingualism*, 16(3), 244-266.
- Cruse, E. (2006). *Using educational video in the classroom: Theory, research and practice*. Library Video Company. <http://www.libraryvideo.com/articles/article26.asp>
- Edge, J. (1993). *Essentials of English language teaching*. London, UK: Longman.
- Elley, W. B. (1991). Acquiring literacy in a second language: the effect of book-based programs. *Language Learning*, 41(3), 375-411.
- Fernandez, S. (2007). *Promoting the benefits of language learning*. Retrieved from <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/promobenefitslanguagelearning.pdf>.
- Gehring, W. (n.d.). *The arts in ELT*. Retrieved from <http://englische-fachdidaktik.com/Gehring2/content/arts-elt>.
- Gordin, M.D. (2015, Feb. 4). *Absolute English*. Retrieved from <http://aeon.co/magazine/science/how-did-science-come-to-speak-only-english/>.
- Harley, B., Allen, P., Cummins, J., & Swain, M. (Eds.). (1990). *The development of second language proficiency*. New York, NY: Cambridge University Press.



Harmer, J. (2007a). *How to teach English: An introduction to the practice of English language teaching* (2nd ed.). England, UK: Longman ELT.

Harmer, J. (2007b) *The practice of English language teaching* (4th ed.). Cambridge, UK: Longman ELT.

Hudelson, S. (1994). Literacy development of second language children. In Fred Genesee.

Editor, *Educating second language children: The whole child, the whole curriculum, the whole community*. (pp. 129-158). New York, NY: Cambridge University Press.

Klimova, B. F. (2012). CLIL and the teaching of foreign languages. *Procedia - Social and Behavioral Sciences*, 47(2012), 572-576.

Krashen, S. (1985). *The input hypothesis. Issues and implications*. England, UK: Longman.

Krashen, S. (2004). *The power of reading*. Westport, CT: Libraries Unlimited.

Krashen, S. (2013). Second language acquisition: Theory, applications, and some conjectures. Mexico City, Mexico: Cambridge University Press. Retrieved from http://sdkrashen.com/content/articles/krashen_sla.pdf.

Krashen, S. (2015). The end of motivation. In *New Routes*, 55. Retrieved from <http://vp.virtualpaper.com.br/newroutes?e=3984&l=1>.

Kress, G. & Selander, S. (2012). Multimodal design, learning and cultures of recognition. *Internet and Higher Education*, 15(1), 265-268.

Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching*, 5(1), 3-18.

Littlejohn, A. (1996) *English language teaching*. <http://www.andrewlittlejohn.net/website/home.html>

Littlewood, W. (1984). *Foreign and second language learning*. Cambridge, UK: Cambridge University Press.

Marczak, M. (2013). *Communication and information technology in (intercultural) language teaching*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Massi, M. P. (2001). Interactive writing in the EFL class: A repertoire of tasks. *The Internet*.

TESL Journal, VII (No. 6). Retrieved from <http://iteslj.org/Techniques/Masi-WritingTasks.html>.

Medel-Anonuevo, C., Ohsako, T., & Mauch, W. (2001). Revisiting lifelong learning of the 21st century. Hamburg, Germany: UNESCO Institute for Education. Retrieved from <http://www.unesco.org/education/uie/pdf/revisitingLLL.pdf>.

Met, M. (1998). Curriculum decision-making in content-based language teaching. In C. Cenoz & F. Genesee (eds). *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon: Multilingual Matters.

Met, M. (1999). Content-based instruction: Defining terms, making decisions. *NFLC Reports*. Washington, DC: The National Foreign Language Center.

Nunan, D. (1998). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Paul, R. & Elder, L. (2004). *Critical and creative thinking*. Dillon Beach, CA: The Foundation for Critical Thinking.

Pérez-Cañado, M. L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.

Rawson, M. and Richter, T. (2003). *The Educational tasks and content of the Steiner Waldorf curriculum*. Steiner Schools Fellowship Publications.

Richards, J.C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

Savignon, S. J. (2002). Communicative Curriculum Design for the 21st Century. *English Teaching Forum*, 40(1), 2-7.

Shin, Joan Kang. (2015, March). *Literacy instruction for young EFL learners: A balanced approach*. Retrieved from http://ngl.cengage.com/ourworldtours/OurWorld/media/Downloads/OW/AmE/PDF/White-Paper_Literacy-Instruction-for-Young-EFL-Learners_March-2015.pdf.

United Nations Educational, Scientific and Cultural Organization. (2006). Road map for arts education: Building creative capacities for the 21st century [PDF document]. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf.

Upitis, R. (2011). *Arts Education for the development of the whole child*. Toronto, ON:

Elementary Teachers' Federation of Ontario. Retrieved from <http://www.etfo.ca/Resources/ForTeachers/Documents/Arts%20Education%20for%20the%20Development%20of%20the%20Whole%20Child.pdf>.

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge, UK: Cambridge University Press.

Van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity*. New York: Longman Group Ltd.

Wilson, L. O. (2001). [Graph illustration Table 1.1 – Bloom vs. Anderson/Krathwohl].

Anderson and Krathwohl – Bloom's taxonomy revised. Retrieved from <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy>.





 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 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,

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

that the process of collaborative learning begins at primary level so that all learners, especially in large classes, have ample time and opportunity to fully develop their speaking and listening skills in parallel with their reading and writing skills, and other linguistic resources (grammar, vocabulary, etc.).

Pair work and group work are essential elements in the ELT classroom, where risk-taking, trial and error, and real-time feedback can take place (namely, *Did I get my message across? How could I say it more clearly?*). **Communication breakdown** between peers resulting from **impeding errors** can even be perceived to have greater value for developing **interlanguage** than instant communicative success resulting from accurate production. As such, short, simple collaborative tasks (e.g., group problem solving or creative projects, mingle activities, information gap activities, etc.) must be introduced from EGB Elemental, both to instill this learning behavior ready for EGB Media and Superior, and to allow learners early opportunities for linguistic creativity and verbal / non-verbal expression. In short, even the youngest learners should be given plenty of playful moments to “try on” their English persona and to pick up the language and wrestle with it a little, trying to make the language do what the learner wants it to do. Learners gradually take responsibility and make choices for their L2 language use, a process that can be made more conscious through classroom routines such as an English-speaking class mascot or a pretend English switch (Cameron, 2001).

In parallel to this process, simple functional exponents for asking for repetition or clarification (e.g., *I'm sorry? Could you repeat that, please?*) and strategies for paraphrasing (e.g., finding synonyms, describing missing words) can be taught, as well as simple ways to extend interaction (e.g., asking *And you?*). These tools will give primary learners confidence to communicate in a steadily increasing range of contexts throughout their school years and beyond.

Curricular Thread 3: Reading. There is substantial evidence to show that through reading, learners develop a host of other language skills (Krashen, 2004), such as spelling, grammar, vocabulary, and writing. Studies have also shown that learners who read regularly improve their listening, speaking, and pronunciation skills (Elley, 1991). In addition to language development, reading also serves to broaden the children’s view of the world and their place in it (Littlejohn, 1996), as well as provide learners with new and interesting information, such as cross-cultural and cross-curricular content. Finally, the more learners practice reading, the better they will learn to equate sound-letter relationships, which is an essential part of literacy.

Young children can learn to read quickly. Plenty of praise, motivation, and practice, as well as a positive, fun, non-threatening environment all provide the right conditions for reading. Variety is also important. Reading lessons should be varied; for example, teachers could play the audio first and let the learners follow the pictures or let them read before / while listening; young learners could also be asked to mime along with the story or to carry out a role play after the reading. If we want to develop a lifelong love of reading, enjoyment in the early primary years is the key.



Reading comprehension. In early primary much of the reading comprehension consists of understanding individual words and making sense of the sound-word relationship. If possible, encourage weaker pupils to keep their own flashcards of words or vowel / consonant clusters which they find difficult to read. Gradually, learners move on to understanding the main ideas in short sentences and in very short simple texts (print and / or digital). At this point, it is recommended that learners work in pairs, so that they can help each other. Meanwhile, the teacher will monitor the pairs and give help to those who are having difficulties. Teachers should avoid asking individual emergent readers to read aloud to the whole class.

Study skills (including ICT). Study skills, “learning how to learn,” is an essential part of learning. Even from a young age, learners need to know how to use some basic resources like picture dictionaries and how to make their own simple learning resources, such as a “Words I know” list at the end of each unit. Young learners can also learn how to make their own bright and colorful flashcards, and how they can use them to learn more. Flashcards are a valuable assistance to every learner, especially visual learners.

Another key aspect of study skills is learning how to organize ideas. In early primary, learners should begin to understand the information in simple **graphic organizers**, such as **Venn diagrams** and charts. They also need to develop **digital literacy**, which may consist of understanding information online. These skills are all part of the process of becoming a lifelong learner. (Note: Both flashcards and graphic organizers can be downloaded free of charge from the internet. Please see the web resources list at the end of this document for a list of suggested sites.)

Literacy-rich environment. A literacy-rich environment incorporates print culture (also known as “**environmental print**”), which is the print of everyday life. Out in the world, we are surrounded by a wealth of authentic texts, such as those found on street signs, logos, labels, price tags, candy wrappers, and road safety or warning signs. For many emergent readers, studying environmental print is extremely helpful, since it acts as a bridge from individual words to sentences, and builds their confidence at the same time.

Cross-curricular content. During EGB Elemental, children may be introduced to other school subjects in English (for example, art, music, science, social sciences, drama, etc.). The advantages of drawing on other parts of the school curriculum are numerous:

- To give content to the language lessons.
- To use skills and knowledge from other subjects in the English lesson.
- To motivate learners who find English difficult or uninteresting.
- To make connections across the school curriculum and deepen pupils’ understanding of the topic. (Littlejohn, 1996)

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.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.



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

Curricular Thread 1

Communication and cultural awareness

MANDATORY

DESIRABLE

EFL 2.1.1	Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)
EFL 2.1.2	Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)
EFL 2.1.3	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.
EFL 2.1.4	Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.
EFL 2.1.5	Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)
EFL 2.1.6	Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)
EFL 2.1.7	Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.
EFL 2.1.8	Exchange basic personal preferences with peers in order to express likes and dislikes.
EFL 2.1.9	Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.
EFL 2.1.10	Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

Curricular Thread 2

Oral communication

 MANDATORY

 DESIRABLE

EFL 2.2.1	Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: <i>What's your name? How old are you? Where do you live?</i> etc.)
EFL 2.2.2	Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)
EFL 2.2.3	Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)
EFL 2.2.4	Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)
EFL 2.2.5	Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
EFL 2.2.6	Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)
EFL 2.2.7	Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every single word.



EFL 2.2.8	<p>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.</p> <p>(Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)</p>
EFL 2.2.9	<p>Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)</p>
EFL 2.2.10	<p>Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text.</p> <p>(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.)</p>
EFL 2.2.11	<p>Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)</p>
EFL 2.2.12	<p>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.</p>
EFL 2.2.13	<p>Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: <i>Thank-you, Can I help you? This is [name]. It's a [item], etc.</i>)</p>
EFL 2.2.14	<p>Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: <i>Where do you live? Do you have a bicycle? What color is it? etc.</i>)</p>
EFL 2.2.15	<p>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.)</p>
EFL 2.2.16	<p>Say when they do not understand and ask for slower or clearer repetition where required. (Example: <i>Sorry? Could you say that again, please? etc.</i>)</p>

EFL 2.2.17	React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: <i>Oh!, Yes! Thanks. And you?</i> etc.)
------------	--

Curricular Thread 3

Reading

 MANDATORY

 DESIRABLE

EFL 2.3.1	Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.
EFL 2.3.2	Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.
EFL 2.3.3	Understand most of the details of the content of a short simple text (online or print).
EFL 2.3.4	Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. (Example: price tags, signs, notices (<i>No eating</i> , etc.), candy wrappers, etc.)
EFL 2.3.5	Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).
EFL 2.3.6	Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)
EFL 2.3.7	Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)
EFL 2.3.8	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.



EFL 2.3.9	Identify the meaning of specific content-based words and phrases, with the aid of visual support.
EFL 2.3.10	Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)

Curricular Thread 4

Writing

MANDATORY

DESIRABLE

EFL 2.4.1	Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: <i>sea, mean, bee</i> , etc.)
EFL 2.4.2	Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 2.4.3	Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
EFL 2.4.4	Write simple words, phrases and sentences for controlled practice of language items.
EFL 2.4.5	Write simple sentences on familiar topics to communicate basic ideas.
EFL 2.4.6	Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)
EFL 2.4.7	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support . (Example: by answering questions or using key words).

EFL 2.4.8	Complete a basic survey or a questionnaire by providing personal details.
EFL 2.4.9	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

Curricular Thread 5

Language through the arts

 MANDATORY

 DESIRABLE

EFL 2.5.1	Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
EFL 2.5.2	Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
EFL 2.5.3	Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.
EFL 2.5.4	Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity, and a love for literature.
EFL 2.5.5	Apply ICT and/or other resources to communicate simple thoughts in small groups.
EFL 2.5.6	Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
EFL 2.5.7	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.



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

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.

Skills and performance descriptors to be evaluated

EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)

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

EFL 2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

How the objectives contribute to the exit profile

I.2 We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

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

Indicators for the performance criteria

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

OG.EFL.3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL.2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

EFL.2.1.5. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

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

Indicators for the performance criteria

I.EFL.2.2.1. Learners can classify everyday objects and familiar places. Learners can compare objects from different cultural contexts. Learners can say and recognize ways to take care of the environment and one's surroundings. (J.3, S.1)

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

● Evaluation criteria

CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short conversation.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Participating in short dialogues using greetings and leave-taking.
- Listening to or reading short dialogues and answering questions about the speakers' names, grades, schools, etc.
- Practicing the use of expressions of politeness during collaborative pair and small group work.
- Adding expressions of politeness to dialogues.
- Completing a short questionnaire or form about one's basic personal information. (Example: name, school, age, address, etc.)
- Responding to pictures or short texts by circling the corresponding emoticon. (Example: happy face, sad face, confused face, etc.)

General EFL area objectives being assessed

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

Skills and performance descriptors to be evaluated

EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)

EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: *Please, sorry, thank you*, etc.)

How the objectives contribute to the exit profile

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

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

Indicators for the performance criteria

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

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



●..... Evaluation criteria

CE.EFL.2.4. Develop skills of collaboration by working together on projects and sharing materials while expressing personal preferences with peers.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing a very short, picture-based self-evaluation or peer evaluation form.
- Playing games in which learners must pass objects around the room. (Example: hot potato, etc.)
- Practicing helpful classroom language in mini dialogues and/or chants (Example: Can I borrow your eraser? Do you have a pencil? etc.)
- Completing a short survey about favorites or likes/dislikes and then sharing ideas with a partner.
- Making a pie chart about the things that are most liked in the class.

General EFL area objectives being assessed

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

Skills and performance descriptors to be evaluated

EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.

EFL.2.1.8. Exchange basic personal preferences with peers in order to express likes and dislikes.

How the objectives contribute to the exit profile

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

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

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

Indicators for the performance criteria

I.EFL.2.4.1. Learners can select pictures and/or short phrases that relate to collaborating and sharing and express personal preferences. (J.2, J.3, S.4)

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

●..... Evaluation criteria

CE.EFL.2.5. Model turn-taking and ways to express to others when something is not understood to improve comprehension and/or intelligibility in conversations.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Role-playing and participating in short dialogues.
- Playing games that practice classroom language and turn-taking.
- Singing songs or chants that practice helpful language.
- Working in pairs and groups on a small project.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL.2.1.9. Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.

EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

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.

Indicators for the performance criteria

I.EFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short conversations. (J.3, S.1, S.4)

CEFR: A1.1. Topics: Numbers 1-100, Sports and Leisure, Time, Toys



Curricular Thread 2: Oral communication (listening and speaking)

● Evaluation criteria

CE.EFL.2.6. Listening for Meaning: Understand the main ideas in short simple spoken texts that include familiar vocabulary and are set in everyday contexts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to a very short and simple story and ordering the pictures showing what happens. (Example: *Jane is taking her dog for a walk. They see some birds. The birds fly away, etc.*)
- Listening to a short and simple conversation between 2 speakers and deciding who is speaking, where they are, and how they feel. (Example: *a boy and his Dad, at a soccer game, happy, etc.*)
- Watching a video clip and selecting the best title for it. (Example: *Funny monkeys at the zoo, etc.*)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

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

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: *What's your name?* etc.)

EFL.2.2.2. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)

EFL.2.2.6. Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)

EFL.2.2.7. Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every word.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.6.1. Learners can understand the main ideas in short simple spoken texts and infer who is speaking and what the situation is, without decoding every word. (I.3)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to short, staged instructions and carrying them out. (Example: *Open the door. Take this book to Mr. Davila. Walk, don't run!* etc.)
- Listening to very short (spoken or recorded) descriptions of scenes, and writing, coloring, or drawing items within them. (Example: learners are given a simple picture of a classroom. They listen to a description of it and identify the table where Sara sits and draw 3 pens and a red book on it, etc.)
- Listening to a short dialogue and filling in a simple form. (Example: a conversation between a boy and a teacher meeting for the first time. Learners fill in the boy's name, age, birth date, (part of his) address (e.g., house number or street name), favorite subject, etc. on a simple form.)
- Listening to a short text and demonstrating understanding of it using an accompanying graphic organizer. (Example: marking the route on a map while listening to directions, etc.)

General EFL area objectives being assessed

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).

Skills and performance descriptors to be evaluated

EFL.2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)

EFL.2.2.5. Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)

How the objectives contribute to the exit profile

I.3 We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.7.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in writing or drawings, or physically act upon them. (I.3)

CEFR: A1.1. All topics



●..... 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

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).

Skills and performance descriptors to be evaluated

EFL.2.2.8. Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. (Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)

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

EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

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

CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family, or their possessions and noting whether their response time is acceptable (i.e. may be slow, but not so slow that the interaction becomes uncomfortable for the student or the teacher), and whether their response is appropriate. Some learners may produce short sentences in response to basic questions. (Example: *What color are your shoes? Yes. What color are your shoes? Blue or They're blue, etc.*)
- Giving learners a picture of a familiar scene and asking them to tell you what they can see. Some learners may produce longer utterances. (Example: *a picture of a classroom where learners name individual items: table, chair, clock. There are four chairs. The clock says 4 o'clock., etc.*)
- Running a mingle activity where each learner has a different simple question to ask the others. Learners move around the room asking their question and listening to the answers received. Observing to see whether each student asks the question fluidly and answers using individual words only or short sentences. (Example questions: *What's your favorite food? Chicken / It's chicken and rice / Do you like oranges? Yes. / Yes, I do. / I love oranges!, etc.*)

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

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

EFL.2.2.12. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses may be slow though pauses do not make the interaction tedious or uncomfortable for participants. (I.3)

CEFR: A1.1. All topics



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

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).

Skills and performance descriptors to be evaluated

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],* 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

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.10.1. Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification, and can react appropriately to responses received. (I.3)

CEFR: A1.1. All topics

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

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.

Skills and performance descriptors to be evaluated

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

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)

CEFR: A1.1. All topics



● Evaluation criteria

CE.EFL.2.12. Understand the gist and details in short simple written texts (online or print).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying graphic organizer. (Example: learners read about the location of a house and mark the point X on a map.)
- Reading a short simple story of just a few lines and ordering simple pictures of familiar objects.
- Reading a short simple text and coloring a picture. (Example: This is Ben's room. His bed is green. Learners draw a green bed, etc.)
- Reading a short simple text and circling the correct answer. (Example: Question: *What's her name?* Answer: *Mary / Sandra / Mia*, etc.)

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Skills and performance descriptors to be evaluated

EFL.2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.

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

Indicators for the performance criteria

I.EFL.2.12.1. Learners can understand a short simple text on an everyday topic and successfully complete a simple task to show that they have understood most or some of it. (I.4)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.13. Understand the content in a variety of well-known text types, both print and online, using the layout and artwork for support; recognize typical signs and symbols found in the text types.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Matching common signs to their meanings. (Example: a simple classroom sign or a notice in the park, *Silence please*, *No eating*, etc.)
- Studying an environmental print text type and drawing a line from the word to the artwork. (Example: from the word cloud to a cloud weather symbol, or from the word stop to a “red” stop light, etc.)
- Circling an emoticon to match to a picture. (Example: *Amy feels sick / Amy is happy /*, etc.)
- Comparing and contrasting information. (Example: learners read simple price tags and match them to the correct sentences: *This toy is cheap. Those shoes are expensive*, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.4. 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

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3)

CEFR: A1.1. All topics



● Evaluation criteria

CE.EFL.2.14. Demonstrate familiarity with study resources (both print and digital). (Example: a picture dictionary, some flashcards of known words, or a word list.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Using a simple learning resource and locating details. (Example: finding and circling or coloring three different kinds of fruit or three kinds of drink in an online or print picture dictionary, etc.)
- Using the alphabet to scan for particular items in lists. (Example: finding a word in a simple dictionary or locating a boy's name on a class list.)
- Testing each other on the meaning of flashcards. (Example: a boy shows a picture on a flashcard and asks: *What's this?* Girl: *It's an airplane*, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

Indicators for the performance criteria

I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)

CEFR: A1.1. All topics

● Evaluation criteria

CE.EFL.2.15. Learn to read graphs, diagrams, charts, and other kinds of graphic organizer. Demonstrate understanding of a text presented in the form of a graphic organizer (both print and digital).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a list of words in a Venn diagram and understanding the meaning. (Example: Venn diagram: *Dog/Cat*. Task: Read a sentence and tick yes/no. Sentence: *Dogs and cats have tails* , etc.)
- Matching a simple short text to the correct plan. (Example: Text: a short simple description about a zoo: *The giraffes are next to the pandas*. Plan: a simple map of the zoo, etc.)
- Reading a short simple text and coloring a simple bar chart. (Example: a description of some children's favorite ice cream. Task: color the chart accordingly, etc.)

General EFL area objectives being assessed

OG.EFL.4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL.5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

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

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

CEFR: A1.1 All topics



●..... 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
<p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society, so improving their understanding of the world and engendering socially responsible global citizens.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL.2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)</p> <p>EFL.2.3.8. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.</p> <p>EFL.2.3.9. Identify the meaning of specific content-based words and phrases, with the aid of visual support.</p> <p>EFL.2.3.10. Read a variety of simple text types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)</p>
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p>	<p>I.EFL.2.16.1. Learners can understand the main ideas and some basic details from a short simple cross-curricular* text and successfully complete a simple task, as well as acquire subject-specific lexis. (I.2)</p> <p>* The content is from other school subjects like art, music, math, science, geography.</p> <p>CEFR: A1.1. All topics</p>

Curricular Thread 4: Writing

● Evaluation criteria

CE.EFL.2.17. Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting / typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
- Unscrambling words or sentences and writing them out correctly. (Example: Word: *veleen* = *eleven*. Sentence: *The-re's - under - the chair. - a backpack*, etc.)
- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: *does it live on a farm / does it have two legs*, etc.)
- Writing new words in a picture dictionary and adding a sticker or picture.

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

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

EFL.2.4.2. Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)

EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.17.1. 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)

CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.18. Writing in order to perform controlled practice of vocabulary and grammar items.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing simple sentences to practice a grammar structure by writing words in gapped sentences. Support learners by providing pictures for context and / or a box of answers, from which they can choose. (Example: *My best friend is ten --- old. --- name is Carol. --- birthday is in May*, etc.)
- Identifying the differences between two pictures and writing simple sentences. (Example: *In picture A, there's one car, but in picture B there are two cars*, etc.)
- Answering questions about a scene using full sentences. (Example: *How many boys are there? There are four boys*, etc.)

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.4.3. Write simple words, phrases, and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.

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

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.18.1. 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)

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

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

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

EFL.2.4.6. Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: *where they live, what they do,* etc.)

EFL.2.4.7. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: *by answering questions or using key words*).

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.19.1. 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)

CEFR: A1.1. All topics



●..... 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

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.4.8. Complete a basic survey or a questionnaire by providing personal details.

EFL.2.4.9. Write a variety of short simple text types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.20.1. Learners can write information in a simple survey form or questionnaire, and can type or write some simple digital text-types, such as a URL and an email address. (I.3)

CEFR: A1.1. All topics

Curricular Thread 5: Language through the Arts

● Evaluation criteria

CE.EFL.2.21. Distinguish key information in stories and other age-appropriate literary texts, both oral and written.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to or reading stories and drawing the main characters.
- Choosing pictures of or drawing the scenes of a literary text.
- Standing up every time they hear the name of a character.
- Explaining through pictures or charts (ICT) the relationships between characters. (Example: mom/daughter, friends, etc.)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

How the objectives contribute to the exit profile

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

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.

Skills and performance descriptors to be evaluated

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.

Indicators for the performance criteria

I.EFL.2.21.1. Learners can recognize, through pictures or other media such as ICT, key aspects of a story or literary text (both oral and written). (J.1, I.2)

CEFR: A1.1. Topics: Animals, Toys



●..... 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

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.

Skills and performance descriptors to be evaluated

EFL.2.5.2. Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.

EFL.2.5.3. Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.

EFL.2.5.6. Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.

Indicators for the performance criteria

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

● Evaluation criteria

CE.EFL.2.23. Display an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners, and vary elements of a literary text to create a new text.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Doing **extended reading**, in which learners get to choose what they read and are not evaluated or tested on it.
- Sharing in small groups or pairs the learners' favorite stories, songs, poems, etc., and saying why.
- Responding to a poem by drawing how it makes the learner feel.
- Writing questions the learners would like to ask a character in the story, or the author of the story.
- Inviting authors as guest speakers into the classroom so learners can share their responses to the story with them.
- Interviewing family members about their favorite book or poem, and then sharing their findings in class.
- Keeping a small class library and allowing fast finishers to choose a book or magazine to read while the rest of the class completes the task.
- Listening to a song and rewriting the song lyrics changing just one aspect. (Example: choosing and replacing the character's name, age, etc.)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

Skills and performance descriptors to be evaluated

EFL.2.5.4. Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity and a love for literature.

EFL.2.5.7. Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

How the objectives contribute to the exit profile

I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.23.1. Learners can demonstrate an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners and adapt elements of a literary text to create a new text. (I.1, I.4)

CEFR: A1.1. Topics: Family and friends, Time



●..... Evaluation criteria

CE.EFL.2.24. Communicate ideas and experiences and create short original texts through a range of resources and other media, including ICT.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Writing a text message to a friend.
- Producing an audio clip stating the student's daily routine.
- Using ICT resources to organize and edit a short piece of creative or informational writing.
- Taking pictures of or drawing what the learners usually eat for breakfast, then using the picture as a prompt for conversation in class.
- Writing a short, fictional story about a family member.
- Putting short captions under pictures.

General EFL area objectives being assessed

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.5.5. Apply ICT and/or other resources to communicate simple thoughts in small groups.

EFL.2.5.8. Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.24.1. Learners can communicate thoughts, feelings, and/or personal experiences and create short original texts through a range of resources and other media, including ICT. (I.2, I.3, I.4)

CEFR: A1.1. Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions

●..... Evaluation criteria

CE.EFL.2.25. Implement a range of creative thinking skills to show a respect for sharing and accepting different ideas in brainstorming and pair work.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Working on a project in small groups of 4-5 and discussing what the group is doing well and what it could do to improve.
- Brainstorming ideas for a writing project together as a class, using a graphic organizer.
- Creating a product for another class and making a short advertisement that could be used to sell the product.
- Playing games in class or doing puzzles.
- Discussing mistakes and how learners (and all humans) can learn from them.

General EFL area objectives being assessed

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

Skills and performance descriptors to be evaluated

EFL.2.5.9. Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

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

Indicators for the performance criteria

I.EFL.2.25.1. Learners can utilize a range of creative thinking skills to show a respect for sharing and accepting different ideas while working in pairs and through brainstorming. (J.3, S.4)

CEFR: A1.1. Topics: Food and Drink, Toys, School, Work



5. Web Resources

Web (internet) resources are a great source for supplementing materials and inspiring new ideas for your classroom. This list is intended to provide a starting point for finding materials online. Please bear in mind that websites can be changed, hacked, or discontinued without notice.

Recommended ELT sites

<http://www.teachingvillage.org>

<http://www.onestopenglish.com/>

<http://www.andrewlittlejohn.net/website/az/home.html>

<http://community.eflclassroom.com/>

<http://teachingchildrenenglish.com>

Educational technology

[http://nikpeachey.blogspot.com/learning about technology](http://nikpeachey.blogspot.com/learning%20about%20technology)

<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)

<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



