Bachillerato General **Unificado**

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Bachillerato General Unificado to the General Objectives of the Subject Area

English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. As learners enter the final sublevel of their high school education, it is important to remember that being able to communicate in the international language of English will prepare them for a myriad of future academic and career opportunities, responsibilities and experiences.

The EFL curriculum for the BGU sublevel is clearly aligned to CEFR standards. Through alignment to these international standards, the curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for BGU has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A2.2 to B1.2 of the **CEFR**.

Learners in this final stage of their high school education are more involved with their peers and community. They want to fit in with their peers, and are developing their own unique personal identity. Pair and group work is well received, and provides a real reason for authentic interpersonal interactions. Communicating, and communicating well, is important to them, so classroom activities must be communicative, relevant and meaningful if we truly want them to succeed in their language acquisition.

Contrary to most learners in other sublevels, learners in BGU are starting to think seriously about their post-high school education and employment plans. Some learners at this age get very interested in maintaining good grades, since they may need these to get into the university of their choice. Teachers can help learners through this stage by remembering to **scaffold** their learning, by building off previous knowledge and by helping learners build their confidence in the language classroom. In addition, learners will also need guidance from their teachers, parents and community leaders to help them sort through their diverse interests in order to find the best post-high school plan for them ("Developing Effective ESL...", n.d., para. 3).

Because of the reasons above, reading and writing become more important in this sublevel. Even though learners themselves may be mostly interested in oral communication skills, they will need strong reading and writing skills for their academic and professional endeavors after high school.

Even though they are becoming mature young adults, teenagers are not always an easy group to teach. As all teachers of adolescents know, they can be moody and immature and uncooperative at times. In the EFL classroom, these undesirable behaviors can become exacerbated as learners are expected to perform ever increasingly difficult tasks with language skills that don't reflect their own cognitive level in L1. Most of the time learners are expected to perform in a state of near ignorance and dependence, which can produce undesirable levels of anxiety. Anxiety can result just as much from having to articulate unfamiliar or awkward sounds in front of their peers, as from being subjected to a constant state of "improvement", which in the EFL classroom generally takes the form of error correction. To make matters worse, a dearth of linguistic tools often hinders one's ability to express individuality, and learners may feel inauthentic or that they lack personality as an English speaker. As these problems emerge, it is vital that teachers remember to reduce the level of anxiety and the **affective filter** as much as possible. "In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to communication" (Littlewood, 1984, p.58). Nevertheless, by keeping in mind the complex emotions and problems teenagers are experiencing at this age, teachers can reach them at a much more profound level than they can with other learners.

Top tips for teaching teenagers (jonnyingham, 2015)

Teachers can reduce the affective filter by making sure that activities are relevant and meaningful. Drawing from learners' interest will create a higher level of engagement and motivation. Making lessons **learner-centered** will empower the learners and help them become more autonomous. Bringing humor into the classroom can help relieve tension and anxiety, while strengthening learners' memories and helping learners remain focused (McNeely, n.d.). Teachers can be consistent about using rubrics so that learners know exactly what they are being tested and evaluated on. Pair and group work help build **rapport** so that learners feel more comfortable with each other and are more willing to make mistakes. Finally, teachers can tap into learners' L1 skills in order to show them that some of these skills can be useful for L2 learning and can be transferred to the EFL classroom (Lawrence, n.d.).

In addition to choosing relevant topics, teachers should provide plenty of opportunities for exploration. "As learners are more exposed to language, they begin to refine the systems they have consciously built, and to develop systems that they are not even aware of" (Willis, 2003, p. 14). Hands-on experiences, mini projects and lots of collaborative and cooperative group work are important for giving learners the exposure they need to construct their own learning, rather than assimilate learning from direct instruction (Littlewood, 1984, p. 73). By constructing their own learning, they will produce better and more long-lasting connections to the language in order to improve communication.

To conclude, learners in BGU are predisposed to English language instruction, regardless of how unmotivated or uninterested they may appear. Nevertheless, it is up to the teacher to spark their interest and get them to "buy into" the language class. By introducing humor, creating tasks that have clear and definable goals and making topics personally meaningful to the learners, teachers can motivate learners and make learning English easier and more effective.

Curricular Thread 1: Communication and cultural awareness

Adolescents in the sublevel BGU are quite aware of the differences around them. They have come to accept that people think differently and have different perspectives and life experiences that make each and every person unique. They are interested in social justice and are generally eager to advocate for others. They want to see equality and justice in action, and are usually aware of the prejudices and discrimination around them. At the same time, they can be self-involved and aloof, seemingly oblivious to how their actions affect others. For these reasons and others, the Communication and cultural awareness curricular thread is an integral part of the EFL curriculum. Learners must get opportunities to engage in acts of citizenship, to discuss the consequences and effects of humans on the environment and on our quality of life, to reflect on the problems of climate change and find solutions to real, everyday problems that affect humans around the world.

The Communication and cultural awareness thread aims to cultivate in learners the skills they need to study their world, to understand past and present social dimensions of life, to fulfill their civic responsibility of respecting and celebrating difference and to gain perspectives on, as well as question, their own cultural practices. "A strong sense of self, firmly rooted in family and community, along with an emerging ability to recognize and act upon unfairness in all its forms, is a solid foundation on which to begin the task of developing intercultural understanding" (Handscombe, 1994, p. 336). The responsibility of this curricular thread is to help our teenage learners realize that they often share the same problems, frustrations and hopes as others, regardless of ethnicity, skin color or nationality.

This ability to demonstrate kindness and tolerance, as well the ability to recognize and speak out against discrimination and inequality, be it in the form of racism or bias, is essential in today's globalized world. As learners learn about others, compare their culture to those of others and find and appreciate the similarities and differences, they begin to understand themselves and others better. They become better global citizens, able to transcend differences and communicate with people across the globe, abilities which will be of utmost importance as they get older, enter the work force and become high-functioning adults in their communities. In addition, as learners work in groups to solve problems and share their own experiences, they develop their critical thinking skills, creativity and imagination, all skills which are pertinent to the 21st century.

Intercultural awareness and identity. Intercultural awareness is the first step towards building a fairer, more equal society and future. It is more than recognizing problems and finding solutions, however. It is "respect for and knowledge of the differing ideas, values, and practices found in human societies throughout the world" (Boss & Krauss, 2007, p. 82). This is an important distinction for our learners, who might feel that there is only one answer to the myriad problems we humans face. On the contrary, teaching and learning with a global perspective means accepting that there is more than one answer to a problem. **Global awareness** is about finding interconnections among issues from a variety of places, times and people around the globe. It is about studying and discussing global issues such as sustainable development, environmental care, making peace and defending human rights. It is about working toward active participation in sustainable solutions (Peters, 2009, p. 6). Consequently, it is important in this subthread to maintain an open mind, to accept learners' ideas and opinions. "Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs" (Lynch, 2014, 1st para.). The implications of **global education** are that teachers must express interest in the learners' backgrounds. They must be willing to identify with the learners' needs and interests, ask their opinions and be sensitive to their language concerns. Teachers must "practice what they preach", so to speak, and be respectful of learners' differences, especially with their "nonacademic" cultural life, while maintaining high expectations for learner performance.

Another responsibility of this subthread is to equip learners with the tools needed in order to start questioning and challenging prejudice and discrimination when they see it, and help them foster an appreciation of the diversity of peoples and cultures in this world. Teachers can help learners do so by implementing classroom activities which enable learners to make informed choices about and take action on issues of prejudice and discrimination. A journaling project is one way in which to help learners find ways to enrich and engage their learning. Learners can respond to cross-cultural texts using **freewriting**, and be given the choice to share their responses with the class or small groups, if they like (Salas, Garson,

Khanna, & Murray, 2016, p. 18). Journaling can be used as a launching pad for answering or thinking about the "big questions", such as how events in one part of the world affect the way we live in Ecuador, and how Ecuador influences other countries and markets (Peters, 2009, p. 21). Learners should be encouraged to analyze what other countries or cultures are doing about a problem, and then compare and contrast their own country's/culture's response to the problem. This will not only help them approach the problem at a deeper level, but will motivate learners as they are partaking in real, meaningful projects and discussions.

This subthread can be approached from a variety of topics and interests. Learners can work on a personal history project, in which they interview family members in L1 and then translate their interviews to L2. These personal histories can be presented digitally, and learners can be encouraged to add pictures, recipes, maps, etc. to give as much background on their family life as possible. Learners can participate in small research projects which can help them understand the world we live in today, such as an analysis of the way the world has changed since the advent of the world wide web. They can be given the option to research topics that they have a personal interest in, topics which may range from the plight of orphans in Ecuador to decent working conditions around the world.

With the advent of technology, it has become easier than ever to practice working and problem solving with people from contexts different from our own. Learners can connect with teenagers and experts on the other side of the world through voice, text and video, while practicing their intercultural communication skills.

In conclusion, the classroom tasks and activities adopted throughout the Intercultural awareness and identity subthread should integrate and reinforce good communication practices and skills, in order to develop learners who are aware of global issues, able to challenge discriminatory practices and take action against them, and in the process build their own personal and national identity.

Social competence. As outlined above, today's learners need to develop good communication skills in order to break through cultural misunderstandings and find consensus. As they engage with others on different levels, they will need well-developed conflict resolution skills, skills which will aid them in their ability to help themselves and help others and to stand up for their rights and beliefs.

The Social competence subthread takes on the task of helping learners become better communicators. By working on classroom tasks in pairs or small groups, rather than individually, learners are motivated to communicate, to listen and to share. By working together to achieve common language goals, they feel more capable of accomplishing them and increase their self-confidence. Pair and group work have always been a popular feature of Communicative Language Teaching (**CLT**), since they give learners a reason to communicate, increasing interest and improving critical thinking skills. When learners work collaboratively, they "simul-

taneously strengthen their basic interpersonal communication skills and their academic language proficiency" (Byrd, 2009, p. 28). The benefits abound: learners feel motivated and engaged while practicing their receptive and productive language skills in a communicative context, which, in turn, supports L2 acquisition.

Today's learners, more than ever, need well-developed interpersonal skills. They must be able to work well on a team, solve conflicts, negotiate, synthesize ideas, as well as simply recognize the language, both verbal and nonverbal, which is appropriate in a variety of situations. Therefore, it is of utmost importance that learners in BGU be given these opportunities to interact with one another, as they prepare for university contexts and the work force. Teachers can help learners improve their social competence by giving them ample opportunities in the classroom to interact in a variety of contexts. Projects, group discussions, collaborative writing assignments and team building games are activities that EFL teachers can easily integrate into their lessons. Learners can practice their cooperation skills by playing nonacademic game-like activities, such as putting together a jigsaw puzzle or playing a racing game (Byrd, 2009, p.19). Problem-based tasks, in which learners must work together to find a solution, give learners a way to interact with content on a different level, improving critical thinking skills at the same time as helping them become better at expressing themselves and dealing with contradicting opinions. Using ICT, learners can interact with content, and even with other learners, from around the globe, thus increasing motivation and helping them build the connections they will need in their lives beyond formal education. Alan November says, "The real revolution of technology is to help our students build relationships that extend our understanding of who they are on the planet" (as cited in Peters, 2009, p. 9). Consequently, teachers cannot ignore the important role that ICT has in this subthread.

Collaborative group work is not as easy as simply putting learners into groups and giving them an assignment from the book, however. It is important to understand some basic techniques that can be employed in order to make the most of pair and group work in the classroom. Teachers can be sure that learners are collaborating by making a few changes to the culture of their classroom. One is to ensure that the classroom is learner-centered and that learners are invested in the activity. The teacher should not be the only decision maker in the class. Allowing learners to have choices in what and how they learn is an important first step to making them more **autonomous**. Learners can write their own class rules, for example, and then be asked to justify each one. They can be given an assignment and then told that they can present it however they like: as a song, as a poem, as a presentation or a role play, etc. In the learner-centered classroom, more often than not, learners will challenge themselves and, because it was their own idea, go above and beyond the teacher's expectations of an assignment.

Another simple change teachers can make to promote collaboration is to assign learners roles in their groups. The roles will depend on the task, but some exam-

ples might include a planner, a fact-checker, a language monitor and a supply supervisor. These responsibilities can, and should, be changed frequently, so that learners have the opportunity to develop and refine their skills in a number of different functions. In addition, by alternating roles, learner status is balanced. Shy, quiet learners who don't normally talk or make the decisions in their groups will be "given permission" to take on a role that isn't normally theirs, thus increasing their self-esteem and self-confidence. Teachers can also balance learner status by recognizing and drawing attention to the unique skills each learner brings to a task, and helping him/her see how to use those skills to his/her advantage. Learners themselves can be encouraged to praise each other and identify the skills each group member has that will help make the job easier or better.

The last consideration of the Social competence subthread has to do with learners' ability to **self-correct** and **self-monitor**. Learners in BGU are quite capable of recognizing and admitting their own mistakes when given the opportunities to reflect on how to improve their language skills. "(L)earners have the ability to make precise and valid judgments about their own performance" (Muñoz & Alvarez, 2007, p.2). They should be encouraged periodically to make note of their growth and identify the changes needed in order to achieve their goals. In the classroom, therefore, learners can evaluate themselves and their peers, not only on language skills but also on other behaviors, such as leadership and trust. The more practice they get in evaluating themselves and others, the more self-aware and more autonomous they will become.

Curricular Thread 2: Oral communication

As learners enter and progress through the sublevel BGU, they may begin to lack the confidence to take language risks in front of their peers. This can be problematic within the Oral communication thread, since speaking and listening are the two skills that are used the most in the course of a day. Teachers can overcome learners' reluctance to take risks and make mistakes while speaking by encouraging them to talk about themselves, by relating tasks to things that learners are interested in and have opinions about and by making sure activities are communicative and meaningful. Lessons that give learners ample opportunities to explore and use language in contexts relevant to their needs and interests will be more effective. In addition, teachers can use visual stimulation to scaffold listening tasks and raise curiosity and therefore make learners more willing to participate and engage in spoken interaction.

Listening skills. Listening that takes place in real-life, face-to-face interactions (i.e., conversations, shopping, receiving instructions, etc.) is characterized by colloquial, improvised language which requires listening for **gist** or details (Ur, 2012, pp. 101-102). Consequently, listening activities in the EFL classroom should revolve around real-life contexts and practical applications, so that learners achieve the

capacity to be able to handle natural listening situations similar to those that they will likely encounter in real-life. A summary of suggestions given by Ur (2012) are to use not only audio recordings but also video, and to include a range of accents and dialects. She also suggests that teachers take the time to tell stories, and even read stories aloud, in class. In addition, modeling and teaching learners a variety of listening strategies is recommended, so that learners can get practice choosing those which will help them improve their listening skills.

Listening can be a particularly difficult skill to teach, since levels of motivation may vary considerably between learners. **Extended listening** can be difficult because of learners' short attention spans and other distractions inside or outside of the classroom. Learners may tune out due to some features of connected speech (e.g., **assimilation**, **elision** and weak forms, etc.) that can make them perceive listening as difficult. To make matters worse, listening, as is the nature perhaps of a receptive skill, is notoriously difficult to teach since it is difficult for teachers (and even learners, for that matter), to know exactly what is "going wrong" and what is working during a listening task. Consequently, many teachers and course books end up testing listening skills, rather than actually teaching them. It is often assumed that listening skills are "naturally acquired", something students can just "pick up" (Schmidt, 2016, p. 2). This is not the case, however. Listening "requires breadth and depth of exposure" (Schmidt, 2016, p. 2), which means that for learners to get better at listening, they must have plenty of opportunities to do so, and must be explicitly taught strategies and techniques they can use in order to approach a variety of audio texts.

Schmidt (2016) suggests that one of the strategies that teachers can use to help improve their learners' listening skills is by having them keep listening journals (p. 3). In a listening journal, learners record and reflect on their listening practices for both **intensive** and **extensive listening** texts. Teachers can provide a listening source (such as Ted talks or www.esl-lab.com), and then ask learners to find a video or audio text that provides transcripts and/or subtitles. Learners do extensive listening, where they listen at their own pace and for the simple task of trying to reasonably follow and understand the text. Next, after learners have "enjoyed" and interacted with the text on a personal level, learners do intensive listening activities, such as finding specific information or highlighting key words or phrases. For the intensive listening tasks, they can be encouraged to use the transcripts to help them understand the passage better. Finally, learners reflect on their successes, strengths and weaknesses in order to identify the skills they need to improve their listening in the future.

Another strategy teachers can use in the listening lesson is to have learners analyze the transcripts of a text for instances of elision or other pronunciation features. Teachers can choose a particularly difficult sentence from the text and do intensive listening, where learners hear the same sentences up to ten times, and then say, for example, how many words there were in the sentence (Thomson,

2006). To make a task like this even more interesting, teachers can put learners into pairs or small groups and have them compete against each other. In doing so, learners not only think about what they are hearing but build off of their peers' knowledge as well.

Prediction exercises can also help learners build their listening skills. The teacher can draw a grid on the board and put each speaker in a column. Learners work in pairs to predict the situation and the tone of voice for each speaker. To add an element of competition, prediction activities can be turned into a game. For example, learners could be given a transcript of a text in which some words have been removed, then work together to fill in the missing words and compete to see who got the most words correct.

In addition, learners at this age love to get involved with their own learning, so having learners prepare a song to share with the class, or bring in a recorded interview with a native speaker, are other ways to motivate them to work on and practice their listening skills.

Authentic listening materials are perfect for helping learners get listening prac-tice. News reports on real, current events can be found on websites such as BBC Learning English (http://www.bbc.co.uk/learningenglish/) and VOA Learning En-glish (http://learningenglish.voanews.com/). **Graded**, **semi-authentic** dialogues for learners of all levels can be found at Randall's ESL Cyber Listening Lab (http://www.esl-lab.com/).

Some of the listening strategies that should be directly taught and practiced at this level are listening for main idea and details, identifying key words in a passage, using contextual clues to understand unfamiliar words and concepts, inferring speaker and situation, rephrasing what was heard or understood and self-monitoring progress (Chen, 2005). Secondary strategies that can help learn-ers focus during listening tasks, such as note taking or predicting content from visual cues, are also significant for developing this skill.

Spoken production. Whereas in previous sublevels learners are generally quite will-ing to speak, teenagers in the BGU sublevel can sometimes begin to feel more self-conscious about speaking and making mistakes in front of their peers. This may be attributed to some of the conditions of the EFL classroom mentioned above: anxiety resulting from not being able to express one's self well, from con-stantly being "corrected" and from feeling inauthentic. Making sure learners feel like they are in a safe learning environment, where mistakes are not only welcome but even expected, can reduce this anxiety. Teens also need to know how what they are learning relates to them and their own world. This can create engage-ment, which will help lower the affective filter as well. Finally, by giving learners a strong foundation from which they can produce language, they will be more effective and confident speakers.

Teenagers are generally good at monitoring their spoken English production. They tend to notice inappropriate utterances better and are more likely to self-correct when speaking (Zhang, 2009, p. 134). Teachers can take advantage of this in the classroom by recording learners and having them analyze their own strengths and weaknesses when speaking.

In addition to building confidence, speaking topics must be carefully selected to reflect learners' interests and needs, in order to keep learners motivated and engaged in the class. Successful activities at this age are having learners participate in role plays and act out dialogues, especially when there is an element of humor or strong feelings are expressed. Learners respond well when they can "hide" behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond verbally or nonverbally to specific situations is often a good way to get them speaking. For example, when acting out dialogues, a cue card can tell the learner who they are (e.g., *You are a tourist in Ecuador. You want suggestions of places to visit,* etc.), what has happened in a specific situation (e.g., *Someone pushes a little girl on the bus on the way to school. What do you do?*) or how to react in a given situation (e.g., *A friend says something mean about a person in your class who is from a different country. You feel angry. What do you say?*).

Prepared talks are another activity that can be planned in order to improve speaking skills (Harmer, 2007b, p. 351). Learners prepare a talk about a subject of their choice and present it to the class. Prepared talks are designed for formal, structured speech, which means that they are perfect for letting learners take the time to think about how to express themselves using language, something which is difficult to do in spontaneous face-to-face interaction.

Spoken interaction. Face-to-face interaction is an important part of communication in any language. For interaction to be successful, a speaker must have good pronunciation, stress and intonation to be understood. According to Harmer (2007b), however, English language learners will need more than good pronunciation to communicate effectively. They "will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational **repair strategies**" (Harmer, 2007b, p. 343).

Some of the conversational strategies learners at level B1 should be capable of are starting and extending a conversation, asking for clarification, finding alternate ways to say something, paraphrasing what another person has said and coping with less frequent exchanges in familiar situations (e.g., buying a ticket at the station when all tickets have been sold out). They can generally enter a conversation unprepared on topics that are familiar, of personal interest or pertinent to everyday social and academic life and are able to get their points across quite well, although they may hesitate occasionally for grammatical and lexical pausing and repair.

It continues to be important at this level that teachers give learners prep time before embarking on an extended spoken interaction activity. This will help boost learners' confidence as well as encourage them to respond in a variety of ways. Prompts can be given as tools to guide conversations, and conversations can be repeated a number of different times in order to help learners get more fluent in the type of exchange they are practicing. Like all learners, learners in BGU like to talk about themselves, so teachers can encourage them to participate in interactions where they can express their personalities in terms of a topic (e.g., music, fashion, gossip, etc.) as well as language function (e.g., exaggeration, exchanging anecdotes, making jokes, etc.).

Using L2 as much as possible in the classroom is more important than ever in this sublevel. Getting learners to talk in English is important for strengthening short and long term memory and improving what Skeffington (2004) calls "language fitness", in which learners exercise and strengthen the language "muscle", which with time gets more flexible and easier to use. Teachers need to refrain from using L1 in the classroom, as well as from allowing learners to do so. Teachers must also carefully monitor their **teacher talk**, to make sure that they are not depriving learners of valuable and important speaking opportunities in the classroom.

Reluctant speakers must be dealt with carefully at this age. Skeffington (2004) mentions three reasons teenagers may be reluctant to speak in the EFL classroom (4th para.). The first is peer pressure. It is inevitable that learners will make many, frequent mistakes. This is a normal process in language acquisition – after all, it takes years for us to master our own native languages! In addition, the spontaneous nature of speaking means that learners make more errors than usual. To some learners it may feel like the teacher is asking them to stand up and make fools of themselves in front of their peers. Naturally, most learners are going to be reluctant to do this.

The second reason is lack of motivation. Many teens do not know why they are learning English. They don't have a meaningful, relevant reason to learn. Instead of having learners focus on a future that, to them, may seem far too distant (e.g., to communicate more effectively with English speakers), teachers can focus on more short term goals. "For many students, instant rewards for speaking English are much more motivating" (Skeffington, 2004, para. 5).

The third and last reason some learners may be reluctant speakers has to do with lack of support. It is the teacher's responsibility to ensure that all learners are supported in the language classroom. This means giving learners plenty of opportunities to produce language, and capitalizing on authentic exchanges that occur naturally in the classroom, such as when a learner asks a peer for help or wants the teacher to explain the homework assignment again. Thus, Skeffington suggests teachers have teenage learners work in teams often and also make sure that the classroom environment is supportive.

As for the role of the teacher in the speaking class, Harmer (2007b) gives three suggestions (p. 347). First, the teacher is "prompter", helping students who get lost or can't think of something to say and offering them discrete suggestions without interrupting the flow of the activity. Teachers are also participants, and must bring their own enthusiasm and energy to a communication activity. Tasks must be clear and set up to reflect learners' interests and needs, and the teacher must maintain an atmosphere of creativity and security. Finally, teachers have the important role of providing feedback, without resorting to over-correction or interrupting the fluency of a speaking task. One way teachers can be sure to provide sufficient feedback is to encourage learners to assess the effectiveness of their spoken production after speaking activities. By doing so, learners will become more reflective and independent, while improving their self-monitoring and self-correcting skills and strategies.

Curricular Thread 3: Reading

Reading takes many forms. There is reading for pleasure, where we read for the sake of finding out what happens or enjoying the sounds of the words and the images they create. There is reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic. There is reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie. And there is reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, glancing at notes during a speech. What all of this reading has in common is that each type has a purpose, and in order to turn our learners into better readers, we need to help them recognize and identify the different purposes for their own reading.

Reading involves a variety of skills. As Grellet (1981) notes, some of these skills, but not all, are: deducing the meaning of new words using context clues, understanding explicitly stated information and that which is implicit, interpreting text, extracting salient points and using them to form new conclusions or deductions, inferring through the use of syntactic and logical clues and using basic reference skills (pp. 4-5). In consequence, we can see that the reading class involves the application of a variety of reading strategies in order to enhance comprehension.

In addition to providing learners with engaging, relevant texts, teachers should also encourage learners to use their **schema** to bring understanding to a text. This can be done through pre-reading activities, such as brainstorming what learners know about the topic in the text, pre-teaching vocabulary or having learners watch a video about a topic before reading a text on the same topic. By helping learners build these connections, we give them skills they can use to make reading more comprehensible as well as more enjoyable.

Reading comprehension. Reading is an active skill, in which learners consciously and subconsciously apply various subskills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking questions. These subskills are important for the learners' ability to comprehend what they're reading.

> Students may be able to eloquently repeat the words that the [*sic*] see on a page all day, but without reading comprehension skills, they're unable to fully understand the content, predict what will happen next, recognize characters, gain insight or understanding to build upon, or relate what they're reading to their own life's experiences ("Improving Reading Comprehension", n.d., 1st para.).

If we want learners to become independent readers, they should be taught from early on how to approach and consider a text (Grellet, 1981, p.9). This includes practicing various reading strategies in class such as **skimming** and **scanning**, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention. In BGU, teachers should continue working on refining these strategies with their learners.

The strategy of inferring is important at the BGU sublevel, as learners prepare themselves for more cognitively difficult academic content and higher education opportunities. "Inferring the meaning of a word from the text is a useful reading strategy, provided the text as a whole is easy enough to provide a clear context" (Ur, 2012, p. 144). Therefore, it is still the teacher's job to ensure that the reading material is level- and age-appropriate, and that it has sufficient context clues for readers to be able to successfully deal with the new language within.

As seen in the sublevels of EGB, learners have become familiar with narratives, biographies and chronological sequence in stories. They recognize the basic parts of a story, which helps them process the language in narratives and predict how things will unfold. They are now able to progress to texts that are a bit more complex, such as newspaper articles or real-life current events (e.g., the campaign promises of a political candidate, etc.). Activities in the classroom can also get more complex. At this age learners are ready to deal with reading puzzles. For instance, learners can be asked to reassemble a text in which the paragraphs have been scrambled. They can be given two stories that have been mixed up and work in pairs to separate them. They can be given a series of connected text messages which have been jumbled, and work out the order of the interaction. In addition, **jigsaw puzzle activities** are popular at this level. In a jigsaw reading, the teacher divides a text into separate parts. Learners are given only one section of the text and asked to read and study it. Then, learners are put into groups in which each section is represented, and then work together to try to piece together the text and solve a problem (such as complete a chart or answer comprehension questions).

According to Harmer (2007a), learners "need to read as often and as much as possible" (p. 101). Harmer also states that learners need to be given the space to respond to what they read with their own feelings. The **affective response**, therefore, is still important, even if the text is academic. Having learners reflect on what they've read, what they did and didn't understand and how the text made them feel are all important strategies to help improve overall reading comprehension in English language learners.

Teachers should introduce a variety of online and ICT resources from which learners can choose to improve and increase reading comprehension and vocabulary acquisition. Websites such as readingrockets.org and Topmarks (http://www.topmarks.co.uk/english-games/7-11-years/reading) are two such websites that offer reading resources for teachers and parents. Teachers and learners can access a variety of magazines with engaging and relevant topics for teens over the Internet, such as the British Council's English Magazine (http://learnenglishteens.britishcouncil.org/magazine) or online magazines written by teens themselves, such as Teen Ink (http://www.teenink.com). Learners can be encouraged to access websites which offer a variety of reading material and short stories, such as the International Children's Digital Library (http://en.childrenslibrary.org/), the Project Gutenberg website (http://www.gutenberg.org/) and the American Library Association's compilation of reading resources and favorite children's stories (http://gws.ala.org/category/favorite-childrens-stories). ReadTheory (http://www.readtheory.org/) is a free classroom resource that can be accessed by both teachers and learners for practicing reading comprehension online. For developing vocabulary, learners can use a variety of online dictionaries and thesauruses, such as Merriam-Webster (http://learnersdictionary.com/) and Cambridge Essential British English (http://dictionary.cambridge.org/us/dictionary/essential-british-english/). There is also a wealth of more interactive resources available to learners for vocabulary acquisition, such as wordcentral.com and Visuwords.com. Learners should be given opportunities to explore these resources in order to enrich their understanding of written English.

Use of resources and study skills. One of the purposes for reading that has been mentioned is reading for information. Learners in the sublevel BGU are expected to be able to access reading texts to be used as references and resources. They need to be able to locate references that are pertinent to their research purposes, as well as to be able to evaluate these references for their worth and veracity. Thus it is important that learners be given study skills that will help them when approaching a reading text for reference.

A good question to start with is *How do we read?* As readers, we use a variety of reading strategies that help us organize and comprehend a text. Some of these strategies are mentioned in the previous subthread: skimming and scanning, reading for gist and for detail, making inferences and predictions. In addition to these strategies, learners in BGU must continue to practice and implement oth-

er study skills, such as notetaking and summarizing, with frequency and ease. Learners should be encouraged to write in the margins as they read, to reflect on what they read in **learning logs** and journals and discuss personal reactions in small groups. They should get practice paraphrasing main ideas of a text, in addition to doing the more "traditional" reading comprehension-type exercises, such as circling the correct answer or correcting false information.

As in EGB Superior, teachers of BGU learners are encouraged to introduce them to new reading strategies. One such strategy that is appropriate for readers at this age and level is the **SQ3R** technique ("SQ3R reading method", n.d.). Another popular procedure learners at this sublevel can use is **KWL** (Know-Want to Know-Learned). In both, learners are asked to engage with the material by using prior knowledge and fostering interest and curiosity in the subject.

As learners in BGU prepare for university and higher education opportunities, they also need some direct instruction in other study skills, such as effective time management and recognizing their own learning styles. Teachers can use online surveys to help learners identify problem areas in their own study habits as well (although they may need to be adapted for the language level of the learners). One such survey can be found at Education Corner (http://www.educationcorner.com/study-skills-checklist.html). Alternatively, teachers can write their own surveys according to the needs of their particular learner groups. Once problem areas have been identified, the teacher can work on these areas with the learners, in order to strengthen their skills and make them more effective at remembering new material and preparing for exams. By helping learners recognize effective and ineffective habits and behaviors when studying, they will become better learners not only in the EFL classroom, but in their other subjects as well.

At this stage in their development, learners should begin taking responsibility for finding and evaluating learning resources, both online and in print. As a class, teacher and learners can review online EFL resources such as an app or a web site, then make decisions together as to when and for what purpose the resource would be useful. In addition, learners can share their own suggestions of resources they use and think are helpful. Finally, learners can be put in charge of creating the criteria for evaluating these resources, and use them even when they create their own learning resources, such as flashcards or an online class glossary for a reading text.

Literacy-rich environment. The environment of the classroom is often referred to as "the third teacher" (Gribble, 2014, 3rd bullet point), meaning the environment is another source of information and inspiration for the learners. Susan Fraser states that "a classroom that is functioning successfully as a third teacher will be responsive to the children's interests, provide opportunities for children to make their thinking visible and then foster further learning and engagement" (as cited in "The

Third Teacher", 2012, p. 1). Thus, it can be concluded that a literacy-rich, print-rich environment is important throughout learners' academic journey.

A literacy-rich environment is not only an environment rich in print and visual material, but also one in which all four language skills are emphasized. For instance, the teacher can bring in board games and **realia** instead of worksheets and handouts. Learners' work should be displayed prominently, and used during the school year as a resource, a reminder, or even as inspiration! The classroom should have a wide range of different age- and level-appropriate reading materials, on topics of interest to the learners. Reading materials can include dictionaries, thesauruses, books, magazines, posters, brochures, pamphlets, labels, menus, fact sheets and printed rules and/or directions. Teachers can compile a video library using DVDs or digital bookmarks for videos that may be of learners' interest. It is important that teachers make use of these items in terms of language growth as well as enjoyment. Learners should be encouraged to use and refer to these materials often, so that they see not just the use for them but also the need.

Within the classroom there should be spaces that invite learners to talk, listen, speak and write. These spaces should produce opportunities for learners to take part in authentic activities, for example, writing a thank you note to a substitute teacher, writing out and posting project instructions or regularly updating a class calendar. Teachers can encourage learners to collect and bring in "found" items – things that learners encounter outside of the classroom which have a relationship with the unit or language, such as a menu in English from a local restaurant, or a food label that is in both English and Spanish. Found items can be placed on an "exploration" shelf that learners can access before, during and after lessons. A literacy-rich environment should be flexible and meaningful, adapted and designed to fit each class's particular needs and interests ("The Third Teacher", 2012, p. 2). Furthermore, the literacy-rich environment does not have to be restricted to language needs only. Teachers can create an Artist's Corner, where drawing paper, paints, modeling clay, markers, etc. are readily available for learners to use for any classroom task. This will stimulate their creativity and encourage learners to interact with the language material in an imaginative, resourceful and innovative way.

In addition to the physical classroom environment, learners also need strategies for interpreting and making sense of these literacy-rich items ("The Third Teacher", 2012, p. 2). It does little good for a classroom to be full of books and magazines in L2 if learners don't have the skills needed to be able to approach and consider a text. It also does little good for students to have access to Internet or other digital resources if they are not taught how to evaluate the usefulness or veracity of the information they find. Thus, a literacy-rich environment needs to go beyond just labeling words and displaying learners' work to working on a skill set learners can put into action to help them organize and make sense of the constant stream of ideas and information they are confronted with on a daily basis.

Cross-curricular content. Integrating English language instruction with content learning helps learners in a variety of ways. One major benefit is that integrating language instruction with content is motivating for learners, since they get the opportunity to use their linguistic skills and knowledge in real, meaningful contexts, and can see language as part of the "big picture" between language and society (Rainier, 2010, para. 5). It challenges students in different ways, so that they can build their confidence in diverse learning situations. As learners engage with subject material from the "real world", such as Science, Math or Art, they are not being distracted from their language goals. Instead, "these activities can serve as a way to generate higher levels of motivation and interest in subject areas through stimulating, hands-on involvement" (Peters, 2009, p. 14). Finally, when learners use L2 to study and practice content, they internalize the language in ways that produce better retention and **recall**, because they are focusing on *how* they are learning, rather than on *what* they are learning.

ICT is the perfect medium for working with cross-curricular content in the EFL classroom. Video is probably the most commonly used, but today's technology can have a virtually limitless number of uses, if we think outside the box and use our (and our learners') imagination! Gura (2008) gives quite a few ideas for implementing ICT with cross-curricular content. For example, for a Science lesson, learners can produce **clay animation** videos to illustrate how the blood moves through the circulatory system, or how plants are pollinated. For a History lesson, learners could study a historical time period, create a list of criteria for things to include in their time period project (e.g., examples of advertisement, clothing, etc., from the time period) and then put together a bulletin board in which they justify their choices to establish that given time period. For an Art lesson, learners can use their Smartphones and digital cameras to make "photographic evidence" of things from before the invention of photography, such as the building of the Mayan temples.

To conclude, cross-curricular content should be integrated across the curriculum, and activities should be based on hands-on activities. Teachers should connect what students hear to what they can see and experience, in order to make the input comprehensible (Met, 1994, p. 164). Learners need to interact with the content in diverse ways, such as describing attributes and characteristics, classifying information, explaining change and hypothesizing or predicting activities. **Graphic organizers** and charts are tools that learners can use to help understand and interpret the material. Aside from specific content vocabulary, learners can also work on root words, prefixes and suffixes, lexical items which will congruently influence the learners' L1 subjects.

Curricular Thread 4: Writing

The act of writing becomes extremely important in the sublevel BGU, as learners are preparing for entry into universities and the professional world, where good

writing skills are essential. It is not an easy skill to learn in a foreign language. Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. Writing well also means mastering organizational skills and having enough background information on a topic in order to write about something. Needless to say, it is a skill learners will need for future academic and career opportunities, which makes it an even more important skill for learners as they begin to look at what lies beyond high school.

Writing in one's first language can be challenging, but writing in a foreign language can be even more daunting. Students often lack basic writing skills even in L1, which makes the task of teaching writing in a foreign language even more complicated. When learners write in a second or foreign language, however, they get practice expressing themselves purposefully and intentionally. Since the nature of writing is deliberate, the learners have time to think about what they want to say and how they want to say it. They have time to choose the best word or grammar structure, and revise their work in order to clarify points or correct mistakes. Moreover, they don't have to turn it over to the reader until they feel relatively confident that they have produced their best possible product. Of course, these are all characteristics of written production which are not part of spoken production, where interaction happens much more quickly and spontaneously. Thus the act of writing gives learners a chance to slow down and interact with the language in a different and more intimate way than speaking does.

Good writers are usually good readers, so it is important to keep in mind that the two skills often go hand in hand. Learners need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own, similar texts. They need to have considered an author's purpose and intention, in order to recognize their own. Finally, they need to read examples of other people's writing to evaluate and analyze what makes written text clear, comprehensible and interesting.

Literacy building. As learners enter the final sublevel of their secondary education, it is important for them to continue working on and building their literacy skills and strategies. These skills and strategies will serve them well as they embark on more complex activities in their future academic and professional endeavors.

The UNESCO defines literacy as "the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts" (as cited in Wilson, 2013, p.11). They go on to further elaborate, "the development of literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" (as cited in Wilson, 2013, p. 11). Thus literacy can be seen as not just something important in school

or academic settings, but the development of a skillset that will allow learners to become better, more capable, functioning members of society.

Free writing and **journal writing** are good classroom activities to help learners improve their literacy skills and strategies. In free writing assignments learners are expected to write for a set period of time, e.g., five minutes, and are not supposed to worry about spelling or grammar or other mechanics. They are supposed to write without stopping and without overthinking, in order to record all of their ideas on a topic, without censorship. Through daily journal writing learners can comment, reflect and learn other ways of self-expression. In both types of writing, there is no need to correct the writing itself, although it should be responded to. Teachers can respond by reading the piece and writing comments in the margins. By responding, learners recognize the effects their words can have on others, and will usually be motivated to write when they know they will be receiving comments and reactions.

Having learners keep **learning logs** is another way to promote literacy building among BGU learners. In a learning log, students must record what they are learning, the questions they still have and responses they have to the challenges, goals and tasks set by the teacher (or even by themselves). Learning logs can be collected each week in order to monitor progress toward specific learning and language goals. As they are personalized, they can provide learners with a unique record of their thinking and learning process. Learners can use them to set class goals or even as a source for reflection at the end of a unit.

Finally, literacy skills and strategies can also be improved through **collaborative writing**. Collaborative writing is usually considered a motivating, nonthreatening medium for learners to work on their writing, and is a worthwhile activity for the **brainstorming** and **outlining** stages of **process writing**. Nevertheless, teachers should continue doing "word work", such as conducting exercises to develop phonemic awareness and improve automatic high frequency word recognition, and consolidating spelling rules through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will set the foundation for clear, organized writing, and engaging learners in the revision and editing processes will not only help improve their linguistic functions but also increase individual accountability and help them become more autonomous writers (and learners).

In addition to "traditional" literacy goals, today's learners need to build **21st century skills**, including digital and media literacy. Digital and media literacy are absolutely essential in today's society. We are all citizens in a digital age.

> We want – or, rather, we need – today's students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks,

and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills (Hicks & Turner, 2013, p. 59).

With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website, media literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages" ("Information and media literacy", 2015, bullet point 3). In other words, it is a means to access deeper, more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students' ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners "comparable, if not equitable, opportunity to engage digitally and develop their literacies" (Hicks & Turner, 2013, p. 59).

Digital and media literacy are probably more important in the sublevel BGU than in any of the other sublevels of the Ecuadorian education system. By this age most learners are very involved in social networking sites and online activities. According to statistics from 2010, 68% of teenagers' "friends" on social media sites are complete strangers and the average high school student has 802 Facebook friends (Fodeman & Monroe, 2013, p. 38). This may seem harmless enough, until one looks at other numbers: 46.6% of teens around the age of 13 have shared a password, and 19% of 11-year-olds have uploaded a video to YouTube or Instagram. It goes without saying that these numbers will only have increased over the last six years. Social media and online activities are slowly taking over the way teenagers now communicate and interact.

There is no reason to bemoan this phenomenon, necessarily, however. According to Fodeman and Monroe, "the technology keeps changing, but the kids themselves stay pretty much the same" (p.1). Teenage behavior continues to revolve around seeking, forming and sustaining relationships, exploring and taking risks, and simply having fun. This does mean, however, that teens need to be taught how to deal with these technologies in a responsible, safe way. Teenagers are at a high risk of falling victim to online scams and tricks since they are at the age where they are willing to explore very risky behaviors and have more at stake in terms of future employment and university entrance. Therefore, as part of a literacy building program, learners must also be knowledgeable in the specific and unique risks that come with our newly emerging online selves and lives.

Consequently, in the sublevel BGU, teachers should continue building on the learners' digital literacy foundation, not only by thinking in terms of what the learners can do with digital tools and how they can use them to further their academic strengths, but also by enforcing responsible and safe online behaviors. This includes, but is not limited to, learning how not to fall victim to an online scam, learning how to deal with cyberbullying and identifying ways to be a good digital citizen (e.g., by demonstrating online safety in terms of phishing and other Internet scams, not illegally downloading music, properly sourcing information from the Internet, etc.).
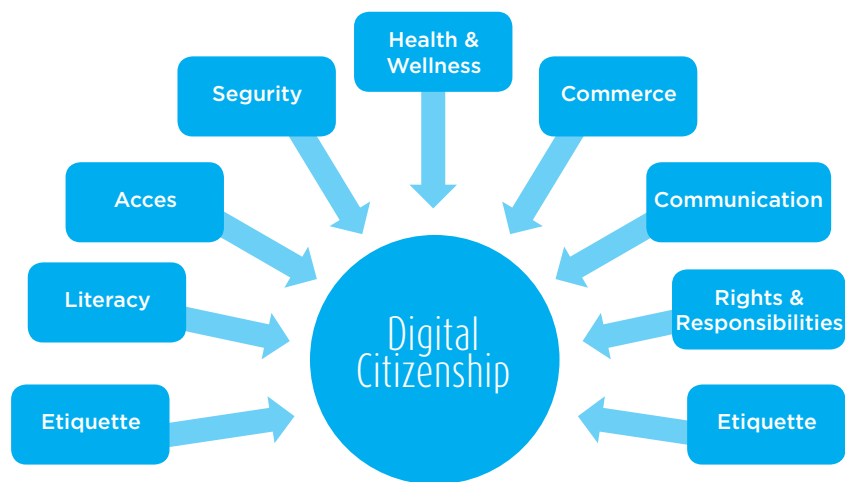
9 elements of digital citizenship (Trudeau, 2014)

Some activities teachers can do in the classroom are giving learners subject lines in emails and asking if they would open them and why, then going over how to recognize an email scam or attempts at phishing. Learners could brainstorm online behaviors that are dangerous or risky, then reflect on those that they, or their peers, partake in, finding alternative activities or describing why such behaviors are risky. Learners could work in groups to write an "ethics code" for social media behavior and brainstorm ways a cyberbully should be dealt with (in addition to evaluating their own behaviors for mean or disrespectful language). Learners can read some of the terms of a social media site (adapted and graded for the appropriate language level), such as Facebook, think about and discuss the implications in terms of their own use, and then rewrite, adapt or change the terms to make them safer.

In addition to helping learners become better digital citizens, teachers will continue to need to guide learners in how to find appropriate references and web sites on the Internet, how to use a search engine and how to curate information from the Web. In the classroom learners can put their digital skills to use by contributing to a class wiki or blog. Teachers can create a class Facebook page where assignments and videos can be posted and commented on, or they can occasion-

ally implement elements of the **flipped classroom** in a lesson or unit. Learners can publish their writing online or use apps and web sites such as LiveBinder and Pinterest, which can help them organize their ideas. Teachers and learners should consistently evaluate the use of these digital tools in order to be sure that they remain accessible and relevant to the students' learning goals and needs.

Text production. By now, at the BGU sublevel, learners have begun applying level-appropriate writing skills to create and produce composition that reflects effective word and grammatical choice. They are able to select the text type to fit their writing purpose and can begin to develop editing skills and revision strategies in order to improve their command of writing conventions, such as content, organization and language use. At this point in their education, learners' writing is becoming more sophisticated, and learners are able to create texts that reflect effective word and structure choices (Met, 1994, p.177). While there will still be some basic errors in usage and mechanics, learners should be given plenty of opportunities to practice revising and editing their work in order to produce the most polished form possible within their language level.

That said, writing can be difficult in L1, not to mention how overwhelming of a task it might be in L2. Writing involves thinking about vocabulary and word choice, grammar, spelling and mechanics, sentence structure, organization of content, among other features. Teachers must scaffold writing assignments in order to ensure that learners have something to say and know how to approach a writing task in the best manner. This involves planning for writing as well as checking and revising writing.

There are many websites where learners can practice the different prewriting stages of the writing process, such as stormboard.com and bubbl.us for brainstorming. Websites like Essay Map (http://www.readwritethink.org/files/resources/interactives/essaymap/) and Interactive outline tools (http://rwtinteractives.ncte.org/view_interactive.aspx?id=722) can be used by learners for organizing their writing. **Storyboarding** can be a way for learners to plan for a writing assignment, as well.

In addition to using ICT tools, teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs to show how they relate together. Drawing learners' attention to topic sentences and supporting details will also positively influence **cohesion** and **coherence**. To practice revising and editing, teachers can model ways to revise and edit work, then ask learners to talk through the process in pairs or small collaborative writing groups. The important thing to remember, however, is that for writing to be good, learners need to have engaging tasks. Writing how-to articles for a project, for example, is a meaningful, real-life written text that can be shared with others in order to make it more **authentic**. Teachers can have learners keep a daily journal, write a review for a restaurant or book they've read, caption photos

on a social media site such as Instagram and/or share their writing with others on a blog or an app such as WhatsApp.

Curricular Thread 5: Language through the arts

Using the arts as a means to delve into and understand language is an essential part of the EFL curriculum. It is an almost surefire way to engage all learners, since learning language through the arts is not only enjoyable and novel, but can also make learners more attentive to other kinds of learning. This curricular thread proposes that by instilling in our learners a love for art and literature, song and dance, theater and personal expression, architecture and design, etc., we will be improving learners' language skills, as well as preparing them to be highly-functioning adults in their universities, workplaces and communities.

According to Upitis (2011), learning through the arts has three major benefits:

- The arts teach us how to make judgments in the absence of rules; they also teach us that goals are best held with flexibility and that some activities are self-justifying.

- The arts offer *intrinsic* benefits related to student experience and expression and bonus benefits related to intellectual achievement, including the development of general thinking skills and problem-solving abilities.

- Canadian research affirms that spending time in the arts does not come at the expense of achievement in other subjects, but improves estimation and computation skills and enhances student engagement in school learning overall (p.1).

Consequently, while learners explore the myriad ways humans choose to express themselves and participate in their own forms of self-expression, they will benefit in terms of their grades, their achievements and their personal happiness and satisfaction.

The EFL classroom is a natural environment for introducing learners to the arts. Learners can respond creatively to a piece of literature or music, formulating their response in a dramatization, song, picture or poem. Stories and songs also provide a launching off point from which learners can experience and enjoy language. Using ICT, learners can work in groups to create an almost limitless number of creative writing projects, from **stop action animation** to **digital storybooks**.

Giving learners ample opportunities to examine both linguistic and nonlinguistic responses and reactions to the arts will enrich their learning experience, make them better at understanding themselves and others and help them become

adults able to deal with and interact effectively in a variety of situations. Teachers can be good role models by encouraging and inviting self-expression, and by recognizing that there is often more than one answer or solution to a problem, which may be just as valuable and just as precise. As an added bonus, when teachers value learners' self-expression, they send the message that they also value the person, increasing their self-esteem and confidence, which in turn creates a positive learning environment for everyone.

Literary texts in context. Stories and poems are exciting ways to access deeper understanding of a topic and a better appreciation of language. Through the power of stories learners are introduced to universal topics of struggle and triumph. As learners observe how characters deal with problems and find solutions, they can begin to resolve their own issues, as well as larger societal and global issues. Literary texts are not only limited to written expressions of text, such as literature and poetry, however. Literary texts can also be verbal, such as songs and rhymes, or visual, such as an image or video. They can be physical, as seen in corporal expression through dance and dramatization. All of the literary texts that comprise a culture and language can and should be considered a rich source of information and material for the language learner. Literary texts, including literature, can spur students to speech (Hill, 1986, p. 9) and be a stimulus to internalize language and provide a relatable and enjoyable context from which learners can explore linguistic features and universal concepts.

Learners in BGU are especially interested in responding in a variety of ways, both linguistic and nonlinguistic, to the world around them. As Grellet (1981) suggests, learners can respond to texts non-linguistically by adding something to a text, such as a diagram or image, and linguistically by transpositioning or transcoding information from one text to another, or by using a text in order to make a decision (p.22). Learners can assess literary texts based on tone and language, the artist's attitude or simply one's own reaction to it. Learners can be encouraged to reflect on the writer's intention and recognize facts and opinions. They should be given opportunities to identify how tone can influence a reader, and recognize literary elements such as paradox and hyperbole, while thinking about how and why they might make use of such elements in their own writing.

Teachers can encourage learners to respond to literary texts by using three types of responses: the affective response (e.g., *How does X make you feel?,* etc.), the compositional response (e.g., *How is the image framed? What is in the foreground/background?*, etc.) and the critical response (e.g., *What is the message in X? What conclusions can we draw from X?,* etc.).

As we may assume all teachers know, motivation is a key to getting learners involved in a variety of literary texts. Traditionally, the classroom was an artificial environment where the learner was told to read something they (oftentimes) knew nothing about and could not place in a general context, and then asked to

answer questions about the text. This mostly resulted in the fact that many learners had no particular desire to read. Nowadays, however, much research has been done on the effects of reading on all language skills, and even on learning in other subjects. It has become an accepted fact in most teaching circles that readers are all-around better learners and thinkers. But how can teachers get learners excited to read when they have been conditioned not to?

One way is to introduce **extensive reading** inside and outside of the classroom. In extensive reading, learners bring their own reading texts to class (or at home) and read for an extended period of time. This type of reading is meant to be purely enjoyable, and should never be tested or evaluated. Practitioners of extensive reading note that their learners improve in all areas and skills, across the board. One reason is, again, motivation. Learners are allowed to choose the text and read it as they like. While some teachers may worry that this is a waste of time, and that such reading often results in "fluff", experts such as Krashen (2004) state that usually the opposite happens: learners develop a love of reading, read more, get better at it and eventually feel confident to tackle other kinds of reading. This can be summarized in the figure "The virtuous circle of the good reader".

"The virtuos circle of the good reader"
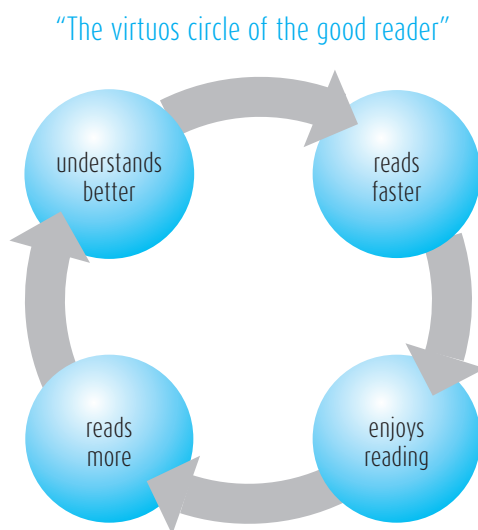
As teachers, we want to get our learners into this "virtuous" circle, so that reading becomes enjoyable and they can reap the benefits of it in all aspects of their language learning.

It cannot be stressed enough the influence this would have in the EFL classroom. We learn to write through reading. We learn vocabulary and structure. We learn nuances in the language that cannot be conveyed in normal classroom interactions. Through reading, gains are made in all of our students' abilities (Day & Bamford, 1998, p.37). Most teachers would not argue the gains to be made in terms of language proficiency, but learners can even make gains in attitude, by increasing their desire to learn and understand the language as well as their ap-

preciation of it. Reading affects – in a positive way – all of our language skills, so teachers should embrace extensive reading as an essential part of the curriculum.

In addition to stories and literature, learners at this age have a natural attraction to the visual image. This includes not only still images, such as photographs, but also moving images, such as film and video. Stephen Apkon states in "The Age of the Image", "[film] has developed from being a vehicle for art and entertainment to become a key part of how we communicate, socialize, learn, and do business" (as cited in McNabb, 2015, p. xxii). The majority of us are surrounded by moving images on a daily basis. Thus, teachers can tap into this phenomenon by surrounding learners with moving images in the classroom as well. In fact, most research now shows that visuals are crucial for learner engagement and communication in the classroom, awakening learners' curiosity in a subject and motivating them to think about, and therefore use, language to describe and respond to what they see.

Whichever way teachers decide to approach this subthread, learners will be immersed in the context of the language, experiencing it from the same standpoint as its native speakers.

Creative writing. Creative writing in the EFL curriculum can benefit students by helping them organize their thoughts and connect ideas. Through creative writing, they will work on fluency by noticing grammar and vocabulary as they express themselves. This, in turn, boosts their confidence and self-esteem. It is also an enjoyable activity in which learners may already be participating in L1. As noted in Gura (2008), students today are "not fully satisfied simply consuming the work of other storytellers…they want to participate directly, producing their own versions of what they see and honor in the world around them" (p. 290). Finally, and perhaps the most important benefit for the EFL curriculum, as learners engage in creative writing assignments, they become better writers overall.

Storytelling is "one of humanity's most basic formats for social interaction, education, and entertainment" (Gura, 2008, p.288). In the past, this may have been in the form of a culture's oral traditions. In the classroom it may have meant sitting at a desk alone and putting pen to paper. In today's world, however, storytelling has become a collaborative act involving a variety of forms, many of which are produced through the help of ICT. According to Gura (2008), today's learners are interested in "electronic media that enhance storytelling with animation, virtual reality imagery, special effects, hyperlinks, and other storytelling devices that have emerged" (p.288). In the classroom, teachers can incorporate ICT with creative writing by having learners use clay modeling and stop action animation to tell a story. "Clay modeling requires a less demanding level of skill" (Gura, 2008, p. 262) so therefore it is appropriate for all types of learners, regardless of their language abilities.

Another way to incorporate ICT into the Creative writing subthread is to have learners create digital storybooks, which blur the boundary between the print and digital world. Using visual storytelling in the classroom is a great way to ensure that all learners are included in the activity, regardless of their language ability. For instance, weaker learners can use images to help them express their ideas, while stronger learners are challenged and engage with the material on a higher level.

Finally, learners can create other literary texts, such as a time-warp photo portrait in which learners create an image and process it in order to create a customized effect (e.g., make it look like an antique photo from an earlier era), or anachronistic photos in which there is an element that is out of place with the era in which the photo was "taken" (e.g., a Victorian lady with a laptop on the table in back of her). Learners can have fun sharing their photos in a virtual or real-world exhibition.

In the sublevel BGU, it is beneficial for learners to continue producing and retelling their own original stories. Instead of learners using stories from their textbook, however, they can be asked to use their peers' work as a basis for language exercises. For example, learners can use their notes to complete or rearrange the events of a story another group wrote. In the classroom, teachers can play games based on student-produced creative texts, such as "Call my bluff" and "20 questions". Learners can choose their own or a peer's story to role play it for another class. By using student-produced texts, learners will feel a sense of ownership and experience increased levels of self-confidence and self-esteem.

Creative thinking skills. There is perhaps no other time in recorded history that creative thinking skills have become so important in society. Learners in BGU should work in groups often so that they can improve their creative thinking skills. These skills include but are not limited to brainstorming, inventing, changing and imagining. As learners work together on activities and projects, they learn to take intangible ideas and thoughts and apply meaning to them in a concrete way.

Group brainstorming is a wonderful, easy way to generate ideas, in addition to conditioning learners to be open to novelty and concepts that are foreign to them. By keeping an open mind and considering everyone's contributions, learners will often come up with a creative solution to a problem. This may result in an enriched ability to synthesize information and improve abstract thought. It will also provide a need for language, which will make the lesson meaningful and improve learners' fluency and possibly accuracy. By refining their creative thinking skills, learners will also be developing flexibility of mind and openness to new and novel thinking.

In class, teachers can extend activities in a way that promotes synthesis and evaluation by helping learners branch out and build connections between ideas.

Asking learners to contact an expert while researching a topic, for example, or having groups create a resource for other teens experiencing a similar or shared problem, are just two ways to extend activities in a way that will help learners expand their creative thinking skills repertoire (Boss and Krauss, 2007, p. 127). By engaging in activities that strengthen creative thinking skills, learners can gain valuable insights into their own learning styles as well.

Lastly, it should be mentioned that learners must be encouraged to evaluate their work. Teachers can provide simple scoring rubrics which learners can use to judge and assess their own and their peers' work, in order to plan for improvements on future assignments. Alternatively, teachers can let learners create their own evaluation rubrics in groups.

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Bachillerato General Unificado

By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 5.1	Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
O.EFL 5.2	Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
O.EFL 5.3	Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
O.EFL 5.4	Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
O.EFL 5.5	Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
O.EFL 5.6	Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
O.EFL 5.7	Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)

3. Performance Criteria for English as a Foreign Language Area for Subnivel Bachillerato General Unificado

Curricular Thread 1:

Communication and cultural awareness

MANDATORY (8)   DESIRABLE (3)

EFL 5.1.1	Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
EFL 5.1.2	Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.
EFL 5.1.3	Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.
EFL 5.1.4	Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang, idioms, humor, levels of formality, etc.)
EFL 5.1.5	Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.
EFL 5.1.6	Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.
EFL 5.1.7	Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
EFL 5.1.8	Discover and employ alternative ways of saying things in social and classroom interactions.
EFL 5.1.9	Communicate information and ideas effectively to diverse audiences using a variety of media and formats.
EFL 5.1.10	Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal)
EFL 5.1.11	Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)

Curricular Thread 2

Oral communication

	MANDATORY (11)	DESIRABLE (4)

EFL 5.2.1	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
EFL 5.2.2	Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
EFL 5.2.3	Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
EFL 5.2.4	Follow oral directions in classroom activities and projects and provide directions to peers in selected interactions.
EFL 5.2.5	Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.
EFL 5.2.6	Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
EFL 5.2.7	Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)
EFL 5.2.8	Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)
EFL 5.2.9	Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.
EFL 5.2.10	Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.
EFL 5.2.11	Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.

EFL 5.2.12	Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.
EFL 5.2.13	Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
EFL 5.2.14	Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.
EFL 5.2.15	Engage in an extended conversation on most general topics and keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.

Curricular Thread 3

Reading

MANDATORY (6)   DESIRABLE (3)

EFL 5.3.1	Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
EFL 5.3.2	Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)
EFL 5.3.3	Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text.
EFL 5.3.4	Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)

EFL 5.3.5	Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)
EFL 5.3.6	Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.
EFL 5.3.7	Detect complexities and discrepancies in information presented in both print and online references and resources.
EFL 5.3.8	Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.
EFL 5.3.9	Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.

Curricular Thread 4

Writing

	MANDATORY (6)		DESIRABLE (3)

EFL 5.4.1	Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
EFL 5.4.2	Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
EFL 5.4.3	Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.
EFL 5.4.4	Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)

EFL 5.4.5	Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.
EFL 5.4.6	Produce emails and blog posts describing personal experiences and feelings.
EFL 5.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 5.4.8	Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.
EFL 5.4.9	Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)

Curricular Thread 5

Language through the arts

███ MANDATORY (7)   ☐ DESIRABLE (3)

EFL 5.5.1	Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
EFL 5.5.2	Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
EFL 5.5.3	Identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts.
EFL 5.5.4	Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.
EFL 5.5.5	Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.

EFL 5.5.6	Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)
EFL 5.5.7	Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.
EFL 5.5.8	Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.
EFL 5.5.9	Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
EFL 5.5.10	Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.

4. Evaluation criteria for English as a Foreign Language in Bachillerato General Unificado

Curricular Thread 1: Communication and cultural awareness

● ······ Evaluation criteria

CE.EFL.5.1. Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

• Hearing a song from another country and finding similarities with a song from Ecuador.

• Writing a weekly journal entry about a cross-cultural experience.

• Finding recipes from other cultures and regions and then sharing them in class.

• Reading two legends from different regions in Ecuador and completing a chart to show the differences.

• Reading a myth from another region/culture and sharing a similar experience.

• Reflecting on differences between people from other countries and regions.

• Researching schooling from other cultures and presenting them on a class blog.

• Responding sensitively to a peer's opinion about a text read in class.

• Watching a video about how people live in Ecuador or another country, and taking notes on the cultural practices mentioned, then leading a discussion in small groups.

• Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class.

• Reading a story about another culture and responding to the main ideas with a short opinion.

• Watching a video or reading a text about different cultural practices and talking about similarities and differences in small groups.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	**EFL 5.1.1.** Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	**EFL 5.1.2.** Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.1.10.** Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

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

S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.

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

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights. | **I.EFL.5.1.1.** Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3)

CEFR: B1.2. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Personal Experiences, Food, Free Time and Hobbies. |

Evaluation criteria

CE.EFL.5.2. Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Researching how teens in other countries/regions of Ecuador live and presenting the information to peers.

- Completing a **Venn diagram** about how two different countries celebrate a holiday they have in common.

- Recognizing instances of discrimination or prejudice in one's daily life and analyzing reasons for them in small groups.

- Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country.

- Researching through the Internet about other cultures and ways of life and presenting them to the class using digital tools.

- Working in small groups to complete a cultural project. (Example: different musical genres in Ecuador, traditional food in Latin America, etc.)

- Reading a list of actions people take and evaluating and discussing the consequences on others (including on the environment)

- Simulating desirable social and cultural behaviors through role play activities.

- Choosing pictures that demonstrate tolerance and empathy towards groups that are sometimes discriminated against, and finding ways to make sure these groups feel included in Ecuadorian society.

- Writing survey questions about socially and culturally responsible behaviors and surveying classmates. Publishing the results in an online chart.

- Brainstorming ways to counter discrimination in one's daily life.

- Researching a cultural or social symbol of Ecuadorian culture and discussing the findings in small groups.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	**EFL 5.1.3.** Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.
OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	**EFL 5.1.5.** Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.1.6.** Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.

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

S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.

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

J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights. | **I.EFL.5.2.1.** Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3)

CEFR: B1.2. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences |

● ⋯⋯ Evaluation criteria

CE.EFL.5.3. Interpret cultural and language patterns in English, including non-verbal communication, and apply them in appropriate contexts.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short role plays using a range of verbal and nonverbal communication.

- Listening to a dialogue and identifying examples of humor.

- Talking in pairs about a video learners have watched using only English.

- Demonstrating appropriate language use during class, group and pair discussions. (Example: correct intonation, natural pace, using modals to show politeness, etc.)

- Practicing the use of expressions of politeness during collaborative pair and small group work.

- Writing a short conversation and including an appropriate idiom.

- Finding the meaning of an idiom in an authentic audio segment, such as a short TV show clip.

- Watching a video and identifying desirable language use. (Example: organization of ideas, use of expressions or target vocabulary, etc.)

- Comparing nonverbal and body language between L1 and L2 cultures.

- Creating selfie videos for class assignments and sharing them on a class blog.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.1.7.** Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.1.4.** Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang, idioms, humor, levels of formality, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	

How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	**I.EFL.5.3.1.** Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.	**CEFR: B1.2.** Topics: All Topics

Evaluation criteria

CE.EFL.5.4. Communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short dialogues and role plays to practice target language. (Example: thanking others, apologizing, asking for help, greeting authorities, etc.)

- Practicing the language needed to deal with a need through a mini role play.

- Communicating with an "e-pal" from another country or city.

- Paraphrasing an idea when a peer asks for clarification.

- Using a definition or example to explain a concept or word that one does not yet have the exact language for.

- Completing group work in a fair and honest manner and accepting the group's decisions.

- Writing comments on a blog to find more information about a topic.

- Creating a "live" video on Facebook to give an opinion on a unit topic.

- Using social media to network with teens across the globe.

- Rating one's self after a speaking activity, according to a set rubric.

- Practicing a specific self-correcting strategy during a pair work activity.

- Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. (Example: not leaving one's seat, looking partner in the eyes, asking follow up questions, etc.)

- Making positive statements to peers.

- Consulting a self-correction list before a speaking or writing assignment.

- Completing a self-assessment and writing a goal based on the results.

- Keeping a record of one's mistakes and accomplishments and updating it frequently.

- Completing a short self-evaluation or peer evaluation after a communicative task.

- Responding to classroom activities and pair work through short expressions or emoticons.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.1.8.** Discover and employ alternative ways of saying things in social and classroom interactions.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.1.9.** Communicate information and ideas effectively to diverse audiences using a variety of media and formats.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	**EFL 5.1.11.** Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	**I.EFL.5.4.1.** Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	**CEFR: B1.2.** Topics: All Topics

Curricular Thread 2: Oral communication

● Evaluation criteria

CE.EFL.5.5. Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Using context clues to deduce the meaning of an expression in a conversation between a waiter and a customer.

- Listening to a radio ad and identifying the product being sold.

- Using pictures and other visuals to predict the main idea of a short conversation.

- Listening to a straightforward article and correcting false statements. (Example: *Anacondas have eaten pigs. – True, Jaguars are the most dangerous animal in the Amazon rain forest – False, mosquitoes are the most dangerous*, etc.)

- Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two siblings, at home, talking about household chores,* etc.)

- Listening for specific words in a conversation and trying to guess the meaning from the context. (Example: understanding that *That's too bad* is an expression that means *I'm sorry,* etc.)

- Watching a video clip and paraphrasing the main idea. (Example: *The boy fell off his bike and hurt himself because he wasn't wearing a helmet,* etc*.)*

- Listening to a dialogue and writing the main idea and setting. (Example: Main idea: *common sports injuries,* Setting: *skatepark*, etc.)

- Listening to a dialogue and completing a chart with key information. (Example: problem and proposed solution, city and transportation problem, etc.)

- Listening to an interview with a celebrity and discussing key points with a partner.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.2.1.** Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.2.2.** Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.2.5.** Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL.5.5.1.** Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	**CEFR: B1.2.** Topics: All Topics

● ······ Evaluation criteria

CE.EFL.5.6. Listening for Information: Deal with practical, everyday communication demands in familiar social and academic contexts, including following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to a set of instructions and putting them in order.

- Listening to and following class commands.

- Listening to instructions for a short project and carrying them out. (Example: *First cut a piece off of a wooden pole. Next smooth the edges. Then draw a simple picture on a piece of foam. Cut the picture out of the foam and glue it to the bottom of the wood. Stamp the image,* etc.)

- Listening to spoken or recorded descriptions of a familiar academic subject, and marking the words you hear. (Example: Learners hear a dialogue between two experts talking about recycling. They circle the verbs they hear, etc.)

- Listening to three teens talk about their vacation, then putting a checkmark next to the person who did each activity.

- Watching a short video and writing three new things they learned. (Example: *E. coli lives in the intestines of humans. Some types can make you very sick. You can get E.coli from eating contaminated food, even cookies,* etc.)

- Watching a short video and then talking to a partner about whether or not they agree with the speaker or a statement. (Example topics for videos: Best vacation sites in Ecuador, medical myths, most dangerous animals in the rain forest, etc.)

- Listening to a short dialogue and then writing and acting out a similar dialogue, using some of the same phrases and expressions. (Example: a dialogue between two friends asking about each other's future vacation plans, etc.)

- Inviting a peer to a party.

- Asking and answering questions about unique or interesting things one has experienced.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.2.3.** Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
	EFL 5.2.4. Follow oral directions in classroom activities and projects and provide directions to peers in selected interactions.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately. **OG.EFL7.** Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	**EFL 5.2.13.** Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	**I.EFL.5.6.1.** Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	**CEFR: B1.2.** Topics: All topics

● Evaluation criteria

CE.EFL.5.7. Production – Accuracy and Intelligibility: Use appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:

- Recording in-class conversations and dialogues in order to make note of correct and appropriate language usage and intelligibility.

- Having learners make a selfie video to say what they know about a topic before coming to class. Observing that they can say what they want without too many long pauses.

- Singing songs that practice helpful language.

- Giving learners language prompts to use during pair/group work. (Example: *What do you think? I agree/disagree. I think we need to…, It's your turn*, etc.)

- Playing games that practice classroom language, turn-taking, being polite, etc.

- Doing a mingle activity where learners ask and answer survey questions about after school activities. (Example: *Do you play chess? What activities do you do after school?, etc.*) Observing to see whether each student's questions and answers are understandable by other learners and if they use appropriate or new vocabulary.

- Asking the learners to read a dialogue in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation.

- Using the new unit vocabulary in a short dialogue.

- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?,* etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.2.6.** Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	**EFL 5.2.12.** Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	**I.EFL.5.7.1.** Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2)
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say. **J.2.** Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	**CEFR: B1.2.** Topics: All topics

●······ Evaluation criteria

CE.EFL.5.8. Interaction – Interpersonal: Respond to and build on other peo-ple's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:

- Comparing answers in pairs or small groups.

- Conducting a role play between two students on a given topic. (Example: talking about future plans, finding common free time activities, playing a guessing game, etc.)

- Conducting a class survey where learners ask each other about a familiar topic and record each other's answers. (Example: *What's your favorite sport? Do you have a favorite team? What sports do you play? Have you ever gotten hurt?,* etc.) Sharing a few things about their classmates' answers. (Example: *Marco loves soccer. He's a Barcelona fan. He plays soccer every day in recess, but last week he sprained his ankle and he can't play right now*, etc.)

- Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. (Example questions: *What foods have you tried from another country? How often do you eat them?,* etc.)

- Working in pairs to complete an **information gap** activity.

- Doing a mingle activity where learners ask and answer questions about things they have or haven't done. Observing to see whether the learners can interact effec-tively and whether they are able to ask follow up questions in order to extend the exchange. (Example: *Have you ever eaten sushi? Yes? Did you like it? Where did you eat it?* - takes notes on the answers.)

- Showing a movie trailer and asking learners to share their opinions in pairs and say whether they would go see that movie or not.

- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?,* etc.)

- Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, giving instruc-tions, offering help, comparing answers, taking leave, etc.) Informal assessment could involve personal notes from the teacher to learners who use L2 regularly.

- Listening to another learner's answers in class and responding appropriately. (Exa-mple: giving praise, correcting an error, asking a follow-up question, etc.)

- Asking for help in class when necessary. (Example: *What's the answer? How do you say ____? Do you have an eraser? Can you help me with _____?,* etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.2.9.** Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.2.11.** Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.2.14.** Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	**EFL 5.2.15.** Engage in an extended conversation on most general topics and keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL.5.8.1.** Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	**CEFR: B1.2.** Topics: All topics
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	

● ⋯⋯ Evaluation criteria

CE.EFL.5.9. Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

• Asking learners simple questions about themselves, their family or their possessions and noting that their response time is relatively quick and there are minimal basic errors.

• Asking learners to describe a picture of a familiar scene and asking them to give full predictions about what they can see. (Example: a picture of a park where teens are engaged in a variety of sports activities: *There is a girl on a bike who is going to run into a child. There is a dog that isn't on a leash. Maybe he'll bite someone,* etc.)

• Researching a topic and preparing a presentation for the class.

• Recording a video about one's opinion of a story read in class.

• Sharing opinions in a way that encourages others to perform a specific action. (Example: Convincing the class that you should always wear your helmet when riding a bike, etc.)

• Using intonation to convince a partner to take action. (Example: Be careful - there is danger ahead, Volunteer at an organization that is helping the 2016 earthquake victims, etc.)

• Summarizing a peer's opinion about a video seen in class.

• Using a digital presentation to raise awareness about a local issue. (Example: a slide or video presentation about the destruction of animal habitats in the rain forest, etc.)

• Listening to a talk on a subject of interest and paraphrasing the main points for a partner.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately. **OG.EFL7.** Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	**EFL 5.2.7.** Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)
	EFL 5.2.8. Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)
	EFL 5.2.10. Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information. **I.3.** We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say. **J.2.** Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	**I.EFL.5.9.1.** Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.2) **CEFR: B1.2.** Topics: All topics

Curricular Thread 3: Reading

Evaluation criteria

CE.EFL.5.10. Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short news article and completing an outline.

- Reading an adapted news article about a current event and formulating a personal response to it. (Example: a school bus accident on the highway, a new law that protects the rights of stray animals, etc.)

- Reading a biography and putting events on a timeline.

- Reading a blog post and writing a comment.

- Reading a short text and showing comprehension by completing the accompanying graphic organizer**.** (Example: learners read about archeological ruins and complete a Venn diagram, etc.)

- Reading a text on a familiar content area subject and answering information questions. (Example: learners read about foodborne illnesses and then write three ways to prevent them, etc.)

- Reading two short simple cross curricular texts and using them to support one's own argument or hypothesis.

- Agreeing or disagreeing with a strong opinion stated in a text and giving reasons for one's own response.

- Reading a text and answering information questions.

- Choosing from a list of words to complete gaps from a reading.

- Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *In northern India, the monsoon season lasts for ~~six~~ months every year - three*, etc.)

- Following the steps in a video of a DIY project. (Example: making a craft stamp, creating a piñata from recycled items, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.3.1.** Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.3.3.** Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.3.8.** Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	**I.EFL. 5.10.1.** Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2)
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.	**CEFR: B1.2.** Topics: All topics

● ······ Evaluation criteria

CE.EFL.5.11. Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner.

- Using an online digital tool such as Workflowy to map out the most important ideas from a reading, and then adding appropriate subheadings to each section of the text.

- Completing a KWL chart about a text.

- Underlining interesting facts in a text and then doing a little research on the topic.

- Using an interesting idea from a text to inspire extra research on a topic.

- Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.)

- Putting paragraphs in a text in the correct order.

- Underlining the cognates in a short text.

- Skimming online reference web sites for ones that have the information needed for a research project.

- Scanning a text for the main characters.

- Reading about a topic and then identifying reference materials and sources that could be used to find out more information.

- Using a list to choose the best sources for finding information on a topic.

- Reading texts from different subject areas and choosing the best title for each.

- Underlining main ideas from texts and then using them to write questions the learner has about the topic.

- Reading a short text about a topic, watching an accompanying video clip and then listening to someone talk about the topic, in order to write a summary of what is understood.

- Identifying the correct format for an academic text. (Example: an opinion piece, a research article, a biography, etc.)

- Finding online resources that can be used for a range of research projects.

- Scanning a text for the answers to pre-reading questions.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.3.2.** Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.3.9.** Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.

How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions. **I.2.** We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	**I.EFL.5.11.1.** Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life. **S.3.** We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	**CEFR: B1.2.** Topics: All topics

● ⋯⋯ Evaluation criteria

CE.EFL.5.12. Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Thinking of questions about a topic and then using the Internet and other sources to find the answers.

- Recommending an informational web site to another learner.

- Creating a class list of reliable sources of information and publishing it online or displaying it on a poster in class.

- Reading two articles on the same topic and recording discrepancies in the information.

- Comparing and contrasting the opinions of two experts on a topic of personal interest.

- Identifying unreliable resources on the Internet.

- Using a rubric to evaluate a print or online resource.

- Using a rubric to assess the validity of a web site, according to one's academic needs

- Reading about a topic and then identifying reference materials and sources that could be used to find out more information.

- Using a list to choose the best sources for finding information on a topic.

- Reading a range of texts from subject areas and finding and defining common themes across content areas. (Example: for a text about social media and one about art, learners notice that artists are using social media to help them promote their work and reach larger audiences, etc.)

- Printing out the results of a search and having learners discuss which results seem the most appropriate and why.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.3.4.** Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.3.5.** Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.3.6.** Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.
	EFL 5.3.7. Detect complexities and discrepancies in information presented in both print and online references and resources.

How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	**I.EFL.5.12.1.** Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	**CEFR: B1.2.** Topics: All topics

Curricular Thread 4: Writing

● ⋯⋯ Evaluation criteria

CE.EFL.5.13. Produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

• Posting a comment to a classmate's writing on a class blog.

• Doing extended or free writing on a class blog.

• Writing an email to a friend recommending a movie you've seen.

• Watching a short video and writing a description of what you saw or how it made you feel, then comparing ideas in pairs.

• Writing a blog post about your future plans.

• Creating an online invitation to a class event.

• Watching a video about a natural disaster and writing a blog entry asking for people to help with donations.

• Making a poster for a school campaign to increase awareness about earthquake safety.

• Looking at a map or GPS and writing the directions to get from one place to another.

• Making a video blog to record comparisons and ideas from class lessons.

• Researching and writing a short paragraph about a new topic and using appropriate references to support your ideas.

• Writing a letter to your future self. (Example: to give advice about how to treat kids your age, to explain your favorite things at this time in your life, etc.)

• Making posters in small groups of new phrases and expressions in order to display in the classroom.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.4.6.** Produce emails and blog posts describing personal experiences and feelings.
	EFL 5.4.8. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.4.9.** Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL.5.13.1.** Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	
J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	**CEFR: B1.2.** Topics: All topics

●······ Evaluation criteria

CE.EFL.5.14. Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Recommending a web site to another learner.

- Finding a variety of online references to practice a grammar structure, then recommending the best one to the class.

- Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class.

- Reading an online restaurant review and identifying common linguistic features, such as use of adjectives and opinions. Learners use the same features to write their own review of a movie they've seen.

- Collaborating on a brainstorm through the use of an online bulletin board such as padlet.com.

- Using GoogleApps to revise and edit student work both as a class and in pairs.

- Adding pictures to a group presentation.

- Creating a group presentation using biteslide.com.

- Finding a reliable source to back up a statement.

- Identifying statements that use exaggeration or hyperbole (rather than true facts) to sway the reader's opinion. (Example: *Every animal on Earth will become extinct if we don't do something about the environment soon*, etc.)

- Identifying the best resources for a writing project in pairs.

- Using a list of criteria in order to evaluate a web site.

- Analyzing three different types of dictionaries (e.g., online, English-English, English-Spanish) and giving reasons for using each.

- Choosing the best type of dictionary to use for a writing project and giving your reasons for the choice.

- Recommending a reference article to a friend, giving specific reasons for the recommendation.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.4.1.** Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.	**EFL 5.4.2.** Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.4.4.** Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	**I.EFL.5.14.1.** Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	**CEFR: B1.2.** Topics: All topics
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.	

● Evaluation criteria

CE.EFL.5.15. Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit.

- Completing an online graphic organizer in order to help plan a piece of writing.

- Using an app such as **Popplet** to complete an outline for a writing topic.

- Reading a text and using a checklist to talk about how it is organized. (Example: *Is there a title? Does it have an opening sentence?,* etc.)

- Recording synonyms and antonyms of words in the margins of reading texts.

- Writing new words and phrases in a vocabulary notebook and then writing a text using three words from your vocabulary notebook.

- Writing a brochure about your opinion on a topic and underlining examples of persuasive language.

- Watching a video about a controversial topic and writing a short essay agreeing or disagreeing with the content presented.

- Exchanging writing in pairs in order to make suggestions about things that could be improved.

- Reading an article and underlining examples of evidence the author gives to support his/her position, then writing a similar position piece while implementing your own examples and evidence.

- Reading a letter to the editor and evaluating the purpose and the effectiveness of the message, using a rubric. Then writing your own letter to the editor while using the rubric as a guide.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.4.3.** Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	**EFL 5.4.5.** Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.4.7.** Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.

How the objectives contribute to the exit profile	Indicators for the performance criteria
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information. **I.3.** We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL.5.15.1.** Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical. **J.1.** We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.	**CEFR: B1.2.** Topics: All topics

Curricular Thread 5:   Language through the Arts

● ······ Evaluation criteria

CE.EFL.5.16. Respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Writing a paragraph to describe the author's intention behind a work of art, story or song.

- Responding to a peer's writing by a video representation.

- Writing a short, fictional story about a teen's unusual vacation.

- Taking pictures to tell a story using a digital storyboard.

- Producing short, creative texts using digital storytelling.

- Converting a corner of the room into a writer's workshop, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.

- Using a checklist to mark off literary elements present in a text. (Example: setting, main character, title, etc.)

- Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.

- Using ICT to research about a topic of learners' choice and writing a short, creative story with the findings.

- Writing a poem or the verses of a song in small groups and performing it for the class.

- Searching for pictures on the Internet or in magazines in order to respond to a peer's writing.

- Listening to a song and inferring if it is happy, sad, etc. Giving reasons for the inference.

- Using a web site such as storybird.com in order to produce and share creative writing ventures.

- Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene.

- Reading a poem and sharing one's own interpretation.

- Rewriting a fairy tale from a modern point of view, using simple ideas and phrases or illustrations.

- Producing a video response in groups to a song sung in class.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity. **OG.EFL3.** Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.5.1.** Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately. **OG.EFL7.** Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)	**EFL 5.5.5.** Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.
How the objectives contribute to the exit profile	Indicators for the performance criteria
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint. **S.4.** We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people. **J.2.** Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	**I.EFL.5.16.1.** Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) **CEFR: B1.2.** Topics: All topics

● ⋯⋯ Evaluation criteria

CE.EFL.5.17. Demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing a chart with literary elements from a text. (Example: main character, setting, theme, etc.)

- Reciting a poem, using intonation and gestures to convey the meaning of the poem.

- Identifying a literary tradition from another culture or time period and finding an example of it to share with the class. (Example: haiku, blank verse, a couplet, etc.)

- Predicting the content of a story using the title and pictures.

- Summarizing the main idea of a song.

- Underlining the words in a text that influence the reader.

- Participating in a performance, such as a lip-synching contest or play, and using nonverbal and body language to emphasize comprehension of the subject.

- Miming the actions in a song and then singing along.

- Using feelings and gestures to read a dialogue.

- Reading a class dialogue in three different ways. (Example: reading it as if you were angry, then as if you were sad, and then as if you were extremely bored, etc.)

- Appropriately exhibiting surprise, joy, sadness, etc., in a conversation.

- Brainstorming features and conventions of a genre and then reading an example in order to locate each one. (Example: a fantastical creature in a science fiction story, rhyme in a song, a prince and princess in a fairy tale, etc.)

- Underlining and discussing examples of implied meanings in a short poem.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	**EFL 5.5.2.** Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	**EFL 5.5.3.** Identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts.
OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	**EFL 5.5.4.** Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.	**I.EFL.5.17.1.** Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	**CEFR: B1.2.** Topics: All topics

● Evaluation criteria

CE.EFL.5.18. Use a range of criteria to evaluate and recommend literary texts to others, and recognize how chosen criteria affects evaluation.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

• Using a checklist to evaluate the work of a performing artist, then recommending his/her work to a peer.

• Using a rubric as a model to write one's own rubric.

• Analyzing three different rubrics and discussing how each one might influence the way it is evaluated.

• Discussing how visual presentation can change your response to a literary text. (Example: listening to a song and then watching the video and discussing how/if your response changed, etc.)

• Sharing learners' stories in pairs or small groups and choosing to represent some through a role play.

• Watching different videos in pairs and writing notes on what is interesting, then working with another pair to determine which video was better and why.

• Reading a classmate's writing and offering a positive observation.

• Underlining literary elements in a peer's text and then comparing them to those in one's own writing.

• Selecting the best criteria from a list in order to evaluate a song or poem.

• Brainstorming your favorite free time activities, then selecting and recommending one for a peer in a video blog.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	**EFL 5.5.10.** Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.5.6.** Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	
How the objectives contribute to the exit profile	Indicators for the performance criteria
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.	**I.EFL.5.18.1.** Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	
J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.	
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	**CEFR: B1.2.** Topics: All Topics

● ······ Evaluation criteria

CE.EFL.5.19. Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.

Methodological orientation for evaluation criteria

- These performance criteria could be evaluated by:

- Using a rubric to evaluate a class project.

- Evaluating and assessing the effectiveness of group work by answering a set of questions. (Example: *Who always participates? Who gets the things the group needs? Who asks good questions?,* etc.)

- Selecting desirable behaviors for group work from a list and reaching a consensus as a group for the three most important.

- Writing a checklist in pairs to use to evaluate another group's project.

- Searching the Internet for illustrations and examples of effective group collaborations and then sharing why they are effective. (Example: *In this picture, they are sitting in a circle. One person is talking and everyone else is listening*, etc.)

- Discussing rules and norms for a group project before the project begins. (Example: *Don't interrupt others, Do your work on time, Don't make negative remarks*, etc.)

- Participating in teambuilding activities. (Example: board relay races, finding things in common, reaching a consensus, etc.)

- Comparing answers in pairs in order to help each other understand errors or concepts.

- Teaching a story, grammar point, vocabulary word or topic to a group of peers.

- Writing the instructions for a DIY project and making the project as a class.

- Assigning roles for a group project. (Example: deciding who is secretary, who is the organizer, who makes the artwork, etc.)

- Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class.

- Creating a poem-of-the-week or story-of-the-month club where learners choose the text and take turns leading the discussion.

- Reflecting on the effectiveness of the group's work after a project and deciding what changes need to be made in order to improve on the next project.

- Participating in classroom games in which problem-solving as a team is important.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	**EFL 5.5.7.** Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.
	EFL 5.5.8. Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 5.5.9.** Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).	

How the objectives contribute to the exit profile	Indicators for the performance criteria
I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.	
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	**I.EFL.5.19.1.** Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)
S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.	
S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.	
S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.	
J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.	**CEFR: B1.2.** Topics: All Topics
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

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

6. Glossary

Affective filter: This term was coined by Stephen Krashen. Learners do not digest everything they are taught. Some features are digested, while others are "filtered" out, depending on affective factors such as motivation, attitudes, emotion and anxiety. Krashen suggests that in order for learners to learn better, teachers should try to reduce the affective filter (which acts as a wall to block learning) by reducing negative emotional and motivational factors such as feelings of anxiety, boredom, fear, etc. and instead make learning fun, enjoyable and low-anxiety.

Affective response: A response concerned with learners' feelings, beliefs and attitudes.

Assimilation: This occurs when a sound becomes identical with or similar to a neighboring sound. In other words, the sound is influenced by a sound that comes before or after it, thus changing its original sound and melting into a new one. An example of assimilation is the pronunciation of *handbag* in rapid speech as /hæmbæg/.

Authentic: This term refers to texts, tasks and material taken from the real world, created and produced for native speakers of the language, and not manipulated or adapted for learning purposes.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher's direct instruction.

Brainstorming: The process where learners work together freely to contribute their ideas on a topic or subject in order to generate additional ideas and thoughts.

CEFR: The Common European Framework of Reference for Languages

Clay animation: A process using clay figures that are moved and then filmed using stop action animation to create a lifelike look.

CLT: Communicative language teaching, an approach to language teaching which emphasizes communication through interaction and the introduction of authentic texts in the learning classroom.

Coherence: The logical organization and development of a theme in writing.

Cohesion: Ways in which sentences are linked or combined in order to produce a unified text. Some examples of cohesive devices are use of repetition, transition words and pronouns as referents.

Collaborative writing: Writing which is worked on and produced by more than one person.

Cooperative learning: A teaching method in which learners are placed in small groups of different levels and given a task to complete together. Some examples of cooperative learning tasks include jigsaw activities and information gaps. Co-operative learning has been shown to improve intergroup relations, especially among culturally and linguistically diverse learners.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Elision: This occurs when an unstressed vowel or syllable is omitted when speaking, such as occurs in contractions: *I'm, she's*, etc.

Extended listening: Listening for enjoyment. Listening for overall meaning rather than worrying about understanding specific details or grammar.

Extensive listening: Listening for gist, or the overall, global meaning of a longer, spoken text.

Extensive reading: Reading for pleasure.

Flipped classroom: A pedagogical approach in which teachers move the direct instruction segment of the class to the individual learning space (e.g., watch a video lesson about the topic as homework), and use the class time to do more interactive and dynamic activities with the teacher present.

Freewriting: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

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

Global awareness: A frame of reference that embodies tolerance of cultural differences and knowledge of cultures, history and global economic, social and political trends.

Global education: An approach that fosters cross-cultural awareness, cooperation and understanding.

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

Graphic organizer: A graphic organizer is a type of visual support used to express knowledge, concepts, thoughts and ideas and the relationships between them. Examples of graphic organizers are: concept maps, knowledge maps and story maps.

Information gap activity: A type of activity where learners must fill in missing information, with each learner holding a part of the information that the other learner does not have. Learners communicate with each other in order to obtain the information they are missing and be able to complete the task.

Intensive listening: Listening for specific information and details.

Jigsaw activity: A **cooperative learning** technique where learners work in groups to teach each other something. Each individual learner is assigned one part of the task and must become the expert on it in order to teach the other members of the group.

Journal writing: Writing in a journal in order to practice freewriting, express thoughts and reflect. The learners receive feedback from the teacher on a regular basis.

KWL chart: A graphic organizer used to activate background knowledge. It consists of three columns. In the first column, learners write what they *know* about the topic. In the second column they write what they *want* to know about the topic. Finally, they read the text, and in the third column they write what they *learned* about the topic.

Learner-centered: Also known as student-centered, this refers to the approach in which the focus is on the learners as opposed to the teacher. In a learner-centered classroom, students' goals, needs and interests are given priority and the teacher becomes a facilitator of learning rather than a director of learning. In learner-centered classes, learners are actively involved and spend more time talking than the teacher.

Learning logs: A record of one's responses to learning challenges. In a learning log the learner records, structures, reflects upon, plans and provides evidence of his/her own learning.

Outlining: The process a writer uses to categorize main points, organize paragraphs into a logical and cohesive order and make sure that each paragraph/idea can be fully developed. It essentially provides a map of where the writer will go with the essay.

Process writing: An approach to writing in which learners work through the various stages of the pre-writing, writing and revision and editing stages.

Rapport: The relationship and connections established between two or more people, especially a harmonious or sympathetic relationship.

Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Recall: The ability to bring a memory of a past learning event to mind.

Repair strategies: Strategies used by learners in order to resolve conversational problems in speaking, hearing and understanding. Some examples of repair strategies are: asking for clarification, requesting a translation or definition and making a request for repetition.

Scaffold: A technique teachers can use in order to help support student learning. Some examples might be providing visual support for a text or breaking a larger task down into more manageable parts that can be completed separately.

Scanning: A reading strategy that involves looking for a specific fact or piece of information in a reading text, without having to read everything.

Schema: A learner's previous, background knowledge. It considers what learners know about a topic before they come to class. Current learning theory builds from the fact that we construct meaning by connecting new learning to old learning.

Self-correct: The ability to correct or compensate for one's own errors, without outside help.

Self-monitor: The ability to observe and regulate one's behavior in order to accommodate social situations.

Semi-authentic: A text created primarily for language learners, based on original language materials but adapted to fit curricular needs.

Skimming: A reading strategy that involves looking for the main ideas in a reading text, without reading everything.

SQ3R reading strategy: A reading comprehension strategy that helps learners think about the text they are reading during the reading process. The five steps are: Survey, Question, Read, Recite, Review.

Stop action animation: An animation technique that physically manipulates an object and then films it so that it appears to move on its own.

Storyboarding: Most commonly a visual sketching out of the plan for a video

project that demonstrates plot and events through a sequence of pictures. Storyboarding may also be used to plan a piece of writing or an audio project.

Teacher talk: Everything the teacher says; the time the teacher is speaking. It is recommended that teacher talk in the EFL classroom be kept to a minimum, and that it be clear and use simple vocabulary.

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

21st century skills: A term used to refer to a broad set of knowledge and skills, such as digital literacy, collaboration and critical thinking, which are believed as essential for thriving in today's rapidly changing, globalized world.

7. References

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