

Ministerio
de **Educación**

NATIONAL CURRICULUM GUIDELINES

ENGLISH AS A FOREIGN LANGUAGE

**EIGHTH–NINTH–TENTH YEAR
EDUCACIÓN GENERAL BÁSICA**

**FIRST–SECOND–THIRD YEAR
BACHILLERATO**

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Quito, Ecuador

Publicación digital: Septiembre del 2012
Actualizado en agosto 2014
www.educacion.gob.ec

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FISCOMISIONALES Y MUNICIPALES DEL PAÍS.**



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1. Introduction

English is unquestionably the world's *lingua franca*¹ at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today's globalized world.

Therefore, current education has the challenge of contributing toward the development of students' skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens.

In order to face such challenge, the Ecuadorian Ministry of Education (MinEduc) acknowledges the following three key issues:

- The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries;
- The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; and
- That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.

Furthermore, and in agreement with Richards and Rodgers (2001), the MinEduc recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills through the consideration of the following principles:

- Language is a system for the expression and conveyance of meaning.
- The primary function of language is interaction and communication.
- The structure of language reflects its functional and communicative uses.

The primary units of language are not merely its grammatical and structural features, but also categories of analytic, functional, and communicative meaning as exemplified in discourse (p.71, analytic category is this project's).

Therefore, the following English curriculum guidelines are shaped by the CEFR and their underlying philosophy is the Communicative Language Teaching approach whose syllabus is organized in terms of the different language “functions²” the learners need to express or understand to communicate effectively.

1.1 Approach Characteristics

The communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of *Educación General Básica* (EGB) and first, second, and third year of *Bachillerato*, is characterized by two main features:

1. Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.

1. *Lingua franca*: a language that is used for communication between different groups of people, each speaking a different language (Richards & Schmidt, 2010, p. 340).

2. *Functions*: The purpose for which an utterance or unit of language is used—e.g. requesting, apologizing, inviting, etc. (Richards & Schmidt, 2010, p.233). Refer to the Curriculum Specifications document for information on the language functions to be studied in each level.

2. Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use): “Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes” (Brown, 2007, p.46) supported by knowledge of the language structures.

As a result of the above mentioned approach to English language teaching and learning, it is expected that Ecuadorian students in the public educational system will be able to achieve meaningful objectives such as accessing information published in English in different fields (i.e. science, commerce, technology) and accessing more labor and professional development opportunities either within Ecuador or abroad (Ovesdotter, 2003) as well as understanding diverse cross-cultural values from other people (i.e. to comprehend different viewpoints about school, work, religion, life, etc.).

1.2 What is the CEFR?

The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (Council of Europe, 2003).

The CEFR basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage, to C2, for those who can use language at high levels of discourse. This simplifies the challenge of understanding and interpreting levels of progress during the learning process and different language qualifications and requirements for learners, teachers, and teacher trainers. As a result, the CEFR aids employers and educational institutions to compare these qualifications easily and how they relate to both locally-tailored as well as international exams. Finally, and in order to provide a common ground for language learning, the CEFR provides assessment indicators for each language skill (i.e. listening, speaking, reading, and writing).

1.3 CEFR Common Reference Levels

The six levels proposed by the CEFR have been described as follows:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language.

However, since the goal of these curriculum guidelines is for students to achieve a B1 level of proficiency, allowing them to communicate effectively as **independent users of English**³, a detailed description of only three levels will be provided to understand what the overall goals at each stage are in the following paragraphs:

- **Level A1:** This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly.
- **Level A2:** This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which

3. *Independent users of English: are defined as users being able to carry on most conversations, who can write comprehensibly, making clear arguments or explanations. Additionally, they are defined as being able to read grade level texts and discuss them orally. In other words, they don't need help to communicate, they aren't highly competent, but they are adequate to carry on most functions (suggestion made by Kuhlman in the validation of this document, 2012)*

the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs.

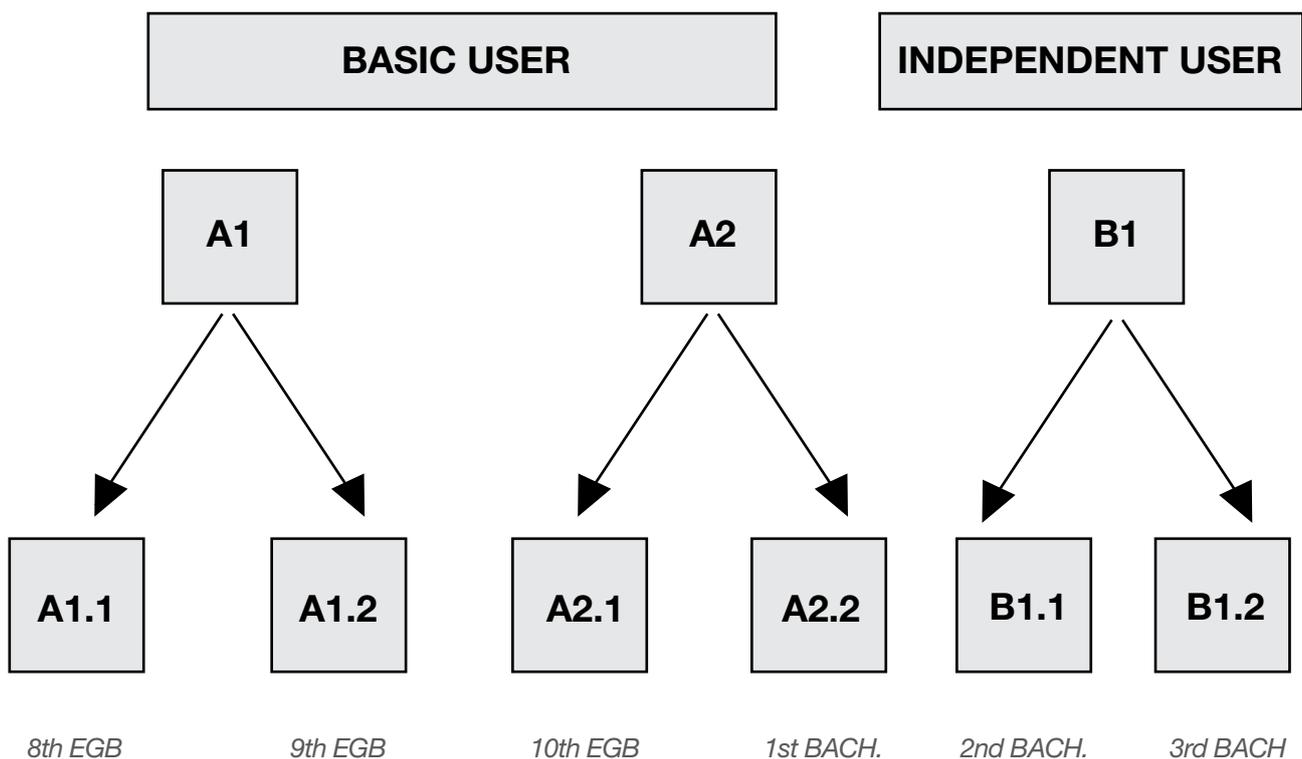
- Level B1:** This is accomplished when the language learners are capable of understanding the main points of **readings** written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to (1) **communicate effectively**⁴ while traveling in countries that use the target language, (2) **write** simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans.

1.4 CEFR Reference Levels in the Ecuadorian Educational System

Because the CEFR establishes cut-off points between levels flexibly, allowing scaling the levels and their descriptors to “suit local needs”—yet still relating them back to a common system—the three aforementioned language proficiency levels will be applied in the public educational system gradually through a branching approach as shown in figure 1 below:

Figure 1. Levels of proficiency and their application per school year

LEVELS OF PROFICIENCY: BRANCHING APPROACH



Adapted from the Common European Framework of Reference for Languages: Learning, teaching, assessment, by the Council of Europe, 2003.

As shown in figure 1, each CEFR level (A1, A2, and B1) has been divided into two parts as follows:

4. By negotiating conversations and expressing thoughts on more abstract, cultural topics (i.e. films, books, music, etc.) as well as explaining differences among cultures.

A1.1 or level A1 in progress	which implies that level A1 language competence is being developed
A1.2 or true level A1	which implies that the language competence of a basic user level A1 has been achieved
A2.1 or level A2 in progress	which implies that level A2 language competence is being developed
A2.2 or true level A2	which implies that the language competence of a basic user level A2 has been achieved
B1.1 or level B1 in progress	which implies that level B1 language competence is being developed
B1.2 or true level B1	which implies that the language competence of an independent user level B1 has been achieved

The following four considerations were taken into account for this division: (1) that all school programs should be based on realistic estimates of how long it takes to learn a second language (Lightbown & Spada, 2011), (2) that the amount of time suggested to reach a true B1 level is 400 hours (i.e. with 60-minute class periods) of effective classroom instruction (Van Ek & Trim, 1998), (3) that five weekly class periods have been legally established for English classes for every school year since 1993, and (4) that students in the Educational public system receive and attend 45-minute class periods. Therefore, this branching approach will allow students in every school year to be exposed to the target language for a minimum of 120 hours (**real time**)⁵, and, by the time they complete the B1 level, learners will have been exposed to at least 480 hours of English.

One assumption made for assigning a higher number of hours to complete true levels is that more time of exposure to English will allow learners to compensate for the lack of ready communicative situations outside the classroom (Brown, 2007), which is characteristic of contexts such as Ecuador where English is learned as a foreign language.

Another assumption is that more periods of exposure to the target language will also allow teenagers to catch up quickly to those students who began learning English at an earlier age in programs offering only a few hours a week of instruction (Lightbown & Spada, 2011)⁶. Furthermore, such application will allow students to reach the B1 level of proficiency after six years of study. Within this context, overall objectives for the curriculum as well as specific objectives for the **components**⁷ of communicative language competence and the language skills have been proposed for each school year.

5. This calculation has been made considering the 200 annual hours devoted to the teaching of English, a deduction of 20 hours for testing, and an additional deduction of 60 hours (due to 40 mostly and not 60-minute class periods), thus giving us the **real teaching time** of 120 hours.

6. Up to March, 2014, English was an elective subject from 2nd to 7th year EGB (Acuerdo Ministerial No. 306-11); therefore, some students must have already been exposed to the target language by the time they started the 8th year EGB because the curriculum adjustment here proposed started in 2012. Since March 2014 and through two new Ministerial Agreements (Acuerdo Ministerial 0041-14 y 0052-14) English will be a compulsory subject for primary school starting in 2016.

7. It is worth mentioning that these components (linguistic, sociolinguistic, and pragmatic) comprise and are activated through the development of the four language skills (listening, speaking, reading, and writing)—divided in the layout of this document, yet integrated in practice.

2. Curriculum Overall Objectives

- To ensure high-school graduates reach a minimum **B1**⁸ language proficiency level according to the CEFR, and
- To build up learners' **communicative language competence**⁹ in its **linguistic**¹⁰, **sociolinguistic**¹¹, and **pragmatic**¹² components through the development of the four language skills: listening, speaking, reading, and writing.

2.1. Student's Exit Profile (Level B1)

Regarding the *linguistic* component of communicative competence, high-school graduates at the B1 level will be able to:

1. have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision, and express thoughts on abstract or cultural topics such as music and films; and
2. have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies, and interests, work, travel, and current events, but at times lexical limitations may cause repetition and even difficulty with formulation.

Regarding the *sociolinguistic* component of communicative competence, high-school graduates at the B1 level will be able to:

1. perform and respond to a wide range of language functions, using their most common **exponents**¹³ in a **neutral register**¹⁴;
2. be aware of noticeable politeness conventions, and act appropriately; and
3. be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of their own.

8. A **B1** language proficiency level implies that learners will become independent users of the language who have come across most of the basic structures and lexis of the language and therefore, have acquired a degree of fluency and comprehension of some general authentic English.

9. Communicative language competence: "knowledge of not only if something is formally possible in a language, but also whether it is feasible, appropriate, or done in a particular speech community—i.e. a group of people in a village, region, nation, etc." (Richards & Schmidt, 2010, p. 99)

10. Linguistic competence: "includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system" (CEFR, 2003, p.13). For example: vocabulary, pronunciation, and grammar.

11. Sociolinguistic competence: "refers to the sociocultural conditions of language use" (CEFR, 2003, p.13) (i.e. rules of politeness, norms governing relations between generations, sexes, classes, and social groups).

12. Pragmatic competence: "concerned with the functional use of linguistic resources" (CEFR, 2003, p.13) (i.e. inviting, thanking, apologizing, etc.).

13. Exponents: language items needed for functions or speech acts such as identifying, describing, inviting, offering, etc. (Richards & Schmidt, 2010, p.235).

14. Neutral register: Register refers to the formality or informality of the language used in particular situations; formal register is used in serious or important situations, e.g. on a job application. Informal register, on the other hand, is used in relaxed or friendly situations, e.g. with family or friends (TKT glossary, 2008, p. 9). Therefore, neutral register refers to language that is neither too formal nor too informal and is more generally applicable in a variety of situations. For example, "Can you tell me the time, please?" is more generally applicable than "Would you mind telling me the time, please?" or "What's the time?" (Howarth, 2006)

Regarding the *pragmatic* component of communicative competence, high-school graduates at the B1 level will be able to:

1. adapt their expression to deal with less routine, even difficult situations;
2. exploit a wide range of simple language flexibly to express much of what they want;
3. intervene in a discussion on a familiar topic using a suitable phrase to get the floor;
4. initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest;
5. relate a straightforward narrative or description as a linear sequence of points fluently and reasonably; and
6. link a series of shorter discrete simple elements into a connected, linear sequence of points.

With regard to the language skills, high-school graduates at the B1 level will be able to:

Listening:

- understand the main points of clear, standard speech on familiar matters regularly encountered in informal situations at school, work, leisure, etc.; and
- understand the main point of many radio or television programs on topics of personal or professional interest when the delivery is clear.

Reading:

- understand texts that consist mainly of high-frequency, everyday language; and
- understand the description of events, feelings, and wishes in personal letters.

Speaking:

- deal with most situations likely to arise while travelling in an area where the language is spoken (i.e. basic social language).;
- enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life;
- connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions;
- give brief reasons and explanations for opinions and plans; and
- describe their reactions to the plot of a book or film; and
- narrate a story.

Writing:

- write simple connected text on topics which are familiar or of personal interest; and
- write personal letters describing experiences and impressions.

2.2. Student's Exit Profile: Level A1

By the end of the 9th year *EGB*, students will have reached the communicative competence for A1 proficiency level (basic user) and will be able to:

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (e.g. basic personal information, greetings, numbers and prices, directions, habits, etc.);
- introduce themselves and others;

- ask and answer questions about personal details such as where they live, people they know, and things they have;
- interact in a simple way provided the other person/people talk(s) slowly and clearly and is/are prepared to help;
- understand, identify, and produce very simple **informational**¹⁵, **transactional**¹⁶, and **expository**¹⁷ texts (e.g. signs, personal letters, short biographies, etc.) that have some detail and show some variety in sentence structure and a range of vocabulary; and
- be aware of the society and culture of the community or communities in which English is spoken.

2.2.1. Specific objectives per school year (8th & 9th EGB)

To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the three main domains of interest for the target group (i.e. **personal**¹⁸, **educational**¹⁹, and **public**²⁰) (Trim, 2009).

For pedagogical purposes, the first two (personal and educational) are addressed in level A1.1 because they constitute the learners' immediate surroundings. On the other hand, the third one (public) is addressed in level A1.2 as it constitutes the learners' extended surrounding which come afterwards. Moreover, objectives and assessment indicators for speaking production and speaking interaction have been set up.

Regarding reading and writing, on the other hand, not only are the specific objectives established for students to face different text types they may encounter when they read English (Brown, 2007), but the texts are also progressively more complex to follow basic pedagogical principles in education.

15. *Informational texts: texts designed to convey information about something rather than to tell or advance a narrative (<http://www.education.com>). They are characterized by the following features: (1) their primary purpose is to convey factual information about the natural and social world, (2) they typically address whole classes of things in a timeless way and (3) they come in many different formats (e.g. books, magazines, handouts, brochures, CD rooms and the internet) (Duke & Benett-Amistead, 2003).*

16. *Transactional texts: are texts that serve for communication of ideas and information between individuals with text types that include: business letters, friendly emails, interviews, invitations, postcards, weblog entries, etc. (<http://www.writinga-z.com>)*

17. *Expository texts: are the ones which inform, describe or explain something and include autobiographies, short descriptions, media articles, etc. (<http://www.writinga-z.com>)*

18. *Personal domain: comprises family relations and individual social practices (Council of Europe, 2003, p.15).*

19. *Educational domain: is concerned with the learning context where the aim is to acquire specific knowledge or skills (Council of Europe, 2003, p.15). For example, learners should know the names of various locations, e.g. gym, classroom, office, and objects in classrooms.*

20. *Public domain: refers to everything connected with ordinary social interaction—e.g. public services, cultural and leisure activities of public nature, and relations with the media (Council of Europe, 2003).*

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL	
	A1.1: By the end of 8 th year <i>EGB</i> , students will be able to:	A1.2: In addition to what was learned in 8 th year <i>EGB</i> , by the end of 9 th year <i>EGB</i> , students will be able to:
Linguistic Component	<ul style="list-style-type: none"> Have a very basic repertoire of words and phrases related to their personal²¹ and educational²² background. Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their personal and educational background. 	<ul style="list-style-type: none"> Have a basic repertoire of words and phrases related to their social²³ background which is complementary to the personal and educational background with which they are already familiar. Have limited control of a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their social background.
Sociolinguistic Component	<ul style="list-style-type: none"> Use basic expressions to impart and elicit factual information as well as socialize (e.g. greetings, addressing forms, introducing oneself and others, and saying ‘good-bye’, etc.). 	<ul style="list-style-type: none"> Establish basic social contact by using the simplest everyday polite forms to make requests, express gratitude, apologize, etc. in accordance with the most important conventions of the community concerned.
Pragmatic Component	<ul style="list-style-type: none"> Link words or groups of words with very basic linear connectors like <i>and</i> or <i>or</i>. 	<ul style="list-style-type: none"> Link words or groups of words with a wider variety of basic linear connectors like <i>but</i>, <i>then</i>, etc.

The communicative competence components are activated through the development of the four language skills as seen below:

-
21. *Personal background: includes personal identification; house, home, and environment; daily life; free time and entertainment; and relations with other people (Trim, 2009).*
 22. *Educational background: includes issues related to school and instruction—e.g. curricular subjects, classroom equipment, educational roles, etc. (Trim, 2009).*
 23. *Social background: includes public entertainment, travel, health and body care, shopping, food and drink, and services (Trim, 2009).*

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A1.1: By the end of the 8 th year <i>EGB</i> , students will be able to:	A1.2: In addition to what was learned in 8 th year <i>EGB</i> , by the end of the 9 th year <i>EGB</i> , students will be able to:
Listening	<ul style="list-style-type: none"> In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background (e.g. personal information, house, daily life activities, curricular subjects, classroom equipment, classroom commands, etc.). Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains. 	<ul style="list-style-type: none"> In simple spoken texts, understand expressions, words, and sentences related to the learner's social background (e.g. shopping, entertainment, services, etc.), which is complementary to the personal and educational background with which they are already familiar. Understand speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the public domain.
Reading	<ul style="list-style-type: none"> Understand and identify very simple <i>informational</i> texts (e.g. labels, messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from very simple <i>informational</i> texts. 	<ul style="list-style-type: none"> Understand and identify simple <i>informational</i>, <i>transactional</i> and <i>expository</i> texts (e.g. signs, personal letters, short autobiographies, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple <i>informational</i>, <i>transactional</i> and <i>expository</i> texts.
Speaking	<ul style="list-style-type: none"> Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking²⁴, errors, etc.) Interact in a simple way by asking and answering simple questions about the learners' personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair²⁵. 	<ul style="list-style-type: none"> Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair, however). Interact and participate in brief informal discussions, in a simple way by asking and answering simple questions about the learners' personal, educational and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.
Writing	<ul style="list-style-type: none"> Produce very simple <i>informational</i> texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error. 	<ul style="list-style-type: none"> Produce informational, transactional and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

24. **Backtracking**: returning to a previous point or subject, as in a discussion or lecture (www.thefreedictionary.com)

25. **Repair**: a term for ways in which errors, unintended forms, or misunderstandings are corrected by speakers or others during conversation (Richards & Schmidt, 2010, p. 495)—e.g. *I have a, uhm...what do you call it... pencil case (self-initiated repair).*

2.2.2 Essential assessment indicators per school year

Assessment indicators for every skill are given below:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A1.1: 8 th year EGB	A1.2: 9 th year EGB
Listening	<ul style="list-style-type: none"> Identify the relation between the sound and spelling of English words within their lexical range. Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's personal and educational background. Distinguish phonemically distinct words related to the learners' <i>personal</i> and <i>educational</i> background (e.g. name, address, pencil, etc.). Recognize syllable, word, and sentence stress. Understand instructions addressed to them carefully and slowly. Understand speech that is clear, standard, and delivered slowly and intentionally. Extract the gist and key information items from simple informational texts. 	<ul style="list-style-type: none"> Identify and preserve the vowel and consonant contrasts of the English language in their own speech. Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's social as well as their personal and educational background. Distinguish phonemically distinct words related to the learners' social (e.g. movie, holiday) as well as their <i>personal</i> and <i>educational</i> background. Recognize basic intonation patterns (e.g. distinguishing a question from a statement or exclamation) and reduced forms (e.g. <i>didja</i>, <i>gonna</i>). Follow short, simple directions. Understand speech characterized by frequent pauses, repetitions, and rephrasing, which give the listener enough time to absorb the message. Extract the gist and key information items from simple informational, transactional, and expository texts.
Reading	<ul style="list-style-type: none"> Recognize cognate words and loan words from their L1. Follow single-step written instructions. Understand adapted and authentic texts which are simple and short. Understand and identify short, simple <i>informational</i> texts (e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time. Extract the gist and key information items from short, simple <i>informational</i> texts— especially if there is visual support. 	<ul style="list-style-type: none"> Use visual aids and knowledge of familiar words to guess meanings of unknown terms. Follow multiple-step written directions (e.g. to go from X to Y). Understand adapted and authentic texts which are simple but longer than those in 8th EGB. Understand and identify simple <i>informational</i>, <i>transactional</i>, and <i>expository</i> texts (e.g. personal letters, short biographies, signs, etc.) by making use of clues such as visuals, text shape and layout). Extract the gist and key information items from simple, longer (than those in 8th EGB) <i>informational</i>, <i>transactional</i>, and <i>expository</i> texts— especially if there is visual support— and with the aid of a dictionary.

Speaking	<p>Production</p> <ul style="list-style-type: none"> Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings. Place stress on the correct syllables of mono- and polysyllabic words and sentences in their repertoire. Use simple phrases and sentences to describe themselves, what they do, where they live, what they have, etc. Read aloud a short set of written instructions which are clear and simple. <p>Interaction</p> <ul style="list-style-type: none"> Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions). Participate in short conversations on very familiar topics within the personal and educational domains. 	<p>Production</p> <ul style="list-style-type: none"> Pronounce words, expressions, and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings. Use rising and falling intonation patterns to signal questions as opposed to statements and exclamations. Use more detailed, simple phrases and sentences about people and places. Read aloud a written text which is clearly written in simple language. <p>Interaction</p> <ul style="list-style-type: none"> Deliver a short, rehearsed dialogue/ brief speech on a familiar topic (e.g. ask how people are and react to news). Participate in brief informal discussions among friends in a relatively quiet atmosphere and on very familiar topics within the personal, educational, and social domains. Ask and answer display questions²⁶ delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need. Ask people for things and give people things. Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc. Respond with simple, direct answers given that the interviewer is patient and co-operative. Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort.
	<ul style="list-style-type: none"> Ask and answer simple display questions²⁶ delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need. Ask people for things and give people things. Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc. Respond with simple, direct answers given that the interviewer is patient and co-operative. Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. 	<ul style="list-style-type: none"> Ask and answer referential questions²⁷ delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need. Handle numbers, quantities, cost and time. Indicate time by using expressions that indicate present and immediate present. Make brief contributions, given that interlocutors are patient and cooperative. Speech is generally clear but exhibits minor difficulties with pronunciation, intonation, and pacing and may require some listener effort at times.

26. Display question: "a question which is not a real question (i.e. which does not seek information unknown to the teacher) but which serves to elicit language practice—e.g. *Is this a book? Yes, it's a book.*" (Richards & Schmidt, 2010, p. 178).

27. Referential questions: "a question which asks for information which is not known to the teacher" (Richards & Schmidt, 2010, p. 178)—e.g. *What is your town like?*

Writing	<ul style="list-style-type: none"> • Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.). • Take down in writing a dictated or recorded message within the limits of their repertoire for the level. • Write isolated phrases and sentences for simple <i>informational</i> texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and periods). • Carry out correspondence (e.g. e-mail) with a partner, by giving and eliciting personal and educational information. 	<ul style="list-style-type: none"> • Copy familiar words and short phrases (e.g. simple signs, instructions, names of everyday objects, shops, and set phrases used regularly). • Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level. • Write sequences of simple phrases and sentences about themselves and imaginary people, where they live, and what they do for short <i>informational</i>, <i>transactional</i> and <i>expository</i> texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks. • Carry out correspondence (e.g. personal letter) with a partner, by giving and eliciting information and advice on personal, educational, and public issues.
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2.3. Student's Exit Profile Level A2

By the end of 1st year Bachillerato, students will have reached the communicative competence for A2 proficiency level (basic user), and they will be able to:

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);
- communicate in simple, routine tasks requiring a simple, direct exchange of information on familiar and routine matters;
- describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need;
- understand, identify, and produce longer, more detailed informational, transactional, and expository texts (e.g. traveling forms, formal letters, biographies, etc.) as well as simple **procedural**²⁸ descriptions and **narratives**²⁹ (e.g. 'how to' instructions and first-person stories); and
- be aware of some features that make their culture and the foreign culture different as well as develop attitudes to cope with such dissimilarities.

28. *Procedural texts: a genre of writing that explains the instructions or directions to complete a task with text types that include recipes and 'how to' instructions—i.e. a composition that describes the necessary steps for completing a task in a real-world setting such as the instructions for using a vending machine (<http://www.writinga-z.com>). They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, do it yourself and assembly notices, itinerary guides, advice texts, savoir-faire guides, etc. (Schedae, 2006, p.13).*

29. *Narrative texts: a genre of writing that entertains or tells a story with text types that include personal narratives (<http://www.writinga-z.com>).*

2.3.1. Specific objectives per school year (10th year EGB & 1st year Bachillerato)

To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the *four* main domains of interest for the target group: personal, educational, public, and **vocational**³⁰ (Trim, 2009). The first two (personal and educational) are addressed in level A2.1 because they constitute the learners' immediate surroundings. The third and fourth (public and vocational), however, are addressed in level A2.2 because they constitute the learners' extended surroundings—which come afterwards. Moreover, objectives and assessment indicators for spoken production and spoken interaction have been set up.

Regarding reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read English (Brown, 2007). Furthermore, learners will already be familiar with some samples of three specific text types: informational, transactional, and expository. Nonetheless, not only will more complex samples be presented within these genres, but students will also be exposed to two new text types: procedural and narrative.

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL	
	A2.1: By the end of 10 th year EGB, students will be able to:	A2.2: In addition to what was learned in 10 th year EGB, by the end of 1 st year Bachillerato, students will be able to:
Linguistic Component	<ul style="list-style-type: none"> Have a limited repertoire of short memorized phrases covering predictable survival situations at the personal and educational level; frequent breakdowns and misunderstandings occur in non-routine situations. Produce brief, everyday expressions in order to satisfy simple needs of concrete types: personal and educational details, daily routines, wants and needs, and requests for information at home or school. 	<ul style="list-style-type: none"> Have a repertoire of basic language which enables them to deal with everyday situations with predictable content in the public and vocational domain—complementary to the personal and educational background with which they are already familiar—though they will generally have to compromise the message and search for words. Use simple basic sentence patterns and communicate with formulaic phrases and groups of few words about themselves and other people, what they do, places, possessions, etc., in the public and vocational areas—complementary to the personal and educational background with which they are already familiar.
Sociolinguistic Component	<ul style="list-style-type: none"> Perform and respond to simple language functions, such as exchanging information and requests. 	<ul style="list-style-type: none"> Socialize in basic yet effective terms by expressing opinions and attitudes in a simple way.
Pragmatic Component	<ul style="list-style-type: none"> Adapt and build well-rehearsed simple, memorized phrases to particular circumstances through limited lexical substitution. 	<ul style="list-style-type: none"> Expand learned and built phrases through simple recombinations of their elements.

30. Vocational domain: also called "occupational domain", it embraces everything concerned with people's activities and relations in the exercise of their occupations (Council of Europe, 2003, p. 15).

The communicative competence components are activated through the development of the four language skills as seen below:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A2.1: By the end of the 10 th year EGB, students will be able to:	A2.2: Besides what was learned in the 10 th year EGB, by the end of the 1 st year Bachillerato, students will be able to:
Listening	<ul style="list-style-type: none"> Perceive, memorize, and note down words and expressions not previously encountered in the personal, educational, and public domains as well as note their situational context and functional value. Make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains. 	<ul style="list-style-type: none"> Perceive, memorize, and note down words and expressions encountered in the public and vocational domains—complementary to the personal and educational background with which they are already familiar—as well as note their situational context and functional value. Make use of clues such as structurally relevant pauses, tone of voice, stress, and intonation to identify and understand relevant information in orally produced texts within the public and vocational domains—complementary to the personal and educational background they are already familiar with.
Reading	<ul style="list-style-type: none"> Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies, etc.) than those presented in 9th year EGB. The texts should contain the highest frequency vocabulary and include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital, etc.). 	<ul style="list-style-type: none"> Understand and identify longer, more complex transactional, expository and informational texts than those presented in 9th year EGB texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. television, sandwich, football, etc.).
Speaking	<ul style="list-style-type: none"> Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains. Handle very short social exchanges within the personal and educational domains even though they can usually understand enough to keep the conversation going themselves. 	<ul style="list-style-type: none"> Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains—complementary to the personal and educational background with which they are already familiar. Handle very short social exchanges within the public and vocational domains even though they can usually understand enough to keep the conversation going themselves.
Writing	<ul style="list-style-type: none"> Produce longer, more detailed, complex transactional and expository texts (e.g. formal emails, imaginary biographies, etc.) than those presented in the 9th year EGB with more variety in sentence structure and lexical range. 	<ul style="list-style-type: none"> Produce longer, more detailed, complex transactional, expository and informational texts than those presented in previous years and with more variety in sentence structure and lexical range. Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.

2.3.2 Essential assessment indicators per school year

Assessment indicators for every skill are given below:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A2.1: 10 th year EGB	A2.2: 1 st year Bachillerato
Listening	<ul style="list-style-type: none"> Identify words and expressions used in a slower, yet natural colloquial style, by native speakers and non-native speakers within the personal and educational domain. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains (e.g. daily life, free time, school, etc.), provided speech is clearly and slowly articulated. Within the personal and educational domain, deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. In their own speech, recognize some of the principal meaningful contrasts in utterances carried by stress placement and intonation. Catch the main idea in short, clear, more complex texts within the personal and educational domain (e.g. weather forecast, school timetables, etc.). Understand and identify the main discussion topic within the personal and educational domain provided that they are conducted slowly and clearly. Identify the main idea of recorded news and interviews reporting on seasonal festivals, environmental issues, food and international customs, climate, weather, etc. Identify the main points of television news reporting seasonal festivals, environmental issues, climate, weather, etc., where the visuals support the commentary—provided technological resources are available. 	<ul style="list-style-type: none"> Identify words and expressions used in a slower, yet natural colloquial style, by native speaker and non-native speakers within the public and vocational domain—complementary to the personal and educational background with which they are already familiar. Understand phrases and expressions related to areas of most immediate priority within the personal, educational, public and vocational domains (e.g. shopping, travel, services, workplaces, etc.), provided speech is clearly and slowly articulated. Within the personal, educational, public and vocational domain, deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. In their own speech and in the speech of others, understand the principal meaningful contrasts in utterances carried by stress placement and intonation. Catch the main idea in short, clear, simple announcements given publicly within the personal, educational, public and vocational domain (i.e. traffic and tourist information, publicity texts, routine commands, etc.). Understand and identify the main discussion topic within the personal, educational, public and vocational domain provided that they are conducted slowly and clearly. Identify the main idea and sequence of events of recorded news reporting public entertainment, events, accidents, etc. Identify the main point of television news reporting public entertainment, events, accidents, etc., where the visuals support the commentary—provided technological resources are available.

<p style="text-align: center;">Reading</p>	<ul style="list-style-type: none"> • Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional and expository texts. • Correctly interpret the meanings of international words (e.g. DVD, phone, hotel, taxi, etc.) familiar from the learner's native language and whose equivalent meaning is fully transparent in the text types used for this level. • Find specific predictable information in longer transactional and expository material (e.g. formal letters, biographies, etc.) than those presented in the 9th year EGB. • Make use of clues such as titles, illustrations, paragraphing, etc., to identify and understand relevant information in written texts types that correspond to the level. • Understand short descriptions and media articles when expressed in simple language. 	<ul style="list-style-type: none"> • Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional, expository, informational, procedural, and narrative texts. • Correctly interpret the meanings of international words (e.g. TV, sandwich, football, etc.) familiar from the learner's native language and whose equivalent meaning is fully transparent in the text types used for this level. • Find specific predictable information in longer transactional, expository and informational material (e.g. traveling forms, brochures, etc.) than those presented in previous years as well as in short procedural and narrative texts (e.g. recipes and adventure stories). • Make use of clues such as titles, illustrations, paragraphing, etc. to identify and understand relevant information in written texts types that correspond to the level. • Understand simple instructions from recipes or equipment encountered in everyday life (e.g. public telephone) as well as more complex media articles.
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Speaking	<p>Production</p> <ul style="list-style-type: none"> • Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary. • Use simple descriptive language to compare and make brief statements about objects and possessions. • Give short, basic descriptions of everyday events and activities within the personal and educational domains (e.g. their family, living conditions, and educational background). • Describe plans and arrangements, habits and routines, past activities, and experiences within the personal and educational domains. • Give a short, rehearsed presentation on a topic pertinent to their everyday life within the corresponding domains. • Understand clear, standard speech on familiar matters within the personal and educational domains, provided they can ask for repetition or reformulation from time to time. <p>Interaction</p> <ul style="list-style-type: none"> • Deal with practical everyday demands within the personal and educational domains without undue effort: <ul style="list-style-type: none"> - Meeting people (and if strangers, making their acquaintance). - Asking and answering questions about habits, routines, hobbies and past activities, and experiences at home or at school. - Exchanging information, feelings, wishes, and concerning matters of common interest, particularly those relating to personal life, living conditions, leisure, educational activities and interests, etc.). - Proposing plans/arranging a course of action and briefly giving reasons and explanations (e.g. what to do, where to go, when to meet, etc.). - Extending invitations and reacting to being invited. • Interact with reasonable ease in structured situations (e.g. an interview) and short conversations within the corresponding domains, provided they are addressed clearly, slowly, and directly. • Answer straightforward follow-up questions within the personal and educational domains provided they can ask for clarification occasionally and are given some help to express what they want. • When addressed directly in a formal meeting, say what they think about issues within the personal and educational domains, provided they can ask for repetition of key points if necessary. • Follow changes of topic in formal discussion, within the corresponding domains. • Speech is clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. 	<p>Production</p> <ul style="list-style-type: none"> • Repeat new words and expressions which occur in conversations in the personal, educational, public and vocational domains, and make use of such terms and expressions whenever appropriate/necessary. • Explain their likes and dislikes in general. • Give short, basic descriptions and sequencing of everyday events and activities within the personal, educational, public and vocational domains (e.g. their environment, present or most recent job, etc.). • Describe plans and arrangements, habits and routines, past activities, and experiences within the personal, educational, public, and vocational domains. • Within the corresponding domains, deliver very short, rehearsed announcements of predictable, learned content which are intelligible to listeners who are prepared to concentrate. • Understand clear, standard speech on familiar matters within the personal, educational, public, and vocational domains, provided they can ask for repetition or reformulation from time to time. <p>Interaction</p> <ul style="list-style-type: none"> • Deal with common aspects of everyday living within the personal, educational, public and vocational domains without undue effort: <ul style="list-style-type: none"> - Exchanging views and expressing attitudes concerning matters of common interest (e.g. social life, environment, occupational activities and interests, everyday goods and services) as well as briefly giving reasons and explanations for opinions. - Travel, lodgings, and transport (e.g. getting all the information needed from a tourist office). - Eating (e.g. ordering a meal). - Shopping (e.g. making simple purchases by stating what is wanted and asking the price). - Transactions in shops, post offices, or banks. - Proposing plans /arranging a course of action and briefly giving reasons and explanations. - Extending invitations and reacting to being invited. • Interact with reasonable ease in structured situations (e.g. an interview) and short conversations within the corresponding domains, provided they are addressed clearly, slowly, and directly. • Answer straightforward follow-up questions within the personal, educational, public and vocational domains provided they can ask for clarification occasionally and are given some help to express what they want. • When addressed directly in a formal meeting, say what they think about issues within the personal, educational, public and vocational domains, provided they can ask for repetition of key points if necessary. • Follow changes of topic in formal discussion, within the corresponding domains. • Speech is readily intelligible both to native speakers and to non-native speakers who approximate to standard norms.

Writing	<ul style="list-style-type: none"> • Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling). • Write longer descriptions about their family, living conditions, and educational background. • Write a series of follow-up questions for an interview with the aid of a dictionary. • Write short definitions for people, things, places, etc. by indicating their features or use. • Write short descriptions of events, past activities and personal experiences. • Write short, simple formal letters and imaginary biographies. 	<ul style="list-style-type: none"> • Write short sentences on everyday subjects (e.g. directions: how to get somewhere). • Write about everyday aspects of their environment, e.g. people, places, a job, or study experience in linked sentences. • Write a series of simple phrases and sentences for product packaging, safety notices, brochures, etc. • Complete travelling forms. • Write short 'how to' instructions and recipes. • Write short narratives such as adventure or realistic fiction³¹.
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2.4. Student's Exit Profile Level B1

By the end of the 3rd year Bachillerato, students will have reached the communicative competence for B1 proficiency level (Independent User), and they will be able to:

- understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;
- deal with most situations likely to arise while travelling in an area where the language is spoken;
- produce simple, connected text on topics which are familiar or of personal interest;
- describe experiences and events, dreams, hopes, and ambitions;
- briefly give reasons and explanations for opinions and plans;
- understand, identify, and produce longer, more detailed transactional and expository texts, procedural descriptions, and narratives (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple **persuasive**³² texts (e.g. movie review); and
- be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent both in the community concerned as well as in that of their own.

2.4.1 Specific objectives per school year (2nd & 3rd Bachillerato)

To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration four main domains of interest for the target group (i.e. personal, educational, public, and **vocational**³³) (Trim, 2009); also, objectives and assessment indicators for spoken production and spoken interaction have been set up.

31. *Realistic fiction: stories based on characters, settings, problems, events, and solutions that could happen in real life* (<http://www.writinga-z.com>).

32. *Persuasive texts: a genre of writing that attempts to convince readers to embrace a particular point of view* (<http://www.writinga-z.com>).

33. *Vocational domain: also called "occupational domain", it embraces everything concerned with people's activities and relations in the exercise of their occupations* (Council of Europe, 2003, p. 15).

Even though the domains aforementioned overlap in real life— and students have already been able to use the language in all four in previous years— the first two (i.e. personal and educational) will continue to be addressed in level B1.1 and the third and fourth (i.e. public and vocational) in level B1.2.

The reason to keep this division is because not only has the level of complexity of the language used in these levels been considered but the relevance and future utility within the domains have also been taken into account. Undoubtedly, the public and occupational domains need to be emphasized during the last year of high-school as students become more ready to face other kinds of environments—albeit the educational or job field. This, however, does not mean they will be able to avoid giving personal details or being involved in the educational field.

Regarding reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read English (Brown, 2007). Also, because learners should already be familiar with some samples of four specific text types (transactional, expository, procedural, and narrative), not only will more complex samples be presented within those genres, but students will also be exposed to a new text type: persuasive.

COMMUNICATIVE COMPETENCE	PROFICIENCY LEVEL	
	B1.1: By the end of the 2 nd year <i>Bachillerato</i> , students will be able to:	B1.2: In addition to what was learned in 2 nd year <i>Bachillerato</i> , by the end of the 3 rd year <i>Bachillerato</i> , students will be able to:
Linguistic Component	<ul style="list-style-type: none"> • Have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocutions³⁴ on topics such as family, hobbies and interests, work, travel and current events. • Handle more unfamiliar topics and situations with lexical limitations that cause repetition and even difficulties at times (especially) when formulating more complex thoughts. • Communicate with reasonable accuracy in familiar contexts and generally have good control of routines and patterns although there may be evident L1 influence. 	<ul style="list-style-type: none"> • Have a repertoire of language which enables them to explain the main points in an idea or problem with reasonable precision. • Have a sufficient range of language to describe unpredictable situations and express thoughts on abstract or cultural topics such as films, books, and music. • Use a repertoire of frequently used routines and patterns associated with more predictable situations and some unpredictable situations quite accurately; though errors may occur, they do not interfere with the conveyance of meaning.

34. *Circumlocutions: an indirect way of expressing something* (<http://www.thefreedictionary.com/circumlocution>).

Sociolinguistic Component	<ul style="list-style-type: none"> Be aware of salient politeness conventions³⁵ of the foreign culture (i.e. the culture any major country where the target language is the L1) and act appropriately. 	<ul style="list-style-type: none"> Perform and respond to a wide range of language functions, using their most common exponents³⁶ in a neutral register.
Pragmatic Component	<ul style="list-style-type: none"> Exploit a wide range of simple language flexibly to express much of what they want. 	<ul style="list-style-type: none"> Adapt their expression to deal with less routine, even difficult situations.

The communicative competence components are activated through the development of the four language skills as seen below:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	B1.1: By the end of the 2 nd year Bachillerato, students will be able to:	B1.2: In addition to what was learned in 2 nd year Bachillerato, by the end of the 3 rd year Bachillerato, students will be able to:
Listening	<ul style="list-style-type: none"> Understand the main points of clear standard speech on familiar matters regularly encountered in the personal and educational domains (e.g. leisure, school, etc.). Identify both general messages and specific details within the personal and educational domains, provided speech is clearly articulated in a generally familiar accent. 	<ul style="list-style-type: none"> Understand the main points of clear standard speech on familiar matters regularly encountered in the public and vocational domains (e.g. services, work, etc.). Identify both general messages and specific details within the public and vocational domains, provided speech is clearly articulated.
Reading	<ul style="list-style-type: none"> Understand and identify longer, more complex expository, procedural and narrative texts than those in 1st year Bachillerato (e.g. informational reports, experiments, fairy tales, mystery, etc.) with a satisfactory level of comprehension. Use appropriate interpretation strategies to deal with the corresponding text types (i.e. expository, procedural and narrative) 	<ul style="list-style-type: none"> Understand and identify longer, more complex transactional texts (e.g. job application letters and forms) than those in previous years as well as simple persuasive texts (e.g. persuasive essays³⁷, movie reviews, etc.) with a satisfactory level of comprehension. Use appropriate interpretation strategies to deal with the corresponding text types (i.e. transactional and persuasive).

35. *Salient politeness conventions: particularly those affecting everyday life, living conditions, interpersonal relations, and major values and attitudes (Van Ek & Trim, 1998). For examples, please refer to the corresponding Curriculum Specifications document.*

36. *Exponents: the language items needed for performing functions (i.e. speech acts) such as identifying, describing, inviting, offering, etc. (Richards & Schmidt, 2010, p. 235).*

37. *Persuasive essays: "In persuasive or argumentative writing, we try to convince others to agree with our facts, share our values, accept our argument or conclusions and adopt our way of thinking" (<http://www.studygs.net/wrtstr4.htm>).*

<p style="text-align: center;">Speaking</p>	<ul style="list-style-type: none"> • Sustain a straightforward description of a (or a variety of) subject matters within the personal and educational domains rather fluently, presenting it as a linear sequence of points. • Communicate with some confidence on familiar routine and non-routine matters related to their interests and educational field. • Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal and educational domain (e.g. family, hobbies, travel, etc.). 	<ul style="list-style-type: none"> • Sustain a straightforward description of a subject or a variety of matters within the public and vocational domains rather fluently, presenting it as a linear sequence of points. • Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred and give possible solutions. • Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the public and vocational domain (e.g. work, current events, etc.).
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> • Produce longer, more detailed and complex expository, procedural and narrative texts than those in 1st year Bachillerato (e.g. essays, experiments, fantasy, science fiction, etc.) by linking a series of shorter discrete elements into a linear sequence. • Convey information and ideas on abstract as well as concrete topics through the text types that correspond to the level with reasonable precision. 	<ul style="list-style-type: none"> • Produce longer, more detailed and complex transactional texts than those in 1st year Bachillerato (e.g. speeches, curriculum vitae, etc.) as well as short simple persuasive texts (e.g. essays, advertisements, cartoons, etc) by linking a series of shorter discrete elements into a linear sequence. • Check information and ask about or explain problems through the text types that correspond to the level with reasonable precision.

2.4.2 Essential assessment indicators per school year

Assessment indicators for every skill are given below:

PROFICIENCY LEVEL	B1.1: 2 nd year Bachillerato	B1.2: 3 rd year Bachillerato
LANGUAGE SKILLS		
Listening	<ul style="list-style-type: none"> Understand procedures for carrying out simple experiments. Follow in outline straightforward short talks on familiar topics within the personal and educational domains provided these are delivered in clearly articulated, standard speech. Within the personal and educational domains, follow the main points of extended discussion among native speakers talking around them, provided speech is clearly articulated in standard dialect. Provided that resources are available, understand the main point of simple recorded material (e.g. radio news bulletins) or TV programs on current affairs or topics of personal or educational interest when the delivery is relatively slow and clear. 	<ul style="list-style-type: none"> Understand detailed directions for traveling or building up a CV. Follow a short lecture or talk within the public and vocational domain, provided the subject matter is familiar, and the presentation is straightforward and clearly structured. Within the public and vocational domains, follow the main points of extended discussion among native speakers talking around them, provided speech is clearly articulated in standard dialect. Provided that resources are available, understand the main point of simple recorded material (e.g. radio news bulletins) or TV programs on current affairs or topics of public or professional interest when the delivery is relatively slow and clear.
Reading	<ul style="list-style-type: none"> Scan longer expository, procedural, and narrative texts than those in 1st year Bachillerato in order to locate desired information. Skim to understand the gist of expository, procedural, and narrative texts. Recognize significant points in straightforward media articles on familiar subjects. Identify the main conclusions/moral in descriptions, reports, and stories. Understand clearly written, straightforward descriptions of procedures, events, feelings and wishes in the corresponding text types. Identify relevant information³⁸. Make use of clues such as titles and illustrations. 	<ul style="list-style-type: none"> Scan longer expository, procedural, narrative, transactional, and persuasive texts than those studied in previous years to locate desired information from different parts of the texts. Skim to understand the gist of transactional and persuasive texts. Recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Identify the main conclusions in clearly signaled argumentative texts. Understand clearly written, straightforward descriptions of viewpoints and job-related language. Distinguish fact from comment. Make use of clues such as typographical devices (e.g. bolding, italicizing, underlining, paragraphing).

38. This may involve determining the audience for whom the text was produced and the attitudes and communicative intentions of the author, etc. (Council of Europe, 2003).

<p>Speaking</p>	<p>Production</p> <ul style="list-style-type: none"> • Give detailed accounts of experiences by describing feelings and reactions within the personal and educational domains. • Relate details of unpredictable occurrences (e.g. a real or imaginary event) within the corresponding domains. • Reasonably fluently relate a straightforward narrative or description as a linear sequence of points. • Briefly give reasons and explanations for opinions, plans, and actions within the corresponding domains. • Connect phrases in a simple way in order to describe experiences and events, their dreams, hopes, and ambitions within the corresponding domains. • Within the personal and educational domains, deliver short rehearsed announcements clearly intelligible despite some foreign stress and intonation on a topic pertinent to everyday occurrences. • Within the personal and educational domains, give a prepared straightforward presentation—clear enough to be followed without much difficulty and whose main points are explained with reasonable precision—on a familiar topic. • Within the personal and educational domains, take follow-up questions, but may have to ask for repetition if speech was too fast. • Speech is clear enough but a foreign accent is usually evident; there are frequent mispronunciations, however. <p>Interaction</p> <ul style="list-style-type: none"> • Follow a native speaker's clearly articulated speech directed at them in everyday conversation within the personal and educational domains though will sometimes have to ask for repetition of particular words and phrases. • Follow the main points in an informal discussion with friends/peers provided speech is clearly articulated in standard dialect. • Give or seek friends/peers' personal views and opinions in discussing topics of interest within the corresponding domains. 	<p>Production</p> <ul style="list-style-type: none"> • Give detailed accounts of experiences by describing feelings and reactions within the public and vocational domains. • Relate details of unpredictable occurrences (e.g. an accident) within the public and occupational domains. • Relate the plot of a book or film and describe their reactions. • Briefly give reasons and explanations for opinions, plans, and actions within the corresponding domains. • Connect phrases in a simple way in order to describe experiences and events, their dreams, hopes, and ambitions within the vocational domain. • Within the public and vocational domains, deliver short rehearsed announcements clearly intelligible despite some foreign stress and intonation on a topic pertinent to everyday occurrences. • Within the public and vocational domains, give a prepared straightforward presentation—clear enough to be followed without much difficulty and whose main points are explained with reasonable precision—on a familiar topic. • Within the public and vocational domains, take follow-up questions, but may have to ask for repetition if the speech too fast. • Speech is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. <p>Interaction</p> <ul style="list-style-type: none"> • Follow a native speaker's clearly articulated speech directed at them in everyday conversation within the public and vocational domains though will sometimes have to ask for repetition of particular words and phrases. • Follow the main points in an informal discussion with acquaintances and colleagues (real or imaginary) provided speech is clearly articulated in standard dialect. • Give or seek acquaintances/colleagues' personal views and opinions in discussing topics of interest within the corresponding domains.
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<p>Speaking</p>	<ul style="list-style-type: none"> • Follow much of what friends/peers say around them on general topics within the corresponding domains, provided interlocutors avoid much idiomatic usage and articulate clearly. • Use repair procedures³⁹ and use the language produced by the interlocutor as a reference for an answer. • Make brief comments on friends/peers' views. • Ask for repetition or clarification if their friends'/peers' talk is rapid or extended. • Within the personal and educational domains, make their opinions and reactions understood as regard solutions to problems or practical questions of where to go, what to do, and how to organize an event (e.g. an outing). • Compare and contrast alternatives within the personal and educational domains. • Invite others to give their views on how to proceed in personal and educational issues. • Intervene in a discussion on a familiar topic within the personal and educational domains by using a suitable phrase to get the floor. • Maintain and close face-to-face conversations on topics that are familiar or of personal interest within the personal and educational domains (e.g. family, hobbies, school events, etc.), but may sometimes be difficult to follow when trying to convey exact meaning. • Express the main point they wish to make comprehensibly. • Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference within the personal and educational domains. • Express beliefs, opinion, and agreement/ disagreement politely within the personal and educational domains. 	<ul style="list-style-type: none"> • Follow much of what acquaintances/ colleagues say around them on general topics within the corresponding domains, provided interlocutors avoid much idiomatic usage and articulate clearly. • Repeat back part of what someone has said to confirm mutual understanding. • Make brief comments on acquaintances/ colleagues' views. • Ask for repetition or clarification if their acquaintances'/colleagues' talk is rapid or extended. • Within the public and vocational domains, make their opinions and reactions understood as regard solutions to problems or practical questions of where to go, what to do, and how to organize an event (e.g. a meeting). • Compare and contrast alternatives within the public and vocational domains. • Invite others to give their views on how to proceed in public and occupational issues. • Intervene in a discussion on a familiar topic within the public and vocational domains by using a suitable phrase to get the floor. • Maintain and close face-to-face conversations on topics that are familiar or of personal interest within the domains the public and vocational domains (e.g. travel, work, current public events, etc.), but may sometimes be difficult to follow when trying to convey exact meaning. • Explain the main points in an idea or problem with reasonable precision. • Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference within the public and vocational domains. • Express beliefs, opinion, and agreement/ disagreement politely within the public and vocational domains.
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39. *Repair: In conversation analysis, the process by which a speaker recognizes a speech error and repeats what has been said with some sort of correction (www.grammar.about.com). Example: Interlocutor – 'It is very cold today, isn't it? Learner- Yes it is. Very cold'. (van Ek & Trim, 2006)*

<p>Speaking</p>	<ul style="list-style-type: none"> • Make a point of view clearly, but has difficulty engaging in debate within the personal and educational domains. • Explain briefly why something is a problem. • Produce speech comprehensibly even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production, resulting in pauses and even dead ends⁴⁰. • Cope with less routine situations in shops, post offices, or banks (e.g. returning an unsatisfactory purchase or making a complaint). • Find out and pass on straightforward factual information. • Describe how to do something giving detailed instructions within the corresponding areas. • Obtain more detailed information within the personal and educational domains. • Exchange, check, and confirm accumulated factual information on familiar routine matters within the corresponding domains with some confidence. • Summarize and give their opinion about a short story, article, talk, discussion, and answer further questions of detail. • Provide concrete information required in an interview/consultation (e.g. describing symptoms to a doctor) with limited precision. • Take some initiatives in an interview/consultation (e.g. bringing up a new topic) but very dependent on the interviewer during the interaction. 	<ul style="list-style-type: none"> • Make a point of view clearly, but may have some difficulty engaging in debate within the public and vocational domains. • Express thoughts on cultural topics such as films, books, music, etc. • Produce speech effectively and with relative ease unassisted despite some problems with formulation resulting in some hesitation. • Deal with most transactions likely to arise while traveling, arranging travel/ accommodation, or dealing with authorities during a foreign visit. • Ask for and follow detailed directions. • Describe how to do something giving detailed instructions within the corresponding areas. • Obtain more detailed information within the public and vocational domains. • Exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within the corresponding domains with some confidence. • Summarize and give their opinion about a short interview, documentary, book, film, discussion, etc., and answer further questions of detail. • Use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. • Carry out a prepared interview checking and confirming information though may occasionally have to ask for repetition if the other person's response is rapid or extended.
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40. *Dead ends: a situation in which no progress can be made or no advancement is possible; for example, "reached an impasse on the negotiations"* (<http://www.thefreedictionary.com>)

<p>Writing</p>	<p>Production</p> <ul style="list-style-type: none"> • Write accounts of events, experiences, (i.e. a real or imagined recent trip) describing feelings and reactions in simple, connected text. • Write very brief reports to standard conventionalized format, which pass on routine, factual information and state reasons for actions. • Write a description or narrate a story as a linear sequence of points. • Summarize, report, and give their opinion about accumulated factual information on familiar routine matters within their fields (Social studies, Science, etc.) with some confidence. • Write short, simple expository essays on topics of interest. • Use a limited number of cohesive devices to link their utterances into clear, coherent discourse though there may be some “jumpiness⁴¹” in a long contribution. • Spelling, punctuation, and layout are accurate enough to be followed most of the time. <p>Interaction</p> <ul style="list-style-type: none"> • Write notes conveying simple information of immediate relevance to friends, service people, teachers, and others who feature in their everyday life, getting across comprehensively the points they feel are important. 	<p>Production</p> <ul style="list-style-type: none"> • Develop an argument well enough to be followed without difficulty most of the time. • Write short, simple advertisements. • Write a short review of a film, book, or play. • Summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their fields (Social studies, Science, etc.) with some confidence. • Write short, simple, persuasive essays on topics of interest. • Use a larger number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution. • Produce continuous writing which is generally intelligible throughout. <p>Interaction</p> <ul style="list-style-type: none"> • Take messages communicating enquiries and explaining problems when travelling or at work.

41. *Jumpiness: hesitation and nervousness* (www.thefreedictionary.com)

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