Universidad Austral de Chile

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Escuela de Pedagogía en Comunicación en Lengua Inglesa

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Communicative Language Teaching (CLT) in the Chilean curriculum framework of English for elementary levels

Seminario de titulación para optar al grado de licenciado en educación y profesor en lengua inglesa.

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Valdivia – Chile
2008

Dedicated to our families. They have given us their unconditional support to successfully finish this important stage of our lives.

Abstract

Communicative language teaching (CLT) is an approach to language teaching and learning that views language as a dynamic resource for the creation of meaning (Nunan, 1989). Taking into account this definition, the aim of this paper is to report the views of CLT in the Chilean curriculum framework of English for elementary levels (Decree 240, Mineduc programs of English, Progress map). Based on a documental research, this paper demonstrates that the teaching/learning of English in Chile is devoted to develop students' receptive skills by means of instrumental uses of the foreign language.

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I. Introduction

English is by now an international language that has been recognized as a lingua franca all over the world (Crystal, 1997). This assertion involves different implications for the educational agenda because it is the path for international communication.

In Chile, English has been taught since 1811 (Farías, 2000) and this process has undergone different changes. At present, English is taught as a compulsory subject from fifth grade in elementary school. What are the foundations for the teaching of English in Chile according to the national curriculum of English for elementary levels (decree 240, OFCMO and programs of study)? Does the national curriculum of English for elementary levels support the same purpose or goal? Is communication a fundamental goal in the national curriculum framework of English for elementary levels?

Communicative language teaching (CLT) is an approach to language teaching that aims at learning language through meaning and interaction (Nunan 1989, Littlewood 1981). Taking into account this definition, our primary objective is to establish a connection between communicative language teaching and the English Curriculum framework for elementary levels. A documental research will be carried out to achieve this purpose. According to Bernal (2006) a documental research mainly depends on the information that is obtained from documents which give references about a reality or a fact (p.110). This author points out that the purpose of this type of research is to establish links, differences, and points of views about a defined topic (Bernal, 2006: 110)

This paper is organized from general to specific terms. First of all, the research question will be stated as well as the objectives of the study. A general description of the teaching of English in Chile will be provided so as to set the context for the research

question. Afterwards, the literature review will be presented by stating the main points and principles of the CLT theory. Then, the research methods will be named and explained for carrying out the research. Next, the analysis of the English curriculum framework will be done by contrasting the documents (English Programs of English, the Fundamental objectives and the Progress map) with the CLT theory. Finally, the results will be presented and discussed.

II. The teaching of English in Chile: a general description

English has been taught in Chile since the National Institute was opened to the community in 1811 (Farías, 2000). Since that time the teaching of English as foreign language in the country has changed considerably due to the importance of the language and the teaching methods supported by the Ministry of Education (Mineduc). In 1998 a new EFL curriculum was implemented in the Chilean educational system. English became a compulsory subject from the fifth grade in elementary school up to the twelfth grade in high school. This new EFL curriculum emphasizes the development of receptive skills (listening and reading). According to McKay (2003) "40 percent of the English curriculum is to be devoted to developing reading comprehension, 40 percent to listening comprehension, and 20 percent to speaking and writing" (p, 141). She also mentions that "the Ministry believes that an emphasis on receptive skills reflects the local English needs of Chilean youngsters" (McKay, 2003: 141). In this sense, the purpose of learning English in Chile is related to instrumental uses (access to information from the web or understand spoken English from native speakers, TV programs, etc)

1. English Opens Doors (EOD) Program

In 2003 the government implemented the English Opens Doors (EOD) program to support the teaching of English in Chile. One of the primary goals of the EOD program was to determine the English level of the students in the eighth grade in elementary school and in the twelfth grade in high school. In order to reach this goal, eleven thousand students from 299 schools (public, subsidized and private schools) along Chile were tested on listening and reading skills in 2004 by the University of Cambridge (ESOL examinations).

The test consisted of sixty questions; forty were devoted to test reading comprehension and twenty to test listening comprehension. Eighth and twelfth graders were given the same test.

As it was previously mentioned, the main purpose of the test was to know the English level of the students according to the ALTE (Association of Language Testers in Europe) categories. ALTE is divided into six levels of English proficiency. The following chart describes them in detail.

Figure 1. ALTE levels description

NIVEL ALTE		DESCRIPCIÓN GLOBAL DE HABILIDADES EN INGLÉS
Breakthough		Comprende y usa expresiones cotidianas y frases muy básicas para satisfacer necesidades concretas. Solicita y entrega información sobre aspectos personales. Participa en interacciones sencillas cuando el interlocutor habla en forma pausada y clara.
ALTE 1: Waystage user	Nivel esperado al término de 8º Básico	Comprende oraciones y expresiones de uso frecuente relacionadas con aspectos personales, familiares y del entorno. Describe aspectos de su vida y entorno en términos simples. Realiza tareas de rutina sencillas que requieren de un intercambio simple y directo de información sobre temas conocidos.
ALTE 2: Threshold user	Nivel esperado al término de 4 º Medio	Comprende las ideas principales de textos orales y escritos sobre temas que conoce y enfrenta generalmente en su trabajo, estudios y tiempo libre. Maneja la mayoría de las situaciones que pueden surgir en un contexto de habla inglesa. Produce textos simples y coherentes sobre temas conocidos. Describe experiencias, hechos y explica brevemente sus opiniones y planes.
ALTE 3: Independent user	Nivel mínimo esperado para un profesor de inglés	Comprende las ideas principales de textos orales y escritos complejos sobre temas concretos y abstractos, incluyendo discusiones técnicas en su especialidad. Interactúa con un grado de fluidez y espontaneidad que posibilita la interacción con hablantes nativos de inglés. Produce textos orales y escritos claros y detallados sobre un amplio rango de temas y explica sus puntos de vista.
ALTE 4: Competent User		Comprende un amplio rango de textos orales y escritos extensos y complejos, reconociendo significados implícitos. Se expresa con fluidez y espontaneidad sin mayor evidencia de estar buscando la expresión precisa. Usa el idioma con flexibilidad y efectividad para fines sociales, académicos y profesionales. Produce textos orales y escritos claros, detallados y bien estructurados sobre temas complejos, demostrando un dominio de patrones de organización y coherencia.
ALTE 5: Good User		Comprende con facilidad prácticamente cualquier texto oral o escrito. Resume información de distintas fuentes orales y escritas, reconstruyendo argumentos en un discurso coherente. Se expresa con espontaneidad, mucha fluidez y precisión, diferenciando matices de significado incluso en las situaciones más complejas.

Source: http://www.ingles.mineduc.cl/destacado-det.php?idd=99

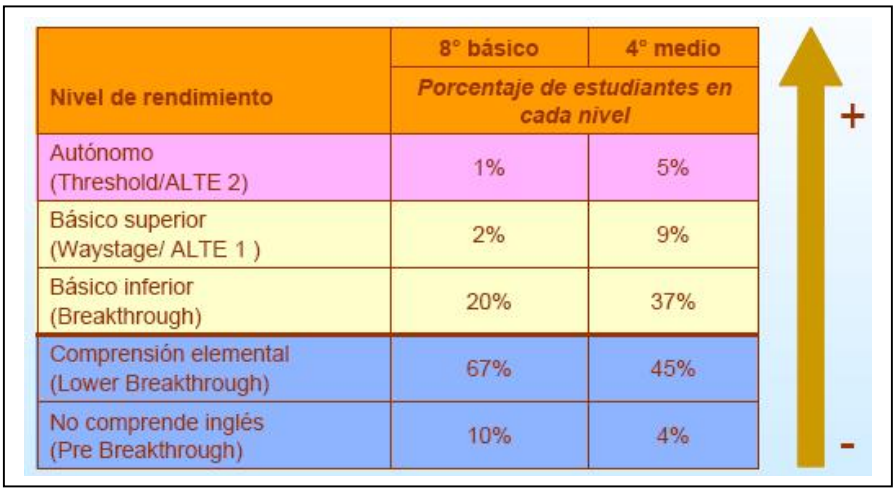
The results of the test showed a deficient English proficiency compared with ALTE levels. Therefore, the University of Cambridge had to create two new lower levels for the Chilean reality which were (a) Lower Breakthrough, and (b) Pre Breakthrough.

Figure 2. English test results

Source: Taken from test de diagnóstico de inglés 2004:5

In the following chart it is clearly stated that students of eighth and twelfth grade have less than a basic level of English.

Figure 3. English test results



Source: Taken from test de diagnóstico de inglés 2004:6

III. Research objectives

The results of the test show that the aim of the Mineduc programs of English for developing students' receptive skills was not completely achieved. There are some reasons for justifying this result. One of them refers to the actual teaching practices in the classroom and the other reason refers to the activities proposed by the Mineduc Programs and its language focus (linguistic or communicative focus). According to McKay (2003) "before the educational reform in 1998, teachers were encouraged by the Ministry of Education to use Communicative Language Teaching (CLT) methods" (p, 143). Then, it is necessary to ask: what are the approaches that the Mineduc supports for teaching and learning English? Are the current programs of English supporting communicative methods to teach and learn the language? Are the listening and reading skills developed communicatively in the Mineduc programs of English? What are the similarities, differences, links and relationships between CLT and the English curriculum framework for elementary levels from fifth to eighth grades?

These questions constitute the core of the present research. The main objectives of this paper are:

General Objective:

- To report the views of CLT in the Chilean curriculum framework of English for elementary levels (Decree 240, Mineduc programs of English, Progress map).

Specific Objectives:

- To look into the teaching learning process of English as a foreign language (EFL) from a communicative point of view.
- To describe the Chilean curriculum framework of English (Decree N° 240, programs and progress map) in terms of its purpose and function in the curriculum..
- To analyze the Chilean curriculum framework of English (Decree N° 240, programs and progress map) from a communicative perspective of the teaching learning process of a foreign language.

These objectives state the scope of the research which includes the description of the CLT theory and the English curriculum framework for elementary levels with their later analysis. This research does not intend to propose a new framework for the teaching of English in Chile, but it just presents the current state of the national teaching policies for English as a foreign language contrasted with the CLT theory.

The Ministry of Education has set two specific goals; by 2013 students will have achieved in the eighth grade a language proficiency level equivalent to ALTE 1 and in the twelfth grade a language proficiency level equivalent to ALTE 2. (English Opens Doors program, 2004). These goals are extremely important for the purpose of this research. First of all, it is crucial that the Mineduc programs of English are based on communicative teaching methods in order to reach the ALTE levels by 2013. And second, it is necessary the presence of coherence and relationship between each element of the curriculum

framework (Decree N° 240, Mineduc programs of English for elementary levels and the progress map) with communicative language teaching.

In order to analyze the Chilean curriculum framework it is necessary to establish a sequence of analysis. First, to determine what CLT is and how it can be adapted to the Chilean context and local needs. Second, to define the research methodology to guide the study and third, the description and the analysis of the curriculum framework will be carried out. Finally, the results, the discussion as well as the conclusions will be explained for a better understanding of CLT in Chile.

IV. Literature Review

1. Communicative Language Teaching (CLT): General Considerations

The communicative language teaching theory, procedures and practices have been discussed for almost thirty years by teachers, linguists and experts on education. There is no single framework to understand CLT. However, there is a common path for understanding the origin of this approach. Hymes (1972) was the first person to talk about communicative competence; later on Canale and Swain (1980) perfect the term and categorize it into four levels, then Richards and Rodgers (1986) name some of the characteristics of language view as communication, afterwards Savignon (2002) outlines the essential components of a communicative curriculum. Respect to the procedures and activities there is a broad range of authors who have discussed types of communicative activities (Pulston & Bruder 1976; Littlewood 1981; Nunan 1989; Savignon 2002). For the purposes of this research and taking into account this element (bibliographic saturation) of the CLT approach, two authors, Nunan and Littlewood, will be the referents for explaining what communicative activities are and how they are designed, created and implemented in the curriculum as well as in the classroom. The essential elements of communicative language teaching, definitions (theory) and procedures (activities) will be discussed and explained in the following paragraphs.

2. CLT: an approach or a method?

Communicative Language Teaching is a theory of language learning which started during the 1980s in England as a revolutionized view of the foreign/second language teaching process. It focuses the attention on learners and also on teaching the language by

using communicative activities rather than focusing the attention on form, structure and drills. At present, CLT continues to be a controversial theory especially in reference to teaching practices (Thompson, 1996). In relation to CLT there exist some definitions that must be clarified before following with the explanations and procedures of it.

For many years CLT has been misunderstood by teachers and that is one of the reasons why it continues to be a controversial issue for the educational field (Thompson, 1996). In the area of teaching and learning a foreign/second language there are two concepts that must be clarified and explained: *approach* and *method*. According to Liao (2000) "an approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p. 1). It is a theoretical and general outline to guide the teaching-learning process of language. Rodgers (2001) argues that "methods are held to be fixed teaching systems with prescribed techniques and practices". It is a step by step framework which leads the teaching-learning process. According to Richards and Rodgers CLT is "considered an approach rather than a method because it allows more variation and interpretation than most methods permit" (1986:83). Anthony claims that "within one approach, there can be many methods" (1963: 63). Therefore, CLT must be understood as a general outline for teaching a foreign or second language in which there are several methods (TPR, natural approach, suggestopedia, etc) that can contribute to develop students' communicative competence.

3. CLT and Communicative Competence

Communicative language teaching is an approach which aims at the goal of developing learners' communicative competence. Hymes (1971) claims that for

communicating it is necessary not only linguistic competence but also other aspects, specifically socio-cultural dimensions (p.274-86). Canale and Swain in 1980 categorize the term into four levels: grammatical competence (language structures), sociolinguistic competence (use of language in context), discourse competence (speech and writing) and strategic competence (ability to communicate messages).

4. CLT and language

Later on Richards and Rogers (1986:71) points out some of the characteristics of the communicative view of language:

1. language is a system for the expression of meaning
2. the primary function of language is for interaction and communication
3. the structure of language reflects its functional and communicative use

These characteristics of language as communication focus on meaning rather than on form and point out that learning or acquiring a language needs to be contextualized. As Nunan (1989) establishes “language is more than simply a system of rules. Language is seen as a dynamic resource for the creation of meaning” (p.12). Therefore, to learn or acquire a foreign language means to communicate messages and use the language to achieve real life tasks.

According to Widdowson (1978) in the CLT theory language is communication. He distinguishes between *language usage* and *language use. Language usage* refers to the structural aspect of grammar, phonetics and semantics. It means to generate correct sentences in terms of grammatical patterns and phonetic accuracy. *Language use* refers to

the use for sentences for achieving communicative purposes. The CLT theory supports the development of language use, because it focuses on conveying meanings.

5. CLT and errors

In the CLT theory, meaning is the main goal. The ability to communicate messages and be understood by other people is more important than getting a native-like accuracy in the language (Nunan 1989). Therefore, errors are part of the learning process of a language. Errors that interfere with communication and meaning are corrected through modelling, by pairs or by the teacher. According to Littlewood (1981) “errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills” (p. 94).

6. CLT methods

There are four communicative language teaching methods: TPR, suggestopedia, community language learning and the natural approach. Littlewood (1981) explains that these four methods “leave the learner the scope to contribute his own personality to the learning process” (p. 94).

Communicative Teaching Methods

As it was previously stated, communicative language teaching is more an approach rather than a method. In the CLT theory there are four methods which aim at teaching and learning a foreign language as communication. The following chart describes the main characteristics of these methods.

Figure 4. Communicative Teaching Methods

	Theory of language	Theory of learning	Objectives
Total Physical Response (TPR)	Structuralist, grammar-based view of language	L2 learning is the same as L1 learning; comprehension before production is imprinted through carrying out commands	Teach oral proficiency so that learners can communicate with native speakers.
Community language learning	Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from child like dependence to self-direction and independence.	No specific objectives. Near native mastery is the goal.
The Natural approach	The essence of language is meaning. Vocabulary not grammar is the heart of language.	There are two ways of L2 language development; acquisition-a natural subconscious process, and learning a conscious process. Learning cannot lead to acquisition.	Design to give beginners and intermediate learners basic communicative skills.
Suggestopedia	Rather conventional, although memorization of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state.	To deliver advanced conversational competence quickly.

	Activity types	Learner roles	Teacher roles
Total Physical Response (TPR)	Imperative drills to elicit physical actions.	Listener and performer, little influence over the content of learning.	Active and direct role "the director of a stage play" with students as actors.
Community language learning	Combination of innovative and conventional. Translation, group work, recording, transcription, reflection and observation, listening, free conversation.	Learners are member of a community. Learning is not viewed as an individual accomplishment, but something that it is achieved collaboratively.	Counselling / parental analogy. Teacher provides a safe environment in which students can learn and grow.
The Natural approach	Activities allowing comprehensible input, about things in the here-and- now. Focus on meaning not form.	Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication.	The teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose a rich mixture of classroom activities.
Suggestopedia	Initiatives, questions and answer, role plays, listening exercises under deep relaxation.	Must maintain a passive state and allow the materials to work on them (rather than vice versa)	To create situations in which the learner is most suggestible and present materials in a way most likely to encourage positive reception and retention. Must show authority and confidence.

Source: Taken and adapted from Nunan 1989, p. 194-5.

7. Communicative Activities

Liao (2000) points out that language should be learned through use and through communication. He also establishes that communicative activities aim at communicative competence (p. 8). Different authors have defined different types of communicative activities. Paulston and Bruder (1976:60-79) classified communicative activities into four types taking as a main referent the learning goals: social formulas and dialogues, community-oriented tasks, problem solving activities and role plays. Prabhu (1987: 46-7) divides information gap activities into three types; information gap activity, reasoning gap activity and opinion gap activity. These diverse classifications of communicative activities have as their main goal to promote learner's acquisition of the language by getting involved in the learning process as well as by recognizing the activities as useful for their lives. Despite these distinctions of communicative activities two authors: Littlewood (1981) and Nunan (1989) will be the referents for reaching the goals of this research.

7. 1 Littlewood Communicative activities: some general considerations

a) Purposes of communicative abilities

According to Littlewood (1981), there are four main purposes of communicative activities. The first purpose is that communicative activities provide "*whole-task practice*". These kinds of activities allow the learner not only to practice the linguistic forms of the language (part-skills), but to practice the linguistic forms plus their use in context (whole-task practice). The second purpose of these activities is that *they improve motivation.* The learner's motivation is increased if they see how the classroom environment helps them to achieve their language learning successfully. The third purpose of communicative activities

is that *they allow natural learning*. Learning a language only takes place if the learner is involved in using the language for communication inside and outside the classroom. The last purpose of these activities is that *they create a context which supports learning*. Communicative activities provide a comfortable environment where there are positive personal relationships between learners. It also helps to "humanize" the classroom; it is not seen a completely artificial context. (1981: 17).

b) The teacher's role in communicative activities

Littlewood (1981) states that the teacher's role in communicative activities is less dominant than traditional classrooms, but not less important (p. 19) In this sense, the teacher is available as a *source of guidance and help* when the learners cannot agree on any point or when they need some advice for language items to use in the activities. Also, the teacher becomes an important *psychological support* mainly when there are students with difficulties to learn and use the target language. In addition, the teacher is a *monitor* of the students' strengths and weaknesses which can be practiced or reinforced in controlled pre-communicative activities without missing the link to the communicative activities. Furthermore, he encourages the students to use that target language all the time without resorting to their mother tongue. In conclusion, the teacher can maintain his role inside the classroom by not being dominant, but by being a source of guidance and stimuli for learners from inside the classroom.

c) Pre – communicative activities

The purpose of pre-communicative activities is to give learners fluent control of the linguistic forms of the language in order to produce acceptable language. (Focus on linguistics forms to be practiced)

d) Communicative activities

The purpose of the communicative activities is to increase students' communicative competence. It starts by defining the intended meaning, selecting the appropriate language forms and producing them fluently. (Focus on meaning to be conveyed)

e) Functional communicative activities

According to Littlewood (1981) the main purpose of the functional communicative activities is that "the learner uses the language they know in order to get their meaning across as effectively as possible" (p. 20). These activities make the learner to find a definite solution or decision. They mainly involve the use of language to share information (problem solving activities). Within the functional communicative activities there are four main activities;

i) *Sharing information with restricted cooperation*. This activity produces the simplest patterns of interaction though activities in which one group (pair) has information that the other does not have and must discover

ii) *Sharing information with unrestricted cooperation*. This activity follows the same structure of the previous activity, but in this case the learners cannot see each other's picture.

iii) *Sharing and processing information.* In this activity the learner share, discuss and evaluate information in order to solve a problem.

iv) *Processing information.* In this type of activity the learner must discuss and evaluate decisions in order to solve a problem. (1981: 22-37).

f) Social interaction activities

Littlewood (1981) states that social interaction activities give a more defined context to use language, the speaker not only has to use language effectively, but also has to take into account the social context in which the interaction is taking place. The context clearly affects the language choice of the learner; it has to be effective language as well as appropriate for the social context.

The classroom as a social context

Littlewood mentions that the classroom is usually seen as an artificial context for using the target language, however, it can also be an authentic context for communication. (1981: 44) The teacher and the students are constantly interacting with each other creating a real authentic environment for learning. As Littlewood says people acquire basic communication skills with their immediate surrounding (family) and develop them in later life through a variety of social situations. (1981: 44).

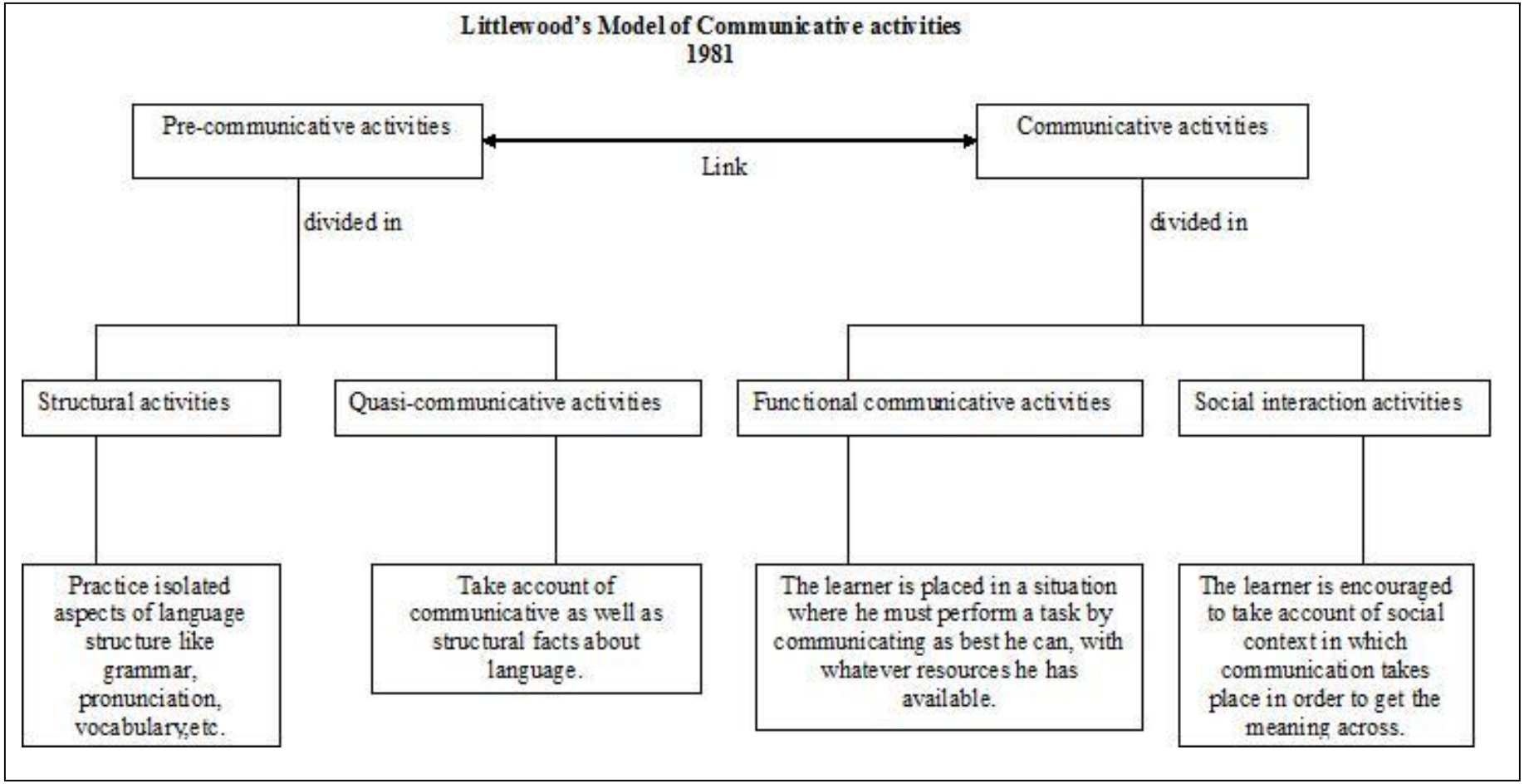
Littlewood describes four approaches in order to exploit the classroom as a social context; (a) using the target language for classroom management, (b) using the target language as a teaching medium, (c) conversation or discussion sessions, and (d) basing dialogs and role-plays on school experience. (1981: 45)

These approaches make the learner communicate in the foreign language in order to accomplish the classroom tasks. The use of the target language inside the class is necessary for language learning, however, it can make the learners to feel less motivated and frustrated in using the foreign language. In this sense, the activities and the language use has to be adapted to the linguistic capability of the learners to understand and use the target language. The complexity of the activities increased as they gain enough linguistic and communicative skills.

Simulation and role-play:

- Role-playing controlled through cued dialogues (1981:52-60) Control
- Role-playing controlled through cues and information
- Role-playing controlled through situation and goals
- Role-playing in the form of debate or discussion
- Large scale simulation activities
- Improvisation Creativity

Figure 5. Littlewood's Model of Communicative activities



Source: Taken and adapted from Littlewood's (1981) and Nunan's (1989) activities.

7. 2 Nunan Communicative Activities

a) Communicative Tasks

Nunan (1981) states that CLT aims at developing the learner's communicative competence by making use of meaningful activities. These meaningful activities can be labelled as tasks. According to Nunan (1989) a communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form" (p. 10).

b) Real life tasks vs. pedagogic tasks

Nunan (1989) makes an important distinction between tasks referred to real life setting (communication) or tasks referred to pedagogic purposes (rule practice). He suggests that communicative tasks must support the practice of real life language in real life situations, because in this way the learning process will be meaningful and useful for learners.

An example of a real-world task may be:

- The learner will listen to a weather forecast and identify the predicted maximum temperature for the day.

Or

- The learner will listen to a weather forecast and decide whether or not to take an umbrella and sweater to school.

A pedagogic task may be:

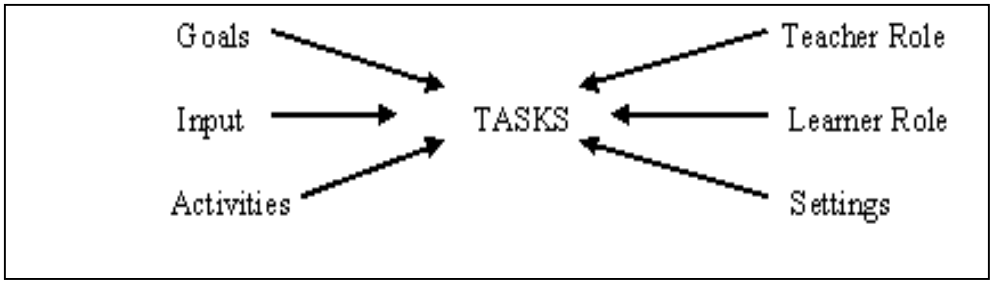
- The learner will listen to an aural text and answer questions afterwards on whether given statements are true or false

Taken from Nunan (1989: 40)

c) Tasks components

Nunan (1989) argues that to know whether a task is communicative or not it is necessary to analyse it in terms of: *goals, input, activities, teacher role, learner role and settings.*

Figure 6. **A framework for analysing communicative tasks**



Source: Nunan, 1989, p. 11

First of all, goals refer to the "intentions behind any given learning task" (Nunan, 1989, p. 48); they relate to the curriculum and also to the teacher's objectives.

Second, input refers to the data that reflect the start point of tasks (Nunan, 1989, p. 53). It is the materials which learners will work with in an activity. These materials/data can derive from a variety of sources (newspaper, news announcement, movies, books, street map, etc). He suggests that this material must be authentic (Nunan, 1989, p.54) so that students can be faced to real life language. Third, activities refer to the "what learners will actually do with the input" (Nunan, 1989, p. 59). Nunan (1989) proposes three categories for activities: *rehearsal for the real world* (activities that allow learner to practice real life situations by using real life language); *activities that promote skill getting* (controlled

practice activities) *or skill using (*transfer/ communicative activities); and *activities that promote accuracy* (teacher control, form) *or fluency* (learner control, meaning).

The fourth and fifth elements refer to the learner's and teacher's roles. According to Nunan (1989), the part that learners and teachers are expected to play in learning tasks as well as social and interpersonal relationships between the participants is defined as role" (p. 79). In the communicative curriculum learners have an active role; they are allowed to make errors as part of the learning process. Respect to the teacher role, he must act as a facilitator of the communicative process as well as a person who can negotiate meaning and share power with learners.

Finally, the last element of tasks refers to settings. Settings involve considerations for the classroom social organization (pair work, group work, etc) classroom arrangement (space, materials, etc). "Settings refer to the classroom arrangement implied or specified in the task" (Nunan, 1989, p. 91). Clearly, these components of task make it more suitable for ESL and EFL teachers to evaluate and redesign language activities in the classroom.

8. Savignon: shaping a communicative curriculum

Savignon (2002) argues that the basic role of CLT "is to prepare students to cope with the rapidly changes toward a more global society" (p.3). She claims that a theory of language teaching needs to be focused on learner, meaning, developing learners' ability to actually use the language for communication and elaborating the program goals in terms of

functional competence. Taking into consideration these characteristics of CLT, she has defined five elements of a communicative curriculum. These elements refer to language arts, language for a purpose, my language is me, theatre arts and beyond the classroom. (Savignon, 2002:4-5-6)

Language Arts/ language analysis: This element focuses on formal accuracy (syntax, morphology and phonology.

Language for a purpose/ language experience: this element focuses on meaning. She states that teachers must give learners opportunities for meaningful language use.

My language is me/ personal English language use: this element refers to students' identity. The main focus is to give learners opportunities to develop their identity in the second or foreign language and not impose a native-like accent or a defined way of communicating.

You be …, I'll be …/ theatre Arts: This element suggests that teachers must create real life experiences in the classroom to practice the language like role play, simulations and pantomime.

Beyond the classroom: this element is related to the use of English in real life setting. Therefore, teachers must prepare students for using English in their context outside the classroom (e.g. read web pages)

Savignon (2002) argues that these elements are essential to shape a communicative curriculum. Clearly, they are focused on the structure of language (language arts), students' identity (my language is me), language for communication (language for a purpose) and its use in real life (beyond the classroom, and theatre arts).

9. CLT and Chilean context

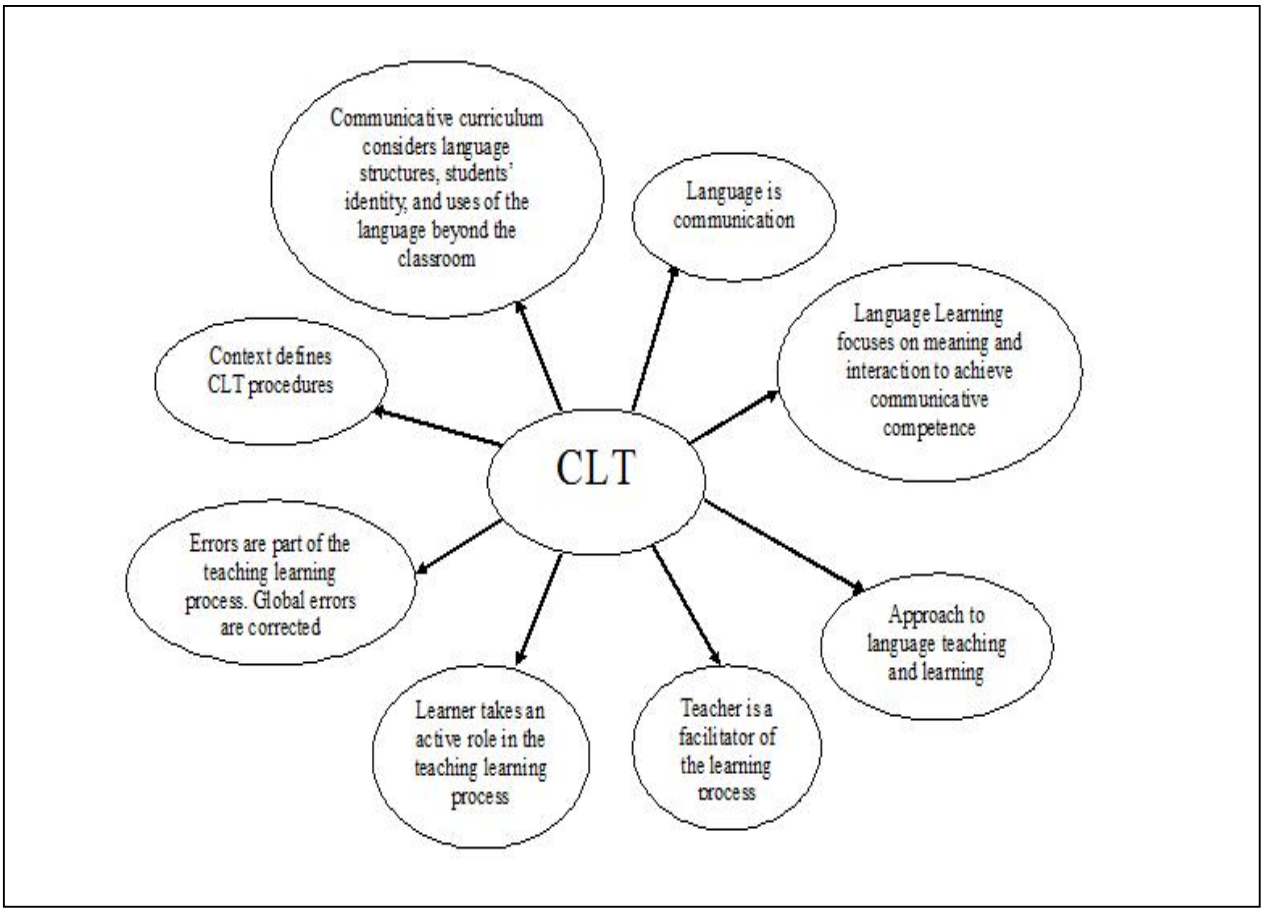
Communicative Language teaching has been labelled as an imported methodology from English speaking countries (Hoa, 2005). Clearly, it was developed in those places but in an EFL context it has to be adapted to the local needs (Savignon 2002, Liao 2000, and Hoa 2005). Chile is a foreign language context where English has some special uses for people. Therefore, what is the Chilean need for learning English? What are the foundations of the Chilean EFL curriculum framework for elementary school? Are they based on communication? Do they support real life situations or pedagogic practice?

The Mineduc points out that the emphasis for learning English as a foreign language is based on the development of receptive skills (listening and reading). According to the Mineduc (2002) the justification for this assertion is linked with the uses that English has for Chilean people: read web pages and/or listening to native speakers. Then, the need for using English in Chile is devoted to instrumental purposes but not to communicative goals. However, in the ALTE levels the majority of the levels descriptions is related to productive skills (describe, name, exchange information and participate in simple social interactions). These functions correspond to breakthrough and ALTE level 1. Certainly, it is possible to say that there is a contradiction between what the curriculum framework establishes and what the ALTE levels suggests. One (OFCMO and Mineduc Programs of English) has as a primary concern the development of receptive skills and the other one (ALTE levels) focuses on both receptive and productive skills.

At this point, it is necessary to start analysing the Chilean curriculum framework for elementary levels. In order to achieve this goal the research methodology will be described in the following paragraphs.

10. CLT Principles: Summary

Figure 7. CLT Principles: Summary



V. Research Methodology

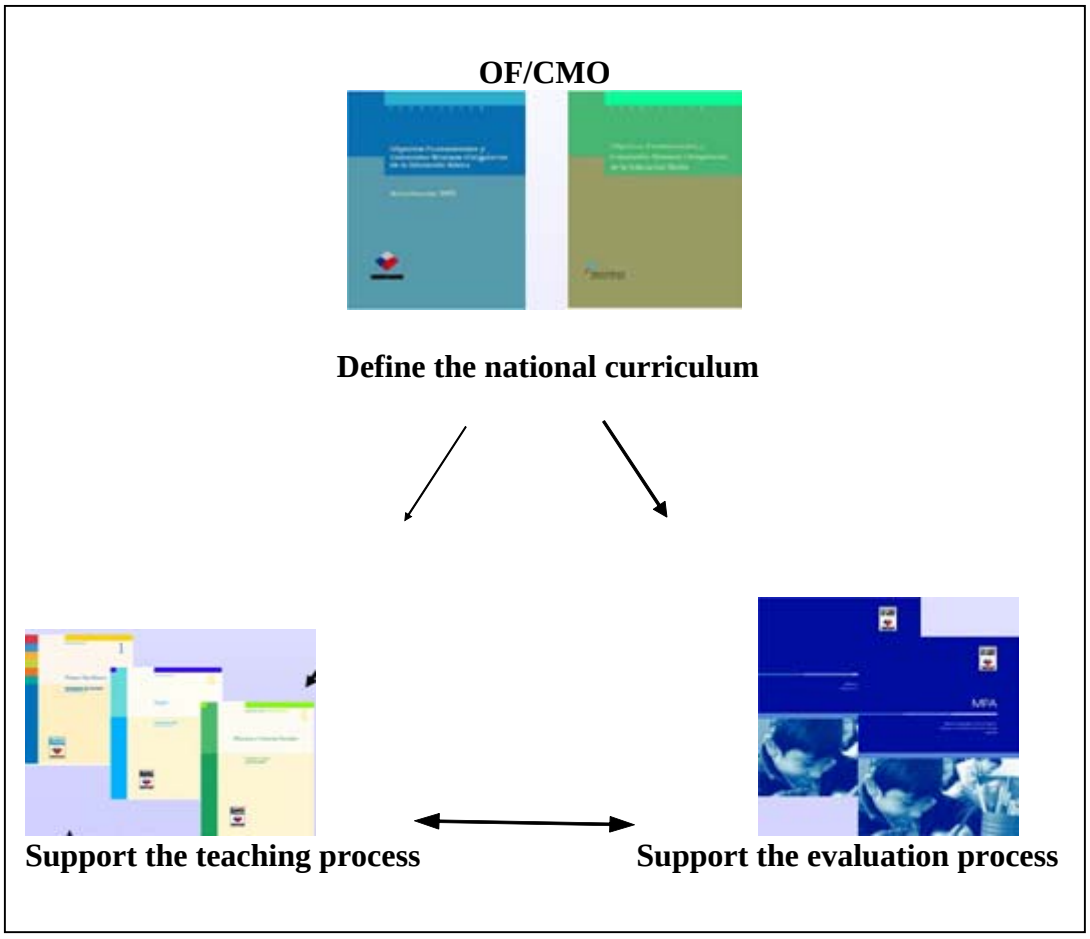
As it has been stated the main point of the study is to find a connection between communicative language teaching and the Chilean curriculum framework of English for elementary levels. This objective states that the present study is a documental research. According to Bernal (2006) the documental research consists of analyzing written information about a defined topic in order to establish relationships, differences, stages, points of views or the current state of knowledge related to the study[1] (110).

The documents that will be analyzed correspond to the Chilean curriculum framework of English for elementary levels which includes the decree 240, the programs of English for elementary levels and the progress map.

The following diagram shows the main elements of the curriculum framework of English. The three elements support each other in order to carry out the general objectives of the curriculum.

[1] La investigación documental consiste en un análisis de la información escrita sobre un determinado tema, con el propósito de establecer relaciones, diferencias, etapas, posturas o estado actual del conocimiento respecto del tema u objeto de estudio (Bernal, 2006: 110)

Figure 8. Elements of the English curriculum framework



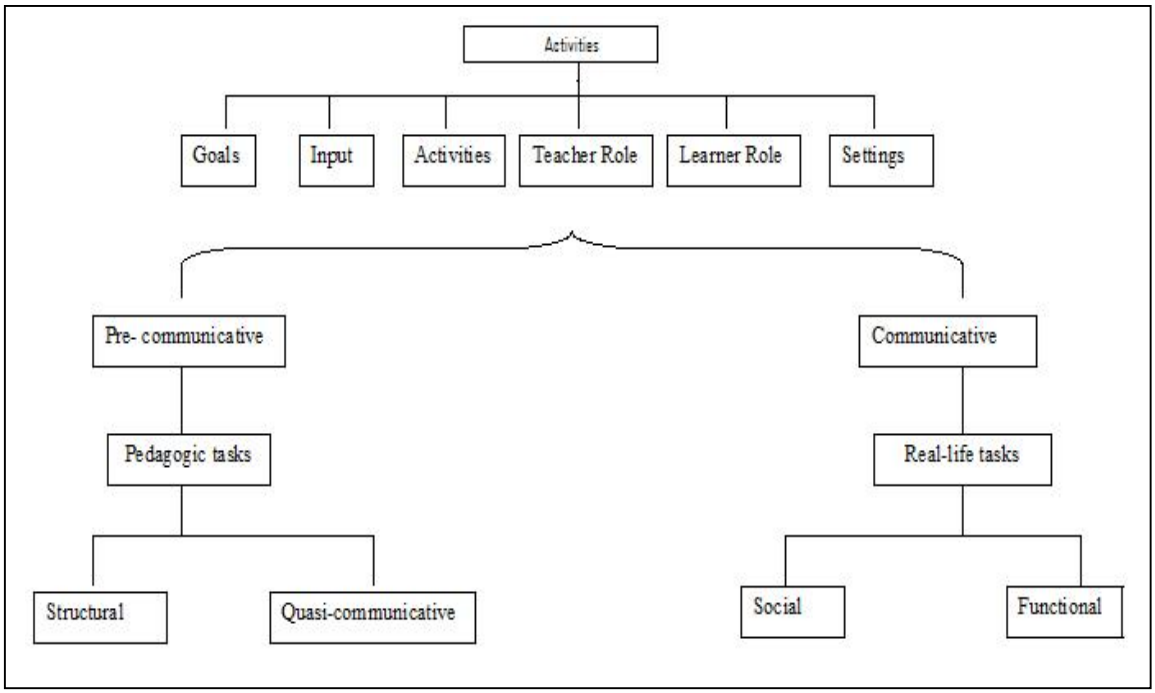
Source: Mineduc 2007 (pdf)

This purpose will be achieved by following a defined route. Each part of the Chilean curriculum framework will be described and then contrasted with the CLT theory.

Firstly, the decree 240 which establishes the fundamental objectives and the compulsory minimum contents for elementary levels will be described in terms of its purpose as well as its function in the curriculum. Then, the objectives described in the decree 240 will be analyzed according to its final goal.

Secondly, the Mineduc programs of English for elementary levels will be described by means of their purpose and function in the curriculum. Afterwards, the activities presented in the programs will be analysed with a pattern of analysis. This pattern of analysis will be designed by following two bibliographical references: Nunan 1989 designing tasks for the communicative classroom and Littlewood 1981 communicative language teaching. We have taken the main ideas of these authors to create the following pattern:

Figure 9. Elements for analysing the activities in the Programs of English



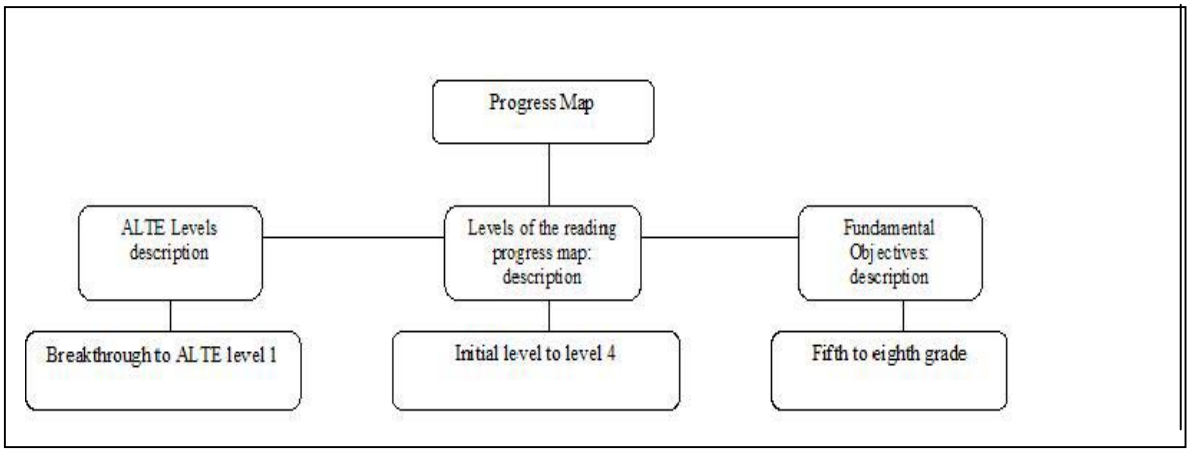
Source: Taken and adapted from Nunan's (1989) and Littlewood's (1981) activities.

In the first part of this scheme the task components are presented (Nunan, 1989). These components will determine whether the activities are pre-communicative or communicative.

The analysis will be carried out by selecting an activity for each language skill in each level of elementary school (fifth, sixth, seventh, and eighth grades). For example, in fifth grade an activity that focuses on listening comprehension practice will be analyzed following the scheme as well as an activity for reading, speaking and writing. The same process will be repeated in the four levels of elementary school. The activities will be selected at random. The results will be grouped into levels and also into language skills. It will facilitate their analysis.

Finally, the progress map will be described according to its purpose and function in the curriculum. It is necessary to mention that there is only a progress about reading comprehension. According to the Mineduc, the progress map for the other language skills will be presented gradually to the school community (Mineduc, 2007:3). The progress map of English has six levels but just the first three of them will be taking into account for this analysis. The reason that supports this decision is that the present research only studies the elementary levels which start in an initial level up to level 3. In order to analyze the progress map, a diagram will be designed to reach the purpose. This diagram will present the three initial levels of the progress map, the ALTE categories and the fundamental objectives for elementary levels.

Figure 10. Progress map analysis



Source: diagram created for research purposes.

This chart constitutes the base for analyzing the progress map. It gives a broader view of the progress map and other elements of the curriculum such as: the ALTE levels and the Fundamental objectives for elementary school.

The results of the analysis will be presented separated according to the following order: decree 240, programs of English for elementary levels and the progress map. The discussion will be stated globally according to some general findings. Finally, the conclusions will be established in relation to the research findings.

VI. Analysis of the Chilean curriculum framework of English

As it was previously stated, in this part of the paper the analysis of the Chilean curriculum framework of English for elementary levels will be established. The first element to be described and later analyzed is the decree 240.

1. Decree 240: general description

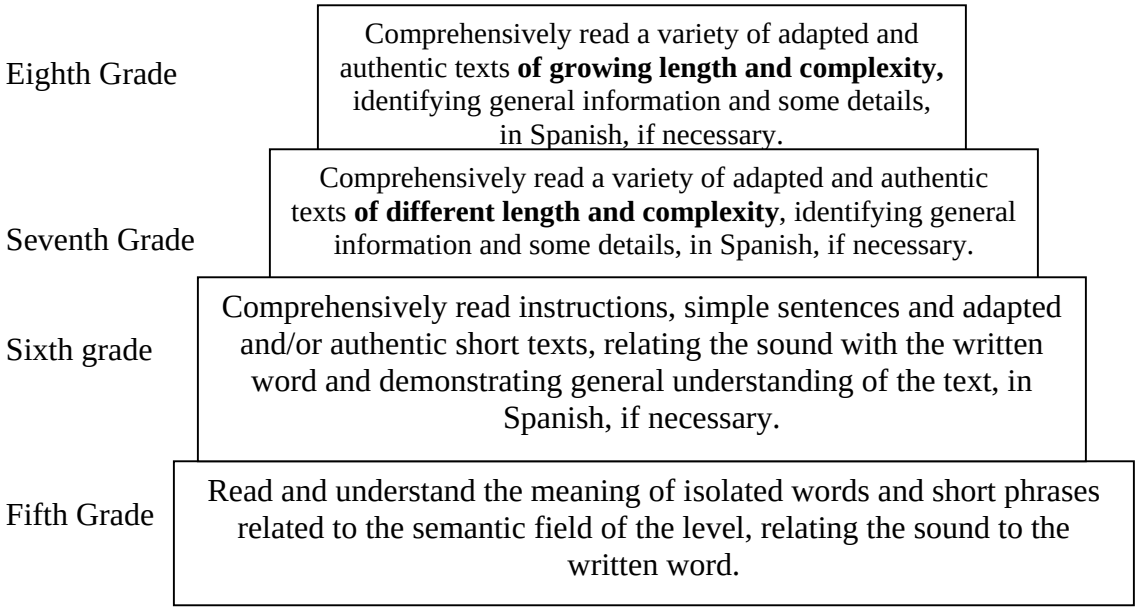
In the decree 240 there are two elements that are part of this document: the fundamental objectives (OF) and the compulsory minimum contents (CMO) for each subject of elementary levels

a) Fundamental Objectives (OF)

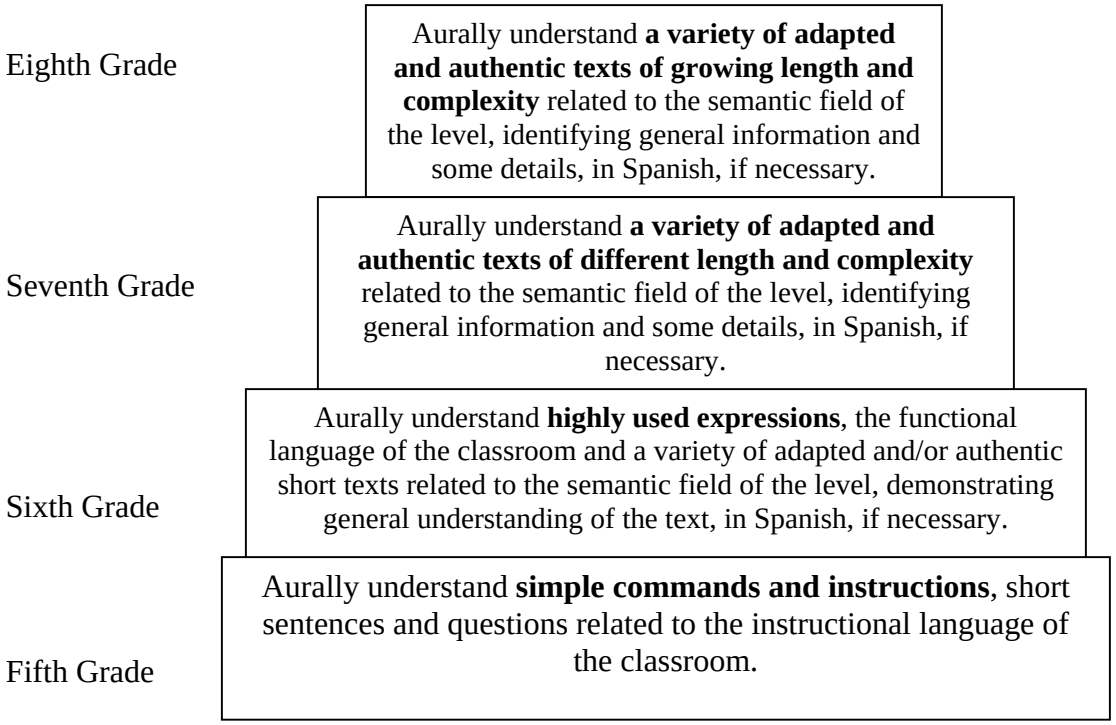
The OF are the competences that the students must achieve in a certain level. In English the competences are related to the development of reading and listening comprehension skills.

The fundamental objectives of English for elementary levels will be analyzed by stating their emphasis on the learning process of a foreign language. The objectives will be separately organized in a pyramid according to the language skill they are supporting. It will give a general view of their organization and focus.

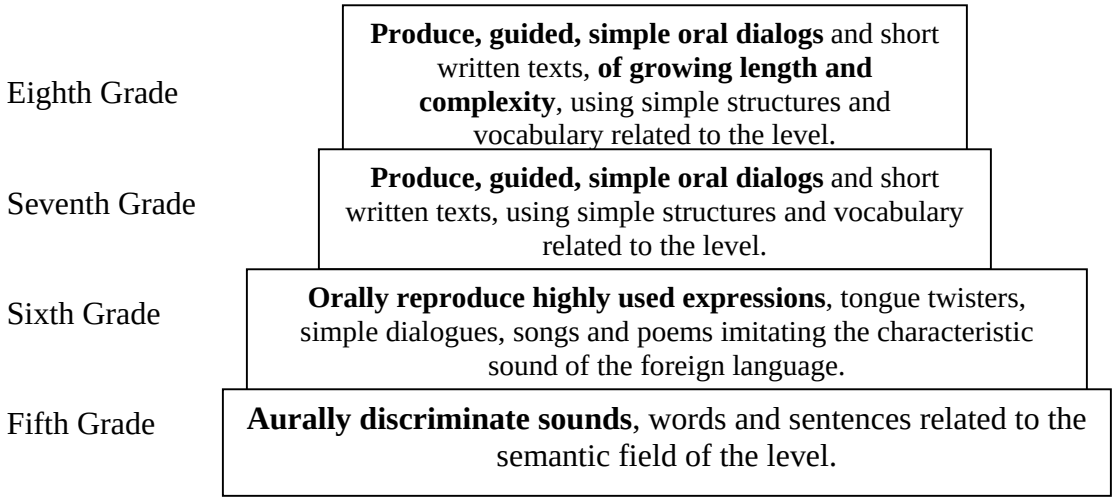
i. Reading comprehension objectives



ii. Listening comprehension objectives



iii. Speaking objectives



iiii. Writing objectives

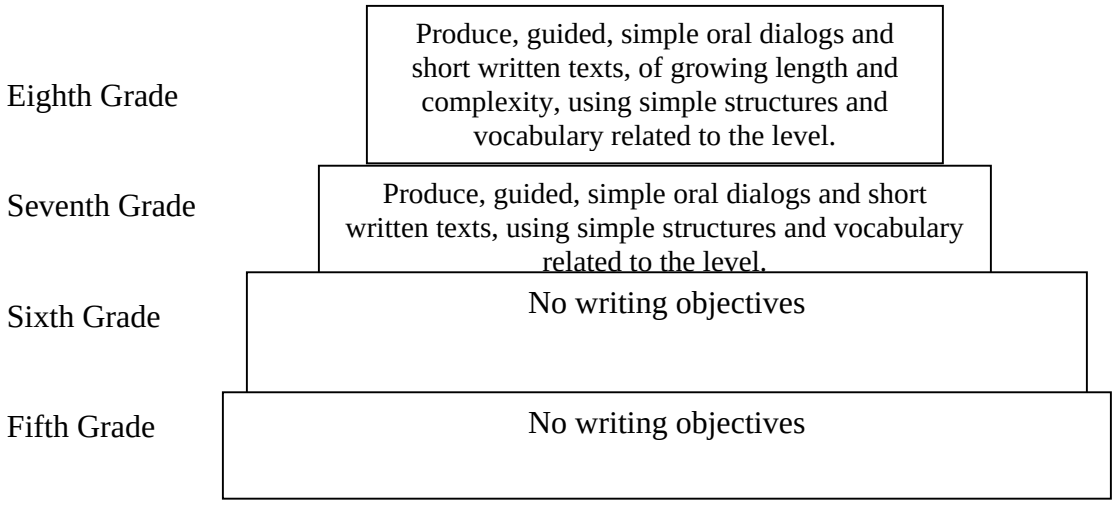
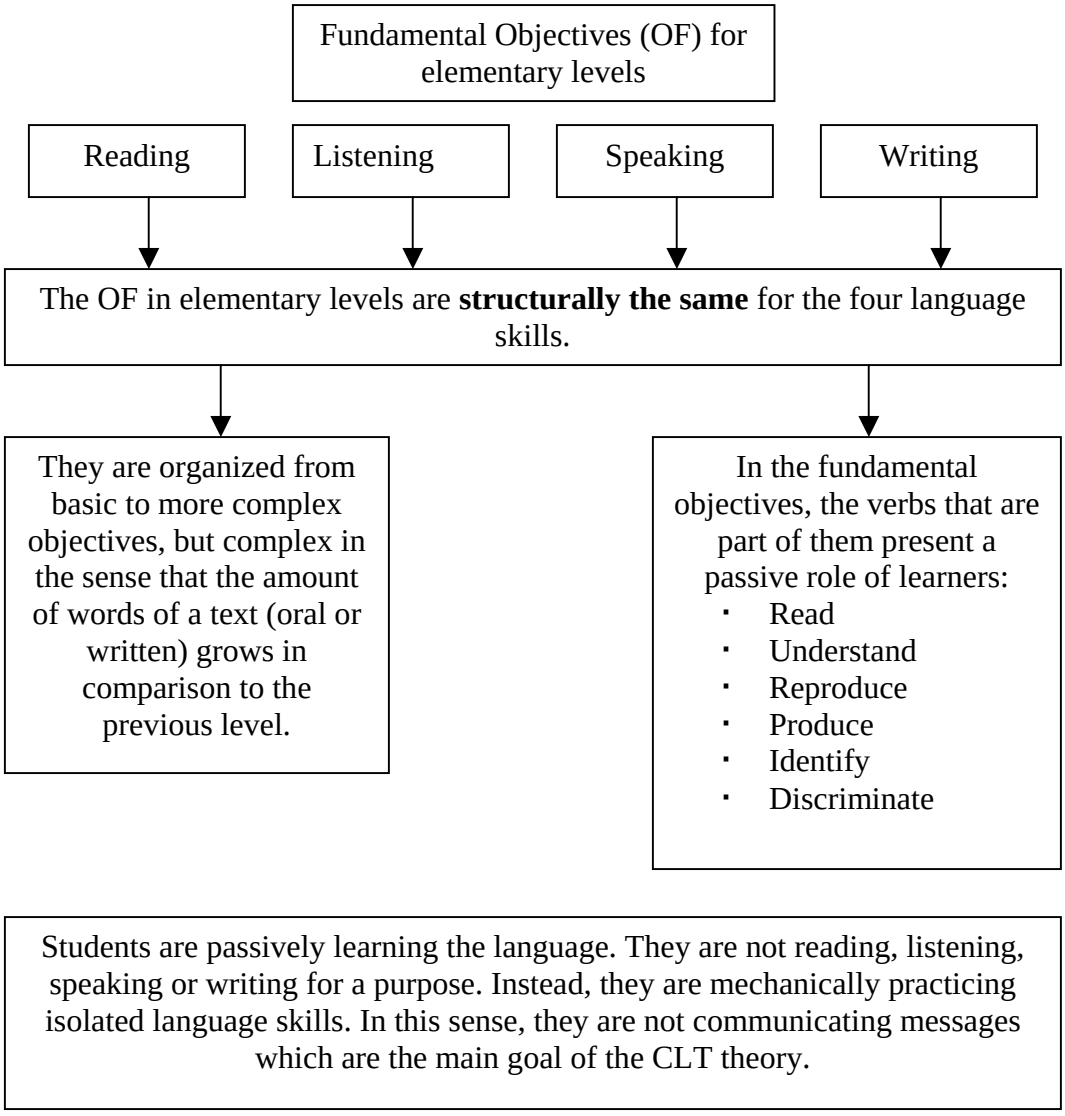


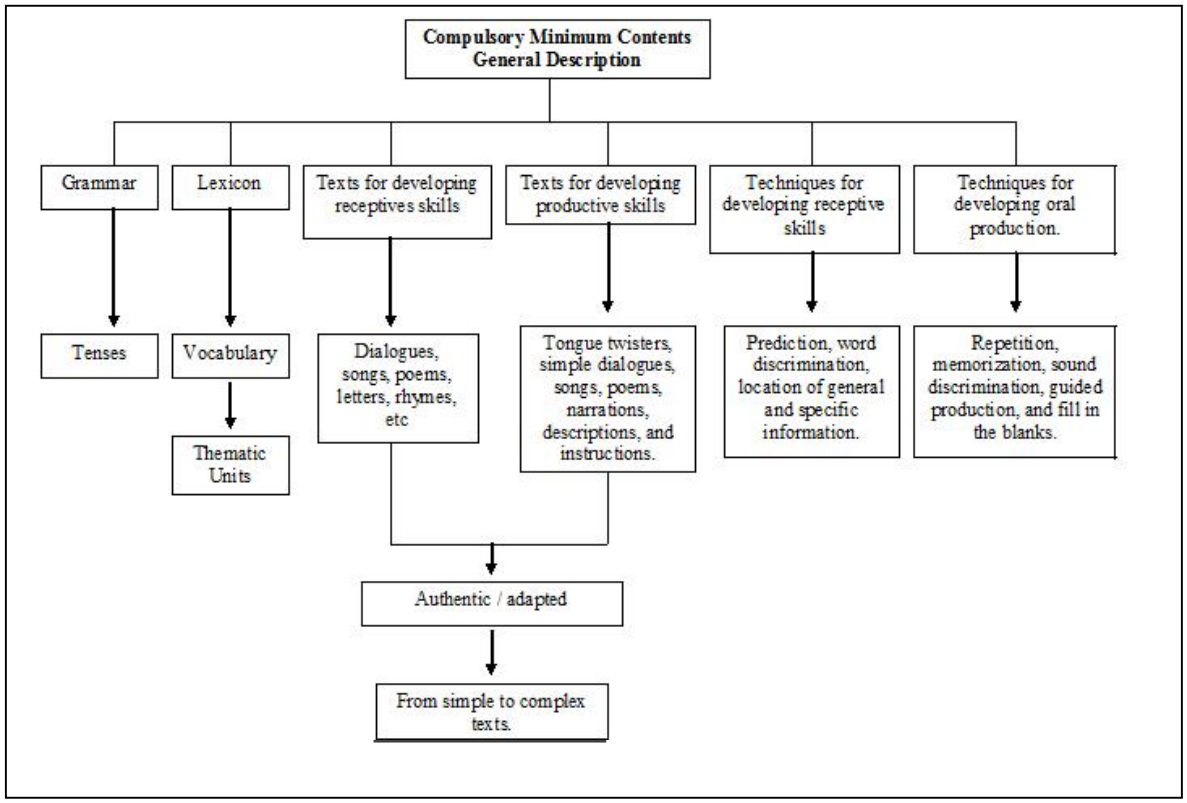
Figure 11. Fundamental Objectives (OF) for elementary levels



b) Compulsory Minimum Contents (CMO)

For the purposes of this research, a graphic organizer has been designed to describe the CMO presented in the decree 240 for elementary levels. This graphic organizer will set the context to further analyze the other elements of the curriculum framework.

Figure 12. Compulsory Minimum Contents general description



Source: diagram created for research purposes.

In this graphic organizer it is clearly stated that the CMO for elementary levels are arranged into six elements: grammar, lexicon, texts for developing receptive and productive skills, and techniques for developing receptive and productive skills.

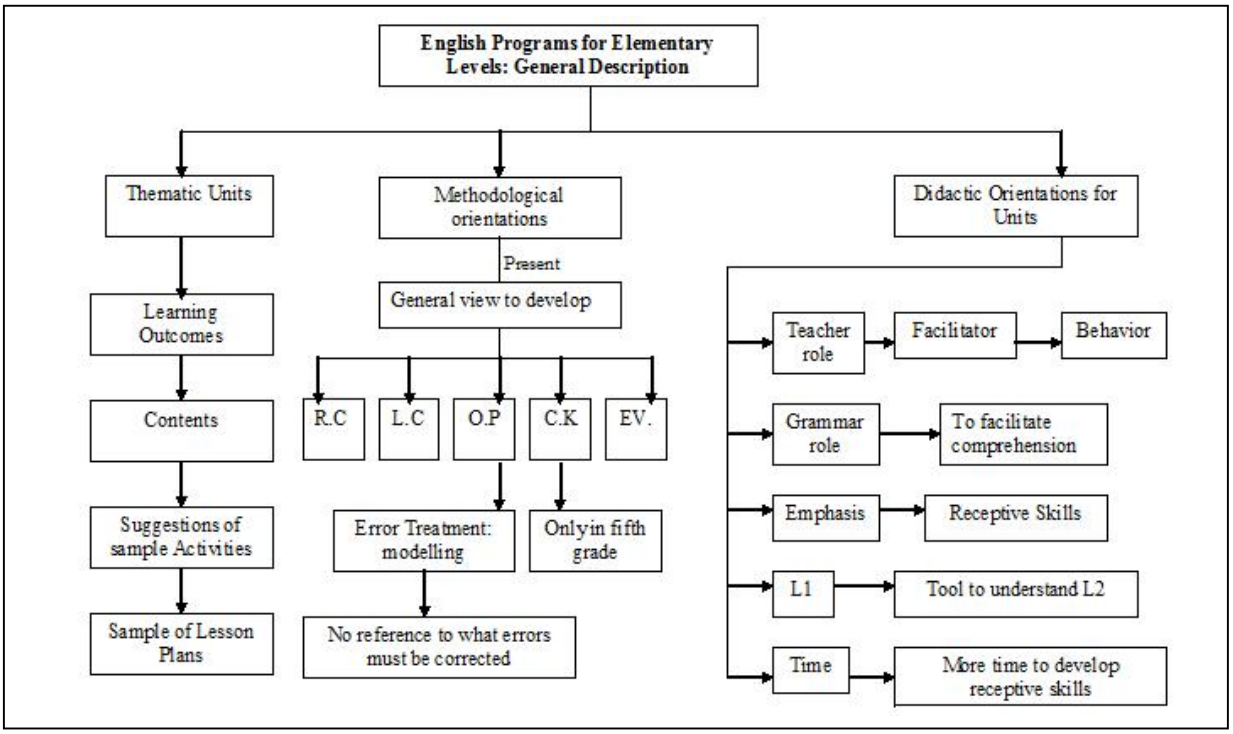
Each of these items presents the teacher the pedagogic route that s/he must follow during an academic period. It represents a determined sequence of the learning teaching process. The grammar topics that must be covered as well as the lexical items, the texts that students will be exposed to and the techniques that s/he must use to develop students English language skills.

2. Programs of English for elementary levels

The second element of the curriculum framework that will be analyzed corresponds to the Mineduc programs of English for elementary levels. The Mineduc programs of English present detailed descriptions of the pedagogical pathways to reach the goals of the OFCMO for elementary levels.

A graphic organizer has been designed to describe the Mineduc programs.

Figure 13. English Programs for Elementary levels
General Description



Source: diagram created for research purposes.

RC: reading comprehension
LC: listening comprehension
OP: oral production
CK: cultural knowledge
EV: evaluation

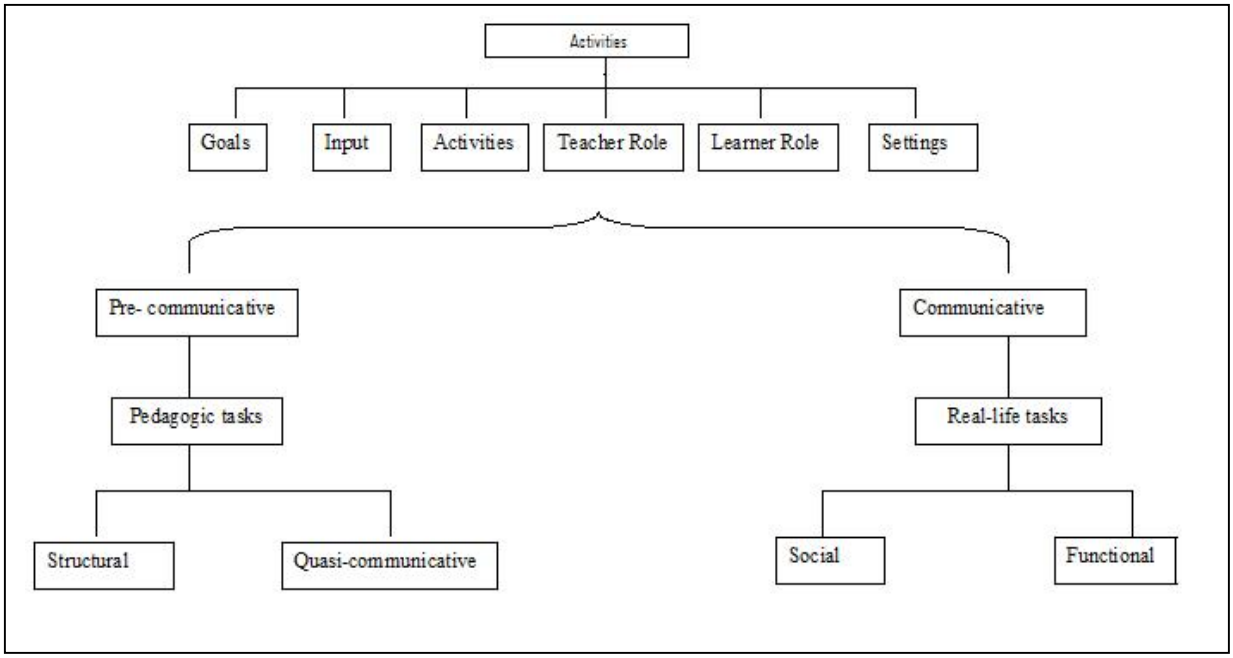
In the programs of English for elementary levels **the sample lessons** proposed by the Mineduc will be analysed. In order to achieve this goal, the activities will be analyzed according to two authors: Littlewood (1981) and Nunan (1989).

The analysis will be carried out by defining the elements of communicative tasks, then the activities will be classified between pre- communicative or communicative, afterwards the activities will be categorized by real life or pedagogic activities, finally the communicative activities will be classified between social or functional and the pedagogic activities will be classified between structural or quasi-communicative.

In order to analyse the activities and lesson plan suggested by the Mineduc, this research will select one lesson plan related to one specific skill for each level. For instance, in fifth grade the unit three will be analysed, this unit is devoted to reading comprehension.

The following scheme explains in more detail the categories for analysis of the activities.

Figure 14. Categories of analysis of the activities



Source: Adapted from Littlewood's and Nunan's ideas

a) Analysis of the activities for elementary schools

Fifth grade

Skill: Reading comprehension

Unit: 3 “At home”

Lesson Plan: The monster Family

PRE-READING Part 1

- 🕮 Goal: Exchange personal information.
- 🕮 Input: Pictures about students’ family.
- 🕮 Activities: Share their pictures and talk about their families.
- 🕮 Teacher role: Facilitator.
- 🕮 Learner role: Active
- 🕮 Setting: Classroom/ group work.

Final statement

The task is *communicative* because the students are prompt to talk about their families sharing personal information. This is a *real-life task* because the students talk about issues that take place in real life situations. However, it is impossible to classify this task into *functional/social interaction* since this activity does not specify whether the language the students use is their mother tongue or the target language.

PRE-READING Part 2

- 🕮 Goal: Get familiar with vocabulary related to family members.
- 🕮 Input: Teacher's instructions and the written flashcards.
- 🕮 Activities: Listen the pronunciation of vocabulary related to family members and associate the spoken word with the written one.
- 🕮 Teacher role: Instructor/active.
- 🕮 Learner role: follow teacher's instruction.
- 🕮 Setting: Classroom/ individual work.

Final statement

The task is *pre-communicative* because the students are practicing word discrimination. This is a *pedagogic task* because the students are not dealing with a real life situation. Finally, this task is *structural* since the students are practicing a partial language skill (sound discrimination).

READING

- 🕮 Goal: Check comprehension of the written text and practice of vocabulary.
- 🕮 Input: Written text called “The Monster Family”
- 🕮 Activities: Matching, make lists, classify information, and identify words.
- 🕮 Teacher role: Instructor
- 🕮 Learner role: participate in the activities as follower of the teacher’s instruction.
- 🕮 Setting: Classroom/ individual work.

Final statement

The task is *pre-communicative* because the students are practicing how to get information of a text by making lists, classify information, matching exercises, etc. This is a *pedagogic task* because the students are not dealing with a real life situation. Finally, this task is *structural* since the students are practicing a partial language skill (getting information from a written text).

Skill: Listening comprehension

Unit 2: “Our classroom, our school”

Lesson Plan: School objects

LISTENING

- Goal: Follow listening instructions.
- Input: Vocabulary of school objects through commands.
- Activities: Follow commands by imitating the teacher’s instructions.
- Teacher role: Guide.
- Learner role: Active as a follower of commands.
- Setting: Individual work.

Final statement

The task is pre -*communicative* because it is based on the TPR method. In this activity the students understand the language by doing the actions and only the foreign language is used. The TPR method prompts students to actively take part in the learning process. However, this type of activity supports pedagogic objectives because students are practicing a skill.

Skill: Speaking

Unit 3: “At home”

Lesson Plan: Do you know Mary?

SPEAKING

- ☺ Goal: Reproduce a chant with native-like pronunciation, intonation and rhythm.
- ☺ Input: Chant “Do you know Mary?
- ☺ Activities: Review vocabulary, listen to the chant, repeat the chant, and use body language.
- ☺ Teacher role: Guide.
- ☺ Learner role: Active as a follower.
- ☺ Setting: Individual work – classroom.

Final statement

The task is *pre-communicative* because it is based on drills practice. In this activity the students only reproduce what they are exposed to. Therefore, this activity supports pedagogic objectives because it is a non real-life situation due to the focus of the activity. This activity also can be classified as a structural activity because the students are practicing an isolated part of the language which is pronunciation.

Sixth grade

Skill: Reading comprehension

Unit 2: “Hobbies and sports”

Lesson Plan: “What do you collect?”

READING COMPREHENSION

- 🕮 Goal: Check understanding of a written text.
- 🕮 Input: Four texts of four lines each about hobbies.
- 🕮 Activities: Prediction of the topic through images.

  Introduction of vocabulary

  Read and confirm predictions

  Comprehend the text by doing matching exercises, choosing a title from a list, Ordering scrambled words

  Finish the lesson by creating posters about hobbies.
- 🕮 Teacher role: Facilitator
- 🕮 Learner role: Active
- 🕮 Setting: Individual work

<u>Final Statement:</u>

In this task there are some exercises that are *communicative* because they focus on the messages that the learner wants to communicate like in the first part when students

make predictions about the reading and also in the last part when they create a poster. However, the matching exercises the other two activities focus on skill practice. Therefore, the task is *pre-communicative* because it supports both communicative and structural practice. Consequently it is a *quasi-communicative task.*

Skill: Listening comprehension

Unit 3: Parties and celebrations

Lesson Plan: We are organizing our class party

PRE-LISTENING

- Goal: identify a general idea of the topic.
- Input: teacher's instructions.
- Activities: share information, predict the topic and recognize key vocabulary introduced by the teacher.
- Teacher role: motivator
- Learner role: from active to follower.
- Setting: Classroom/ individual work.

Final statement

The task is *pre-communicative* because the students are prompt to talk about their experiences in school parties, but they also have to pay attention to vocabulary. Therefore, this is a *pedagogic task* because the students have to recognize key vocabulary from a given text. Finally, this task is *quasi-communicative* since students have to focus on their background to the topic as well as the key words.

LISTENING

- Goal: check comprehension by getting specific information.
- Input: dialogue
- Activities: multiple choice and match pairs.
- Teacher role: facilitator.
- Learner role: participate in the activities as follower of the teacher's instruction.
- Setting: classroom/ individual work.

Final statement

The task is *pre-communicative* because the students are practicing how to get information from a recorded text, it is a controlled practice. This is a *pedagogical task* because the students listen to an oral text and answer questions afterwards on multiple choice and matching exercises. Finally, this activity is structural since the emphasis is on accuracy (correct answers)

POST LISTENING

- Goal: Practice vocabulary
- Input: Dialogue
- Activities: Classify vocabulary into two items (things to eat, and things to drink)
- Teacher role: Facilitator, the person who has the right answers.
- Learner role: Active but in a mechanical way
- Setting: classroom/ individual work.

Final statement

The task is *pre-communicative* because the students are practicing vocabulary items, it is a controlled practice. This is a *pedagogical task* because the students have to classify vocabulary into categories, there is no communicative purpose. Finally, this activity is *structural* since the emphasis is on accuracy (correct answers).

Skill: Speaking

Unit 4: Going on vacation.

Lesson Plan: Tongue twister

SPEAKING

- 🕮 Goal: Accurate pronunciation of the /b/ sound.
- 🕮 Input: Recorded tongue twister.
- 🕮 Activities: Relate the topic to students' knowledge.

  Listen to the tongue twister

  Read the tongue twister

  Repeat the tongue twister individually and in groups

  Draw a picture of the tongue twister
- 🕮 Teacher role: Model and guide.
- 🕮 Learner role: Oral and written tongue twister.
- 🕮 Setting: individual and group work.

Final Statement:

This task emphasises the practice of pronunciation which is one part of the language. As a result, it is a *pre-communicative activity* because it is focused on the *structural* aspect of language, not in communicating messages. In this sense, this activity supports accuracy and drill practice.

Skill: Writing

Unit 3: “Parties and celebrations”

Lesson Plan: “Mother’s day”

I.WRITING

- 🕮 Goal: Create a card.
- 🕮 Input: model to create a card.
- 🕮 Activities: Cut some piece of paper and follow instructions to create the card.
- 🕮 Teacher role: Guide.
- 🕮 Learner role: Active.
- 🕮 Setting: Individual work – classroom.

Final Statement:

This task is *communicative* because the students are actively engaged in the activity by creating a card for their mothers. Therefore, this activity can be classified as a *social interactional* activity because the students are prompt to write a message created by themselves for someone else.

Seventh grade

Skill: Reading comprehension

Unit 1: “The City”

Lesson Plan: “Greetings”

READING COMPREHENSION

- 🕮 Goal: Check understanding of an e-mail.
- 🕮 Input: e-mail about greetings.
- 🕮 Activities: Activate prior knowledge

  Understand key concepts

  Identify general information

  Identify specific information

  Classify information through diagrams and charts and classroom.
- 🕮 Teacher role: Facilitator
- 🕮 Learner role: Active but as a follower of instructions.
- 🕮 Setting: Individual work

Final Statement:

This activity is *pre-communicative* because it is based on skill practice such as skimming and scanning exercises. Consequently, it is a *structural* activity due to the absence of interaction and communication of messages.

Skill: Listening comprehension

Unit 2: “People and traditions”

Lesson Plan: “The Incas”

LISTENING

- Goal: Check comprehension of an oral text.
- Input: An oral text about the history of the Incas.
- Activities: Activate prior knowledge.

  Understand key words through pictures or illustrations.

  Identify general and specific information through true/false exercises and matching exercises.
- Teacher role: Active
- Learner role: Follower of the teacher’s instructions.
- Setting: Individual work – classroom.

Final statement

This activity supports pedagogic purposes because the students are practicing an artificial aspect of the language. In this sense, the activity is *pre-communicative* because it focuses on *structure* rather than communication.

Skill: Writing

Unit 1: The city

Lesson Plan: Time is gold contest.

*WRITING**

- Goal: Complete a dialogue following a given pattern.
- Input: Structured dialogue with some blank spaces.
- Activities: Complete the dialogue with their own information related to the pattern.
- Teacher role: Facilitator.
- Learner role: Active but controlled by the teacher.
- Setting: classroom/ pair work.

Final statement

The task is *pre-communicative* because the students are following a pattern to complete a dialogue, it is a controlled practice. This is a *pedagogical task* because students are practicing writing skills in an isolated form. Finally, this activity is *quasi-communicative* since the emphasis is on completing a dialogue by using own personal information related to the topic in a given situation.

*There is not any lesson devoted to writing in seventh grade, only some activities that are part of listening or reading lessons.

Eighth grade

Skill: Reading comprehension

Unit 1: “English and Culture”

Lesson Plan: “Nessie”

READING COMPREHENSION

- 🕮 Goal: check comprehension of a written text.
- 🕮 Input: written text about a legend
- 🕮 Activities: Activate prior knowledge

  Make predictions about the topic of the lesson

  Check predictions

  Create a title

  Answer wh-questions

  Matching and order sentences according to the text

  Identify the purpose of the text

  Review the use of transitions
- 🕮 Teacher role: active
- 🕮 Learner role: Follower of the teacher’s instructions.
- 🕮 Setting: individual work – classroom.

Final statement

The task is *pre-communicative* because the students are prompt to talk about their experiences in school parties, but they also have to pay attention to vocabulary. Therefore, this is a *pedagogic task* because the students have to practice a defined aspect of the

language. Finally, this task is *quasi-communicative* since students have to focus on their background to the topic as well as the key words.

Skill: Listening comprehension

Unit 1: English and Culture 1

Lesson Plan: "I so liked spring"

LISTENING

- Goal: check understanding of an aural text.
- Input: a recorded poem about spring.
- Activities: Make predictions about the recording from the title.

  Listen and confirm predictions

  Listen and find the main idea of the poem.

  Listen and orally answer questions about specific information.

  Identify the purpose of the text and share the information in English.

  Deduce the meaning of some words by the context.

  Find words with similar endings (rhymes)

  Memorize the poem.

  Share feelings about the poem with the rest of the class.
- Teacher role: active, he/she has the command of the class.
- Learner role: Follower of the teacher's instructions.
- Setting: individual work – classroom.

Final statement

The exercises proposed to check listening comprehension focus on sound discrimination and looking for general and specific information by answering questions. The last exercise is communicative because the students are creating meaning through language by expressing their ideas and feelings about the topic. In this sense, these activities are *pre-communicative* because students have to work some specific aspect of the language, except for the last activity. Therefore, it is a pedagogic task that is *quasi – communicative* because there is a mixture of pre and communicative activities.

Level: Eighth grade

Unit 1: English and Culture

Lesson Plan: At the airport

Skill: Oral production.

*I. SPEAKING**

- ☺ Goal: Produce a dialogue following a model given by the teacher.
- ☺ Input: dialogue given as a model.
- ☺ Activities: listen to the model (dialogue), identify model expressions related to give and ask for information, practice pronunciation of these expressions, repeat the model (dialogue) and role play (memorization) the dialogue by changing some information.
- ☺ Teacher role: Facilitator.
- ☺ Learner role: Active but controlled by the model given by the teacher.

- ☺ Setting: classroom/ pair work.

Final statement

The task is *pre-communicative* because the students are following a pattern to perform a memorized dialogue, they learn the model by heart changing some information and finally they have to reproduce it. This is a *pedagogical task* because students are practicing oral production in a guided format; students only memorize information and not communicate authentic meaning. Everyone in the classroom knows what every person will say or reproduce. Finally, this activity is *quasi-communicative* since the emphasis is on reproducing a dialogue by changing some words in a given situation.

*There is no a lesson devoted to speaking in seventh grade, only in some listening or reading lessons it is possible to find activities for oral production.

Skill: Writing

Unit 2: English and culture 2

Lesson Plan: The beaches of Mexico

I. WRITING

- ✍ Goal: write the endings of a given sentence to complete a poem.
- ✍ Input: an incomplete poem.
- ✍ Activities: Complete the sentences.
- ✍ Teacher role: Facilitator.
- ✍ Learner role: active in a controlled activity.
- ✍ Setting: Classroom / group work.

Final statement

This is a *pedagogical task* because students are practicing writing skills in a given pattern: present perfect sentences. Finally, this activity is *quasi-communicative* since the emphasis is on completing a poem by using own personal information related to the topic in a given situation.

Figure 15. Programs of English for elementary levels

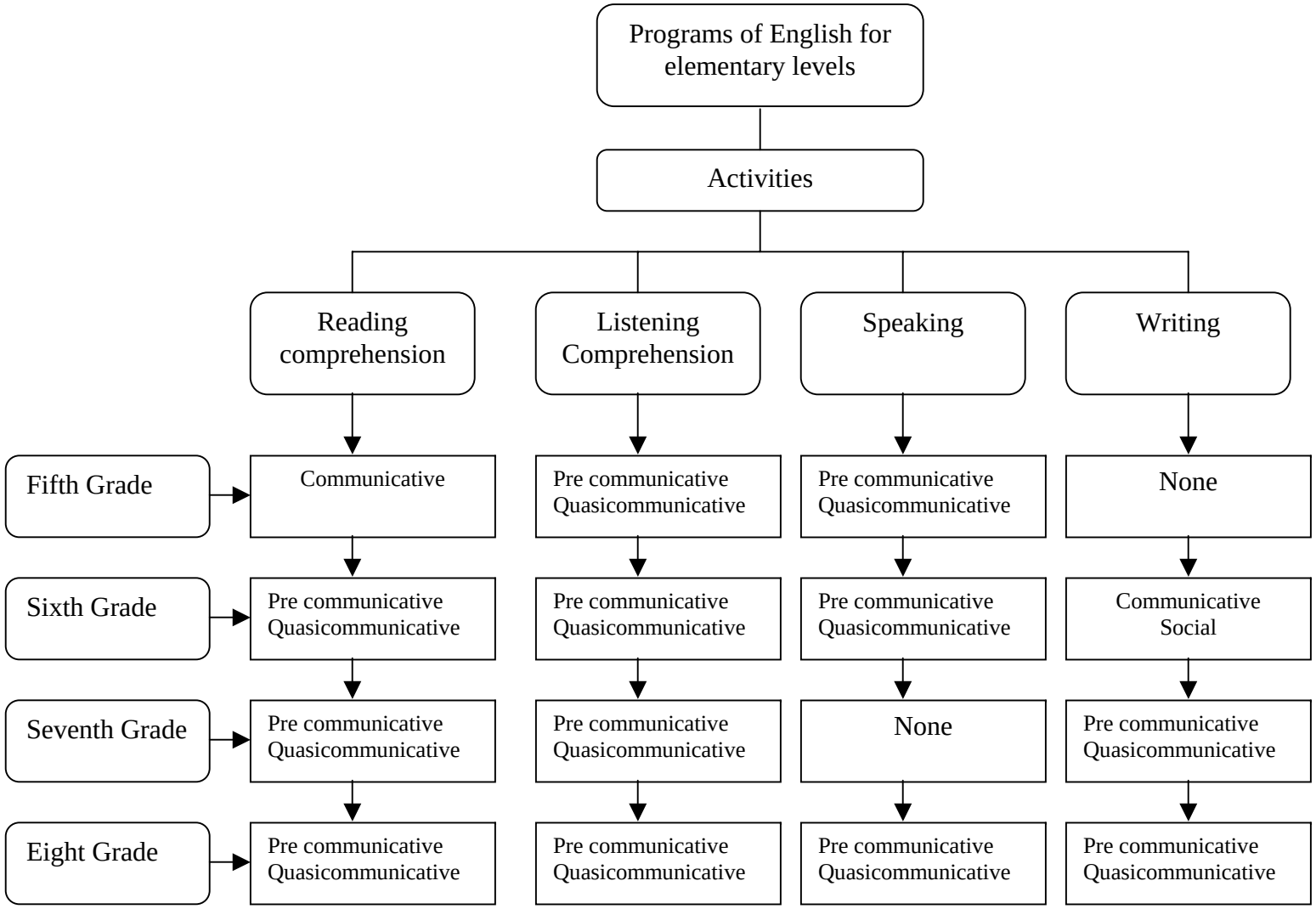
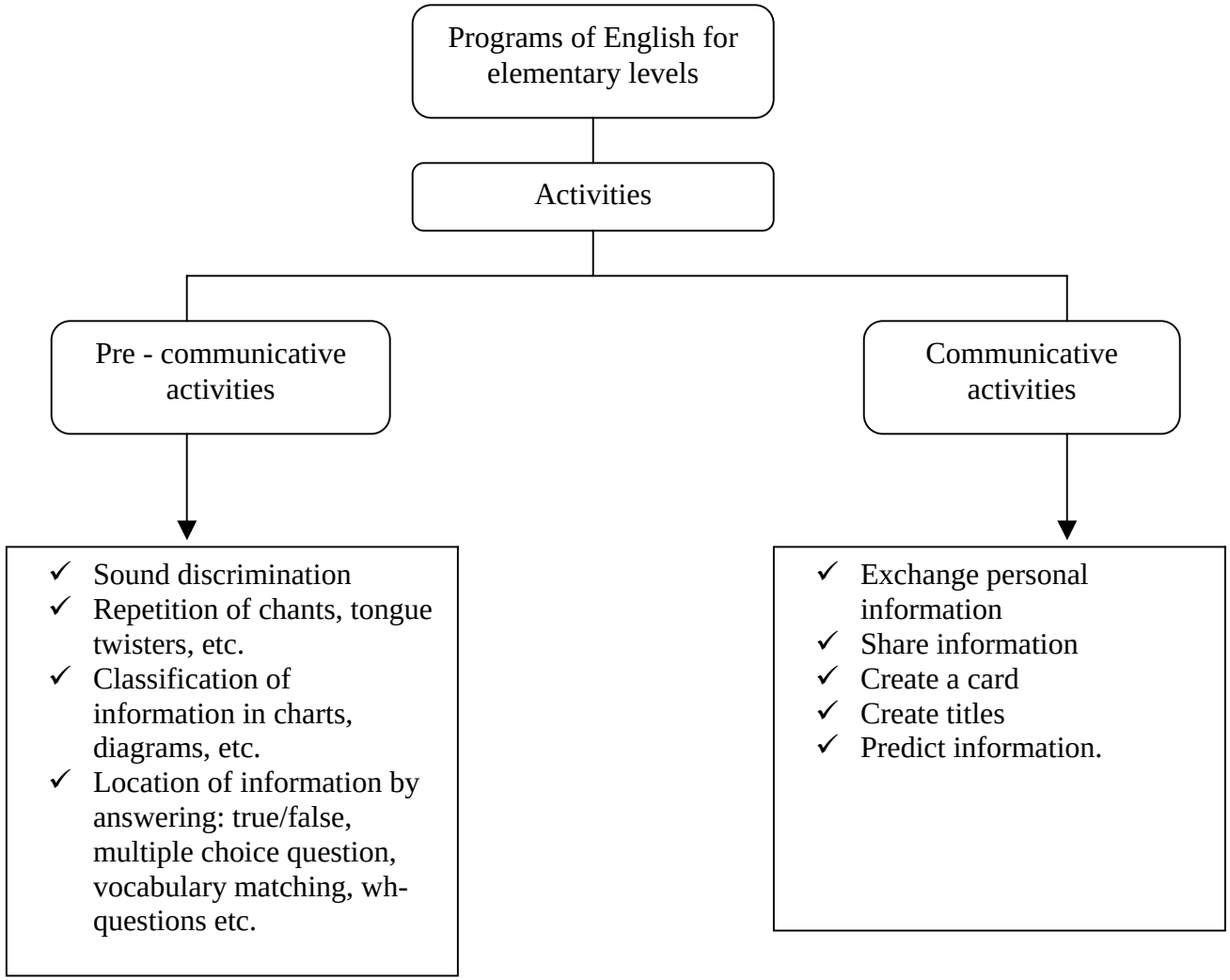
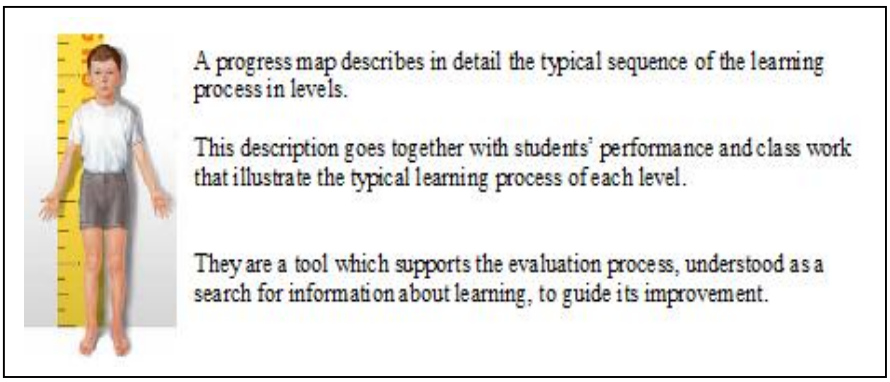


Figure 16. Programs of English for elementary levels



3. Progress Map: general description

Figure 17. Progress map description



Source: Mineduc 2007 (pdf)

In the English program there is one progress map about reading comprehension. According to the Mineduc, the progress map for the other language skills will be presented gradually to the school community (Mineduc, 2007:3). This document is organized into six levels. The level that must be achieved by eighth graders in reading comprehension is level four.

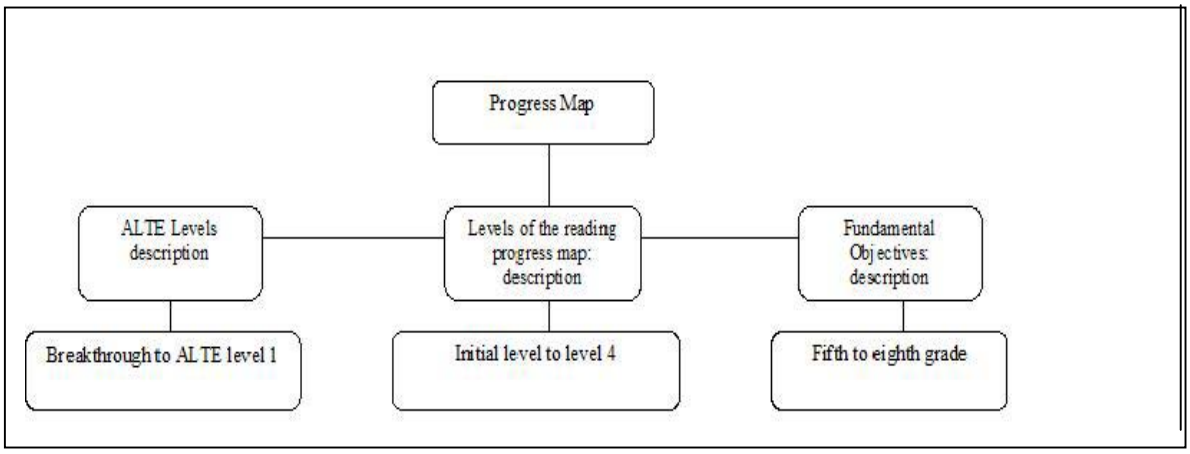
According to the Mineduc (2007) in the level four of reading comprehension the students must "explicitly identify relevant information from a text, make simple inferences by relating ideas or information, and identify with some details the main ideas of the text by relating information presented in the different parts of the text. The texts are short and include simple structural patterns related to concrete and known topics" [2] (p.5)

[2] Identifica información explícita clave distinguiéndola de otra accesoria. Realiza inferencias simples relacionando ideas o información, e identifica con algunos detalles la o las ideas principales explícitamente señaladas, relacionando datos presentes en distintas partes del texto. Los textos que comprende son breves e incluyen patrones estructurales simples y están relacionados con temas concretos y conocidos (Mineduc, 2007, p.5)

The progress map of English has six levels but just the first three of them will be taking into account for this analysis. The reason that supports this decision is that the present research only studies the elementary levels which start in an initial level up to level 3.

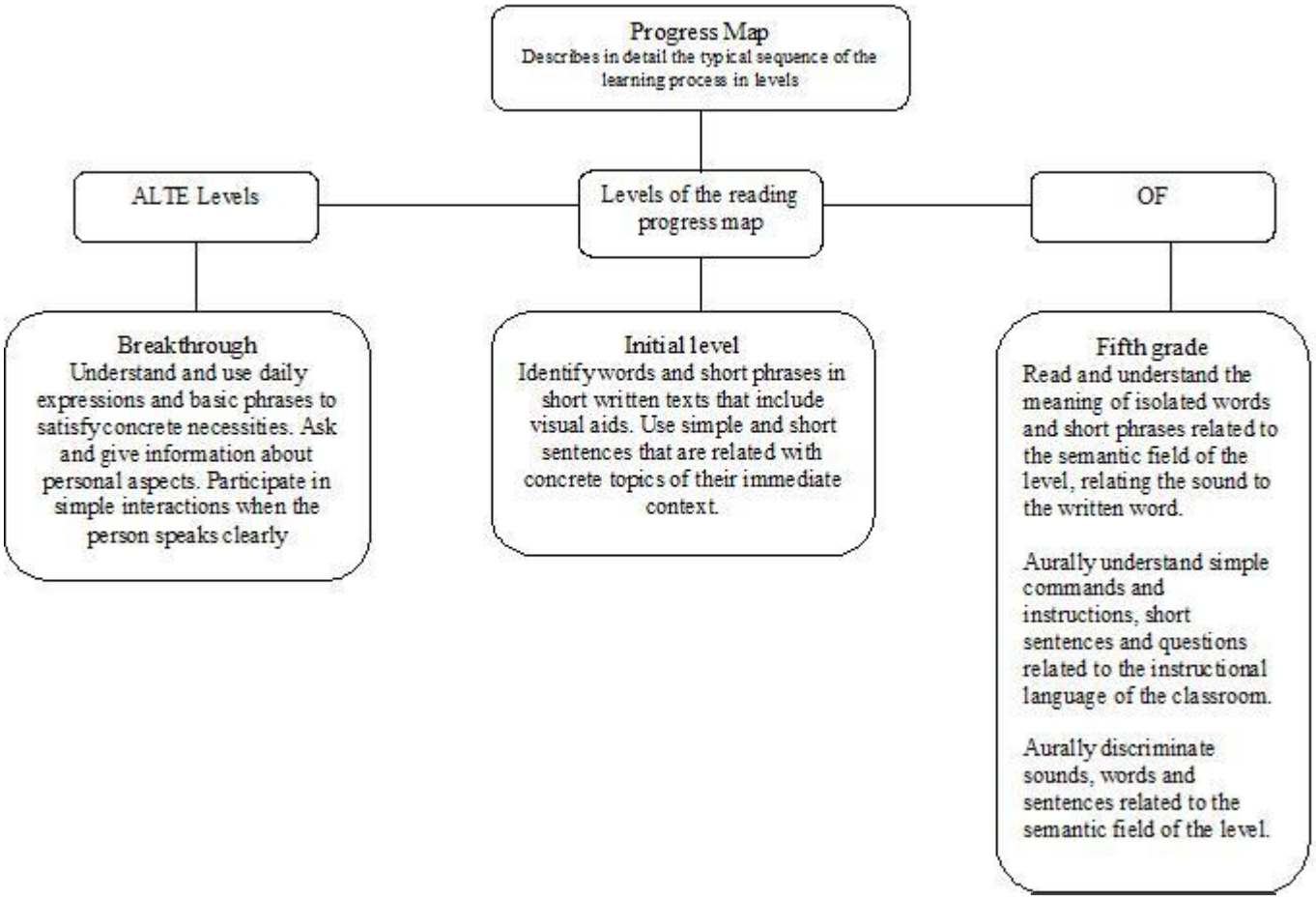
In order to analyze the progress map, a diagram will be designed to reach the purpose. This diagram will present the three initial levels of the progress map, the ALTE categories and the fundamental objectives for elementary levels.

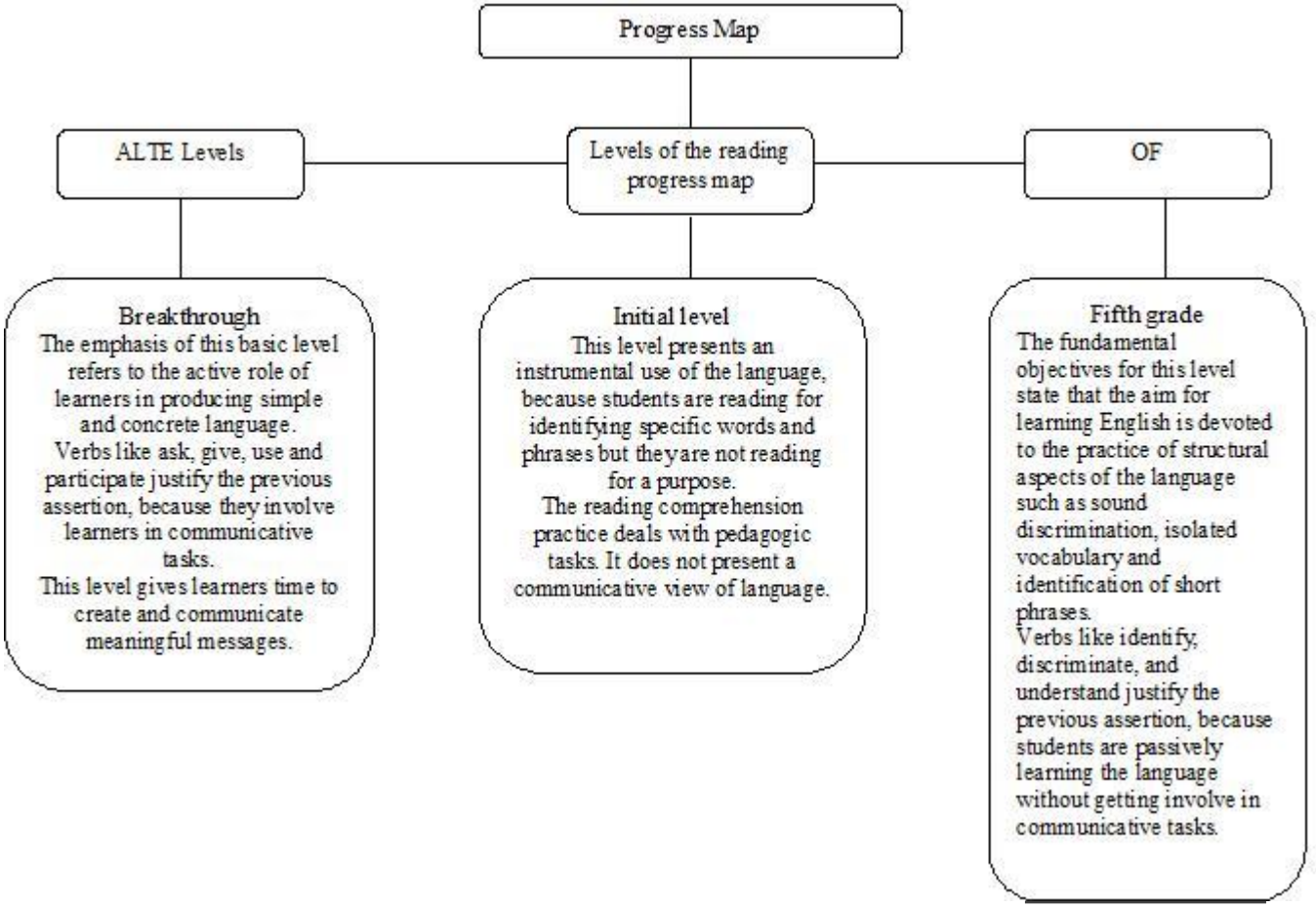
Figure 18. Progress map analysis



This chart constitutes the base for analyzing the progress map. It gives a broader view of the progress map and other elements of the curriculum such as: the ALTE levels and the Fundamental objectives for elementary school.

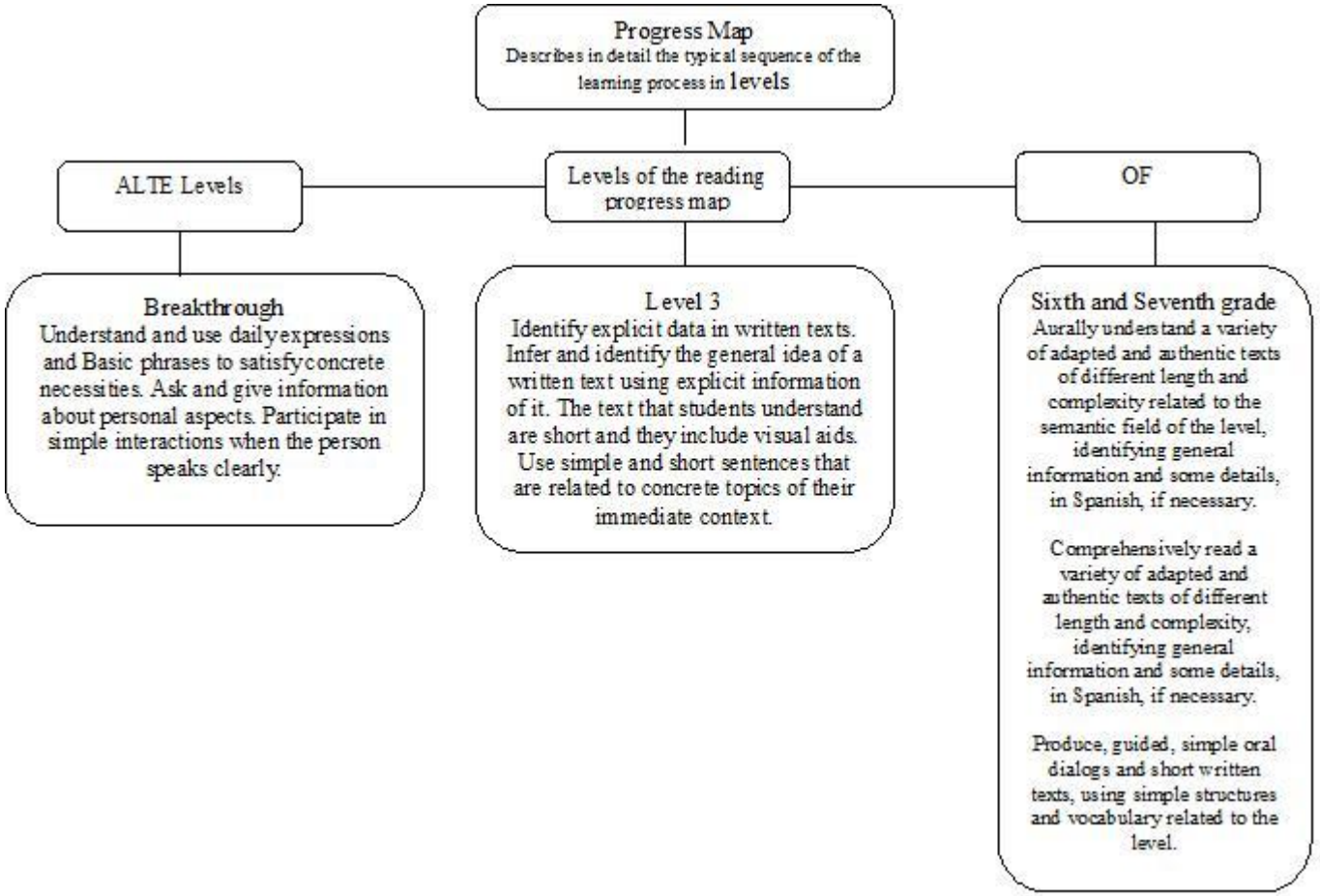
Figures 19 – 24 Progress map analysis per level (from Fifth to Eighth grades)

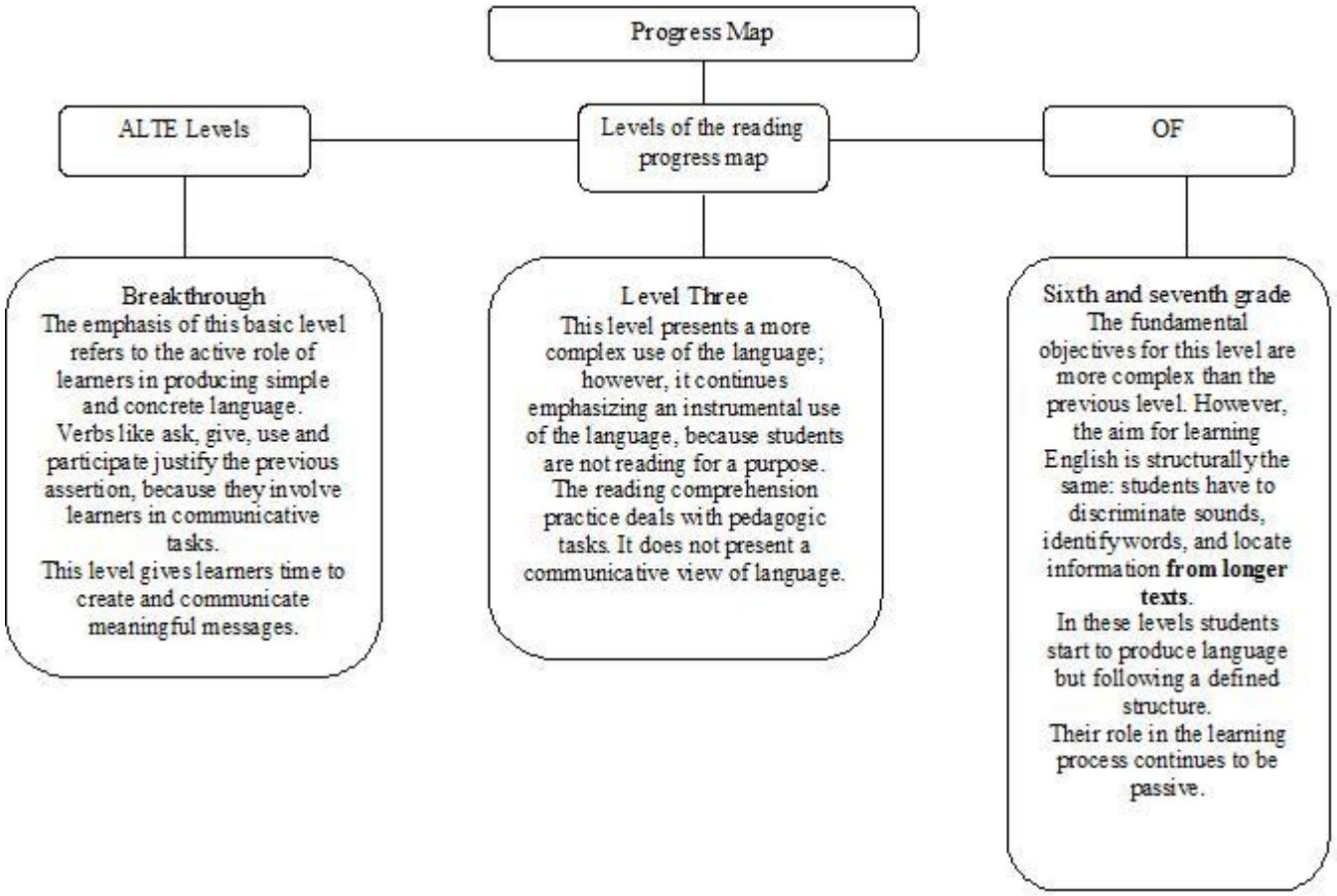

Progress Map
Describes in detail the typical sequence of the learning process in levels
ALTE Levels
Levels of the reading progress map
OF
Breakthrough
Understand and use daily expressions and basic phrases to satisfy concrete necessities. Ask and give information about personal aspects. Participate in simple interactions when the person speaks clearly
Initial level
Identify words and short phrases in short written texts that include visual aids. Use simple and short sentences that are related with concrete topics of their immediate context.
Fifth grade
Read and understand the meaning of isolated words and short phrases related to the semantic field of the level, relating the sound to the written word.
Aurally understand simple commands and instructions, short sentences and questions related to the instructional language of the classroom.
Aurally discriminate sounds, words and sentences related to the semantic field of the level.

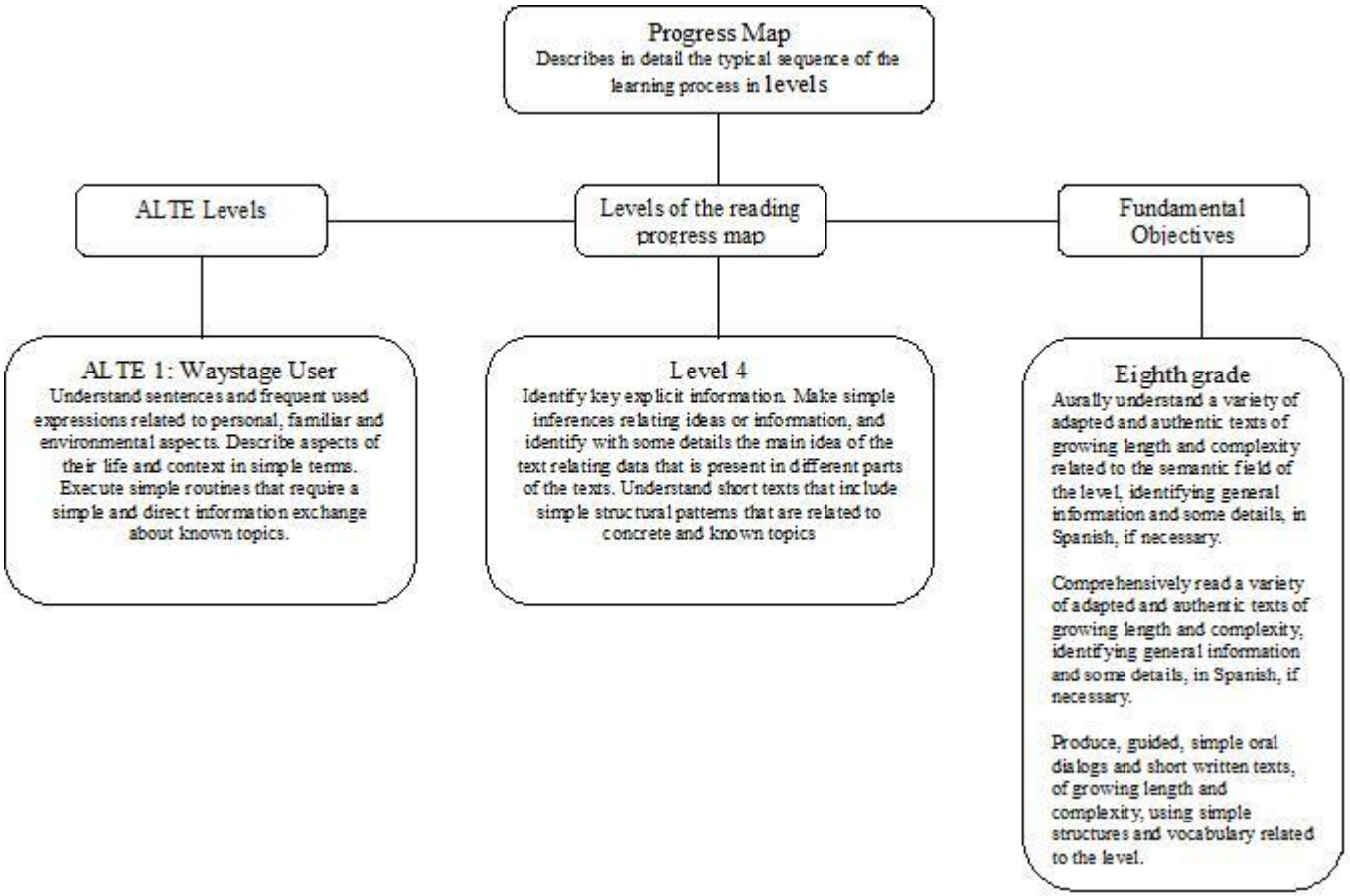


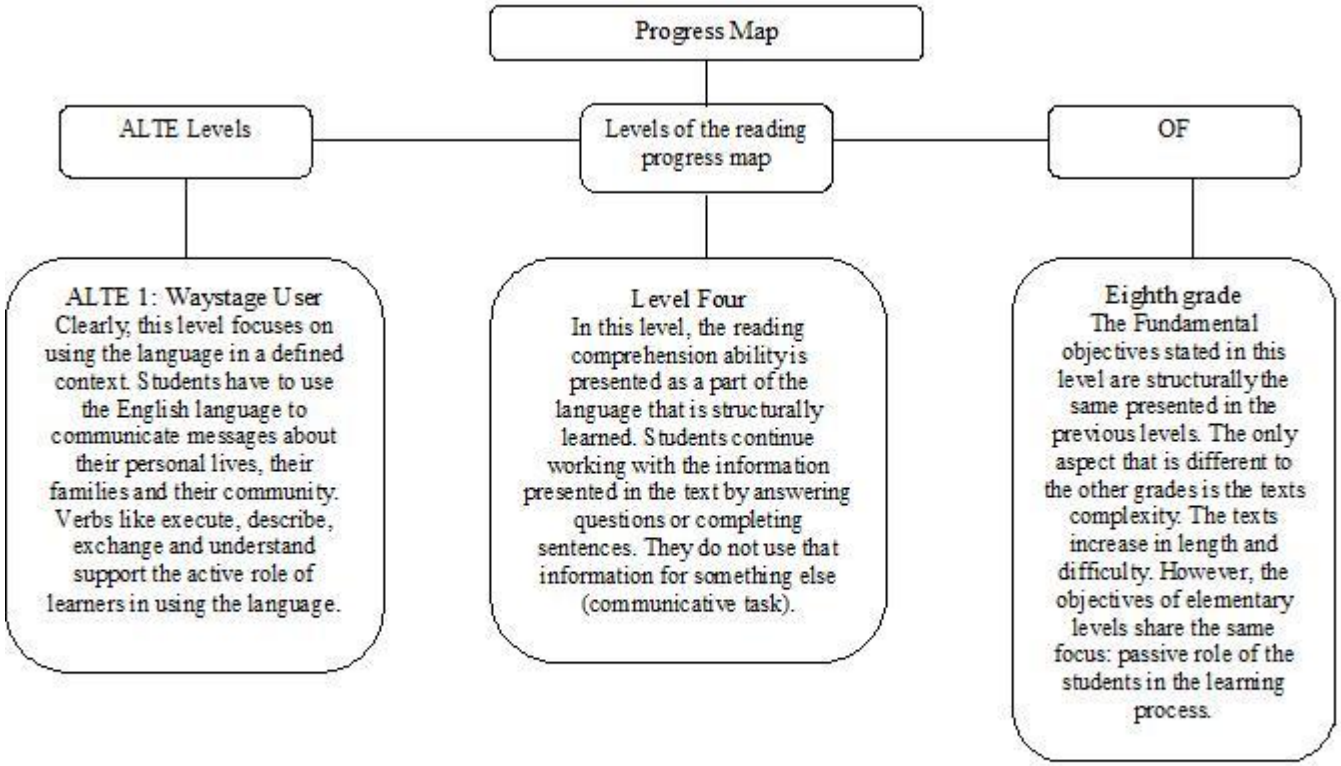
Progress map levels[3]

[3] Although the progress map levels are related to describe reading comprehension abilities, they will also be compared with the ALTE levels and the Fundamental Objectives for elementary grades.
The ALTE levels and the Fundamental objectives involve more than just one skill.


Progress Map
Describes in detail the typical sequence of the learning process in levels
ALTE Levels
Levels of the reading progress map
OF
Breakthrough
Understand and use daily expressions and Basic phrases to satisfy concrete necessities. Ask and give information about personal aspects. Participate in simple interactions when the person speaks clearly.
Level 3
Identify explicit data in written texts. Infer and identify the general idea of a written text using explicit information of it. The text that students understand are short and they include visual aids. Use simple and short sentences that are related to concrete topics of their immediate context.
Sixth and Seventh grade
Aurally understand a variety of adapted and authentic texts of different length and complexity related to the semantic field of the level, identifying general information and some details, in Spanish, if necessary.
Comprehensively read a variety of adapted and authentic texts of different length and complexity, identifying general information and some details, in Spanish, if necessary.
Produce, guided, simple oral dialogs and short written texts, using simple structures and vocabulary related to the level.


Progress Map
ALTE Levels
Levels of the reading progress map
OF
Breakthrough
The emphasis of this basic level refers to the active role of learners in producing simple and concrete language.
Verbs like ask, give, use and participate justify the previous assertion, because they involve learners in communicative tasks.
This level gives learners time to create and communicate meaningful messages.
Level Three
This level presents a more complex use of the language; however, it continues emphasizing an instrumental use of the language, because students are not reading for a purpose.
The reading comprehension practice deals with pedagogic tasks. It does not present a communicative view of language.
Sixth and seventh grade
The fundamental objectives for this level are more complex than the previous level. However, the aim for learning English is structurally the same: students have to discriminate sounds, identify words, and locate information **from longer texts**.
In these levels students start to produce language but following a defined structure.
Their role in the learning process continues to be passive.


Progress Map
Describes in detail the typical sequence of the learning process in levels
ALTE Levels
Levels of the reading progress map
Fundamental Objectives
ALTE 1: Waystage User
Understand sentences and frequent used expressions related to personal, familiar and environmental aspects. Describe aspects of their life and context in simple terms. Execute simple routines that require a simple and direct information exchange about known topics.
Level 4
Identify key explicit information. Make simple inferences relating ideas or information, and identify with some details the main idea of the text relating data that is present in different parts of the texts. Understand short texts that include simple structural patterns that are related to concrete and known topics
Eighth grade
Aurally understand a variety of adapted and authentic texts of growing length and complexity related to the semantic field of the level, identifying general information and some details, in Spanish, if necessary.
Comprehensively read a variety of adapted and authentic texts of growing length and complexity, identifying general information and some details, in Spanish, if necessary.
Produce, guided, simple oral dialogs and short written texts, of growing length and complexity, using simple structures and vocabulary related to the level.


Progress Map
ALTE Levels
Levels of the reading progress map
OF
ALTE 1: Waystage User
Clearly, this level focuses on using the language in a defined context. Students have to use the English language to communicate messages about their personal lives, their families and their community. Verbs like execute, describe, exchange and understand support the active role of learners in using the language.
Level Four
In this level, the reading comprehension ability is presented as a part of the language that is structurally learned. Students continue working with the information presented in the text by answering questions or completing sentences. They do not use that information for something else (communicative task).
Eighth grade
The Fundamental objectives stated in this level are structurally the same presented in the previous levels. The only aspect that is different to the other grades is the texts complexity. The texts increase in length and difficulty. However, the objectives of elementary levels share the same focus: passive role of the students in the learning process.

VII. Results, discussion and conclusions

The results of this research will be presented separately according to each element of the curriculum framework of English for elementary levels. First of all, the results for the general objectives will be stated, then, the results for the activities presented in the programs and finally, the results for the progress map.

1. Decree 240, Fundamental Objectives

According to the analysis carried out in this paper about the fundamental objectives of English, it is possible to establish four main results:

- In the fundamental objectives there is an emphasis on the development of receptive skills: reading and listening. The productive skills are related to reproduce language. Students reproduce a chant or follow a model to write something. In fifth and sixth grade there are not objectives devoted to writing skills.
- The objectives presented in the decree 240 are structurally the same for all of the levels and also for the four language skills. The complexity of the objectives is represented by the length of the oral and written texts.
- The fundamental objectives show that there is an emphasis on learning English as a foreign language passively. This assertion is supported by the verbs that are part of the objectives like: discriminate, identify, read, reproduce, etc. in this sense, students are working with the language, bur not using the language to do something else, communicate.

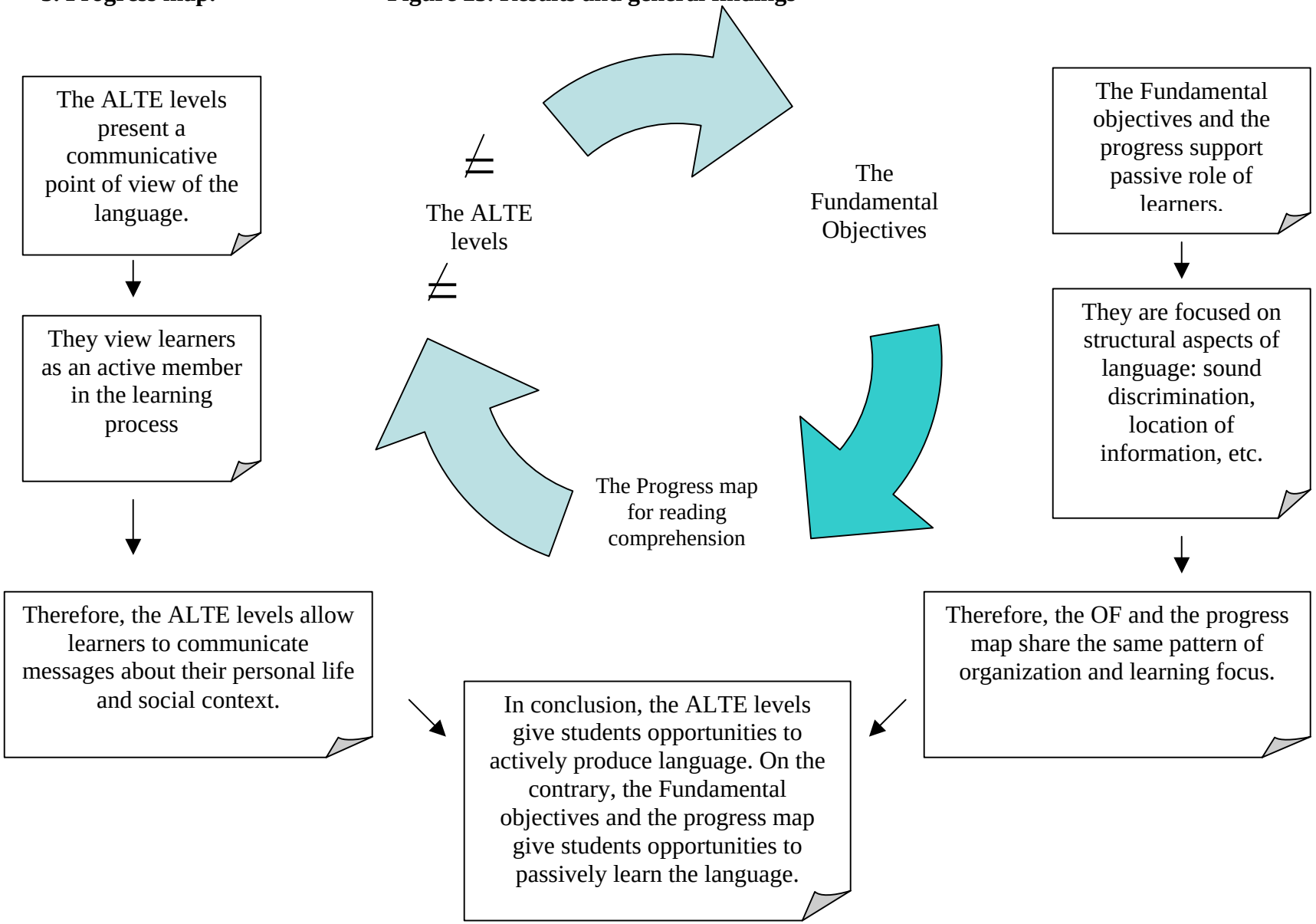
2. Programs of English for elementary levels

As it was mentioned, the present research analysed sample of activities for each skill in elementary levels. The following statements present the general findings of this analysis.

- The majority of the activities were categorized as pre-communicative, because they were based on practicing language structures or isolated skills like how to get information from a reading or listening text.
- There are not lessons plans related to develop productive skills. They are only found as part of receptive lesson plans.
- Oral and written production was based on following given models and patterns. It was not based on communicating something but on completing a dialogue with information.
- Meaning is not present in almost any of the activities. All of them focus on structural and instrumental aspect of language not on communication.
- The activities analysed do not specify whether the students have to use their mother tongue (Spanish) or the target language (English) to complete the tasks.

3. Progress map.

Figure 25. Results and general findings



4. Discussion

"Language is communication" (Widdowson, 1980:5) and communication is an active process which involves the participation of learners in the interaction with each other (Nunan, 1989). In this sense, it is possible to state that the Chilean curriculum framework is not based on the communicative language teaching theory. There are three reasons that support this assertion: the emphasis of the curriculum framework and the connection between the curriculum framework, CLT and the ALTE level.

First of all, each element of the Chilean curriculum framework of English for elementary levels has as a primary goal to develop the receptive skill of the students. The three elements of the curriculum framework view the teaching learning process of a foreign language as a passive route to follow. For instance, the majority of the activities analyzed in this research were based on pre-communicative tasks which prompt students to practice structural aspects of language. Students are outsiders of their own learning processes; they do not manipulate language to convey messages, to actively participate in creating meaning and to use the language to complete a communicative task, a defined purpose. According to Littlewood (1981) the development of the receptive skill must be designed to reach a purpose. He points out that when students are reading or listening, they have to use the information they receive in order to do something else. It implies that there must be a distinction between structural reading/listening exercises and communicative reading/listening tasks.

An example of a real-world task may be:

- The learner will listen to a weather forecast and identify the predicted maximum temperature for the day.

Or

- The learner will listen to a weather forecast and decide whether or not to take an umbrella and sweater to school.

A pedagogic task may be:

- The learner will listen to an aural text and answer questions afterwards on whether given statements are true or false

If the emphasis of the curriculum of English can be classified in these two levels, the fundamental objectives, the programs and the progress map deal with pedagogic tasks. In terms of productive skills it is necessary to state that there is little emphasis for developing students' writing and speaking skills. The fundamental objectives and the activities are based on the reproduction of a given model or pattern which do not focus the teaching of a foreign language on producing communicative messages.

Secondly, as it was previously stated there is coherence between the three elements of the curriculum framework. The three of them present the same emphasis which is the practice of reading/listening comprehension skills. However, there is one element of the current policies about the learning of English in Chile that is missing from this discussion, the ALTE levels. According to the analysis carried out in this research, the ALTE levels present a communicative view of language. The two levels (Breakthrough and ALTE level 1 Waystage user) for elementary levels emphasizes the teaching/learning of English as

communicative process in which learners are constantly participating in communicative tasks. Verbs like; participate, use, exchange, share, understand and identify imply that learners are actively learning the language. In contrast, verbs like, read, reproduce, discriminate and listen support a passive role of students. The first list verbs (active) are present in the ALTE levels while the second list of verbs is present in all the elements of the Chilean curriculum framework. In this sense, there is no link between the Chilean curriculum framework and the ALTE levels. On one side, the English curriculum presents a passive and basic view of the language and on the other side the ALTE levels present a communicative view of language.

Finally, it is possible to state that there is no connection between what CLT is and what is present in the Chilean curriculum framework for elementary levels. Therefore, students are passively learning the language without getting involved in this process.

These results imply that the curriculum framework is poorly stated because the objectives are simple, basic and focused on learning the language passively. Taking into account the aims of the Chilean curriculum framework it is possible to establish that the ALTE will be difficult to reach if the focus of the curriculum continuous the same.

5. Conclusions

Communicative Language teaching is an approach to language teaching and learning that involves the practice of real life tasks in a defined context and in a meaningful manner (Savignon, 2002).

The represent research focuses on a documental analysis of the Chilean curriculum framework of English for elementary levels from a communicative point of view. The fundamental objectives presented in the decree 240 were analyzed as well as the activities presented in the programs of English and the progress map about reading comprehension. The main concern of the present research was to establish connections, difference, links and relationship between CLT principles and the curriculum of English for elementary levels.

The main results of the research demonstrated that there is no connection between CLT and the Chilean curriculum framework of English for elementary levels. The reason that supports this assertion refers to the emphasis of the Chilean curriculum. It is based on the development of receptive skills of the students passively. Students have to read but without a purpose; they read to locate information from a text (oral or written) by answering questions, completing sentences, etc. Therefore, there is coherence between the three elements of the curriculum but there is no coherence between the CLT theory and the decree 240, the programs and the progress map. The other important result refers to the different purposes that the ALTE levels and the Chilean curriculum framework aim to reach. On one hand, the ALTE levels present a communicative view of language because

they promote the active participation of learners in completing communicative tasks (participate, share, exchange, execute, etc.). On the other hand, the Chilean curriculum framework of English for elementary levels presents a passive view of language in which learners have to practice isolated language skills (read, listen, reproduce, discriminate, etc). Clearly, it will be difficult to reach the ALTE level 1 at the end of elementary levels if the curriculum framework states the same.

Learning a foreign language means to be able to communicate with other people in real life situations. In this sense, the Chilean curriculum framework is far from this conception.

In conclusion, there is no connection between CLT theory and the aims of the decree 240, the programs of English and the progress map.

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X. Appendix

1. Fifth Grade

a) Reading comprehension

Unidad 3

At Home

Lesson	The Monster Family.
Estimated time	1 forty-five minute period.
Objective	reading comprehension.
Content	family, mother, father, grandmother, grandfather, brother, sister, aunt, uncle.
Resources	family pictures, flashcards, worksheets.

(Los tiempos asignados a las actividades, son relativos y están sujetos a la realidad de los establecimientos).

TEXT

This is my family. It's a monster family! My mother's name is Tanny. She has long green hair. My father's name is Tot. He's fat and has 3 eyes. My sister's name is Nat. She's blond and thin. My brother's name is Zip. He's very short and fat. My aunt's name is Punky. She has 4 arms. My uncle's name is Mop. He has short and black hair. My grandmother's name is Flin. She is old and has 1 leg. My grandfather's name is Bon. He has 2 heads. We are a happy family.

CLASS 1

PRE READING

1. Students bring pictures of their families. In groups they share their pictures and talk about their families. (5 min.)
2. The teacher selects a student to show her/his family to the rest of the class and provides the key words orally. (5 min.)
3. The teacher shows flashcards with the key words and reads them aloud and places them on the board. Students listen and follow the reading. (2 min.)
4. The teacher sticks the flashcards backwards on the board and calls out a family member. A student comes to the front and turns back the flashcard he/she thinks corresponds to the family member that the teacher called. (5 min.)

READING

5. The teacher presents a written text of the monster family.
6. The students read the text and match the names of the family members with their pictures. (8 min.)
   Example
   a. Nat
   b. Bon
   c. Mop
   d. Punky
   e. Tanny
   f. Tot
   g. Zip
   h. Flin

7. The students list all the members of the family. (5 min.)
   Example:
   mother
   father
   sister

8. The students classify the members of the family according to gender: female/male. (5 min.)
9. The students list all the words that describe people. (5 min.)
10. The students organize all these words in alphabetical order. (5 min.)
11. The students are asked to identify one of these words with a member of their real family.
    Example:
    mother *pretty* *sister* *thin*

    This exercise can be given as homework.

Unidad 2

Our Classroom-Our School

Lesson	School Objects.
Estimated time	2 forty-five minute periods.
Objective	introduce key words, follow instructions, understand a text presented orally and in written form.
Content	table, chair, schoolbag, book, copybook, pencil-case, pencil, eraser, sharpener, floor, board, on, put, carry, take out.
Resources	classroom objects, radio, tape, worksheets.

(Los tiempos asignados a las actividades son relativos y están sujetos a la realidad de los establecimientos).

TEXT FOR INTRODUCING KEY WORDS

Take the chair and put it on the table. Put your schoolbag on the chair. Put your English book on the schoolbag. Put your copybook on your English book. Put your pencil-case on your copybook. Open your pencil-case. Take out your pencil. Put your pencil on the table. Take out your eraser. Put your eraser on the chair. Take out your sharpener and put it in your pocket.

CLASS 1

LISTENING ACTIVITY

1. Have students stand up using mime. (1 min.)
2. Tell them: take the chair and put it on the table; put your schoolbag on the chair; put your English book on the schoolbag; put your copybook on your English book; put your pencil-case on your copybook. Open your pencil-case. Take out your pencil. Put your pencil on the table. Take out your eraser. Put your eraser on the chair. Take out your sharpener and put it in your pocket. (8 min.)
   Model the actions as you give the instructions.
3. Tell them: take your pencil, your eraser and your sharpener and put them in your pencil-case. Put your pencil-case, your English book and your copybook in your schoolbag. Put your schoolbag on the floor. Put the chair on the floor. (8 min.)

Unidad 3

At Home

Lesson	Do You Know Mary?
Estimated time	1 forty-five minute period.
Objective	reproduce a chant with native like pronunciation, entonation and rhythm.
Content	chant.
Resources	radio and tape.

(Los tiempos asignados a las actividades son relativos y están sujetos a la realidad de los establecimientos).

TEXT

Do you know Mary?
Mary MacDonald
Do you know her little brother?
I know her brother and her mother
Do you know her older sister?
I know her older sister Betty

Mary, who?
Of course I do.
Yes, of course I do.
and her father, too.
Yes, of course I do
and her younger sister Sue.

CLASS 1

1. The teacher tells them they are going to learn a chant about the members of the family.
2. The teacher reviews the members of the family orally with the class.
3. The teacher plays the tape 2 or 3 times, otherwise he/she reads the chant with the proper rhythm.
4. The students repeat each verse after the tape/teacher.
5. The students repeat along with the tape/teacher 2 or 3 times.
6. The teacher leads the chant and the students respond.
7. The teacher divides the class into 2 groups. One group makes the questions and the other group answers. The groups switch roles.
8. The class is divided into boys and girls to say the chant as in number 7.
9. The teacher invites one or two students to lead the chant along with the tape.
10. The class says the chant with the support of the teacher.
11. The teacher provides the written version and the students read the chant along with the tape or the teacher.
12. The students organized in small groups prepare the chant accompanied with body language.
13. Each group presents their version of the chant to the class.

Lesson:	**What do you collect?**
Estimated time:	3 forty-five minute period
Objective:	Reading comprehension
Key words:	dry, sea, soft, hard, magazine, under, box, collection, rocks, inside, singers,
Resources:	worksheets, color pencils

Text

Text 1

This is my collection. I love their colors and their shapes. First, I dry them. Then, I put them in my books. I have many of them. They have different colors. Some are red, some are brown, some are green and others are yellow.

A

Text 2

Look at my collection! I get them from the sea. You can find many of them by the rocks. I have 24. They are soft and hard. Small animals live inside. You can make nice things with them.

B

Text 3

These are my favorite stars. I like actors but I like singers better and I also like sportstars. I paste them on the walls of my bedroom. I get them from magazines. I got one from a calendar, too.

C

Text 4

I'm an intellectual. I love reading so I have a big collection which I read many times. My mother, my father and even my grandfather help me with my collection. I have them in a box under my bed.

D

Pre-reading

- Students look at the pictures and predict what the texts will be about.
- In groups students talk about their own collections.
- The teacher presents key words by means of mimicry, realia and pictures.
- Students show comprehension by pointing to pictures or objects or by miming.

Reading

- Students read and confirm their first prediction.
- Students read and match the texts with the pictures.

Match the pictures with the descriptions.
Example 1-C

- Students choose a title for each text from 4 given alternatives. They copy each title over the corresponding text.

Choose the best title for each text and write it.

Collecting Shells *Look at My Magazines*
I Collect Posters *Leaves are Beautiful*

- Students unscramble the key words as a means to recall them.

Unscramble the words.

1. ase _____
2. zagenima _____
3. oxb _____
4. lleocinotc _____
5. sorck _____
6. grisen _____
7. ryd _____

- Students go back to the text and do a multiple choice exercise.

Circle the correct alternative according to the text.

1. It lives in the sea. Animals can live inside it. What is it?
   a. a fish
   b. a shell
   c. a plant

2. They can have different colors and shapes. They fall in autumn. What are they?
   a. insects
   b. flowers
   c. leaves

3. You can find them on the walls of a room and in magazines, too. What are they?
   a. posters
   b. shells
   c. books

Post-reading

Project

- Students make a poster using an item mentioned in the text or from their collection if they have one.

The posters should be posted up in the classroom.

Lesson:	**We are organizing our class party**
Estimated time:	2 forty-five minute periods
Objective:	Listening comprehension
Key words:	organize, hot-dogs, prepare, soft drink, cake, buy
Resources:	radio, cassette, worksheet

Text

We are organizing a party

Julia: *What are you doing Tom?*
Tom: *I'm organizing our class party. And what are you doing now?*
Julia: *I'm not doing anything at the moment. Can I help you?*
Tom: *Yes, of course. What can we have to eat and drink?*
Julia: *We can have some sandwiches and some soft drinks.*
Tom: *No, not sandwiches. Why don't we prepare some hot-dogs?*
Julia: *Good idea! We can also make some cake.*
Tom: *Right. How many hot-dogs do we have to buy?*
Julia: *Well, I think 40 is OK.*
Tom: *And how much bread do we need?*
Julia: *About 2 kilograms. Say Tom, when's the party?*
Tom: *It's on Saturday at 8 o'clock*
Julia: *Why is the party so soon?*
Tom: *Because it's the school's anniversary!*

Pre-listening

- Students share their experiences related to school parties.
- Based on the title the students predict the type of text they are going to listen to.

The text is a _____
letter song dialogue

- The teacher introduces the key words using pictures and writing the words on the board.

Listening

- Students listen and confirm or correct their predictions.
- Students listen and circle the correct alternative.

1. Tom is organizing a _____
   a. birthday party
   b. Christmas party
   c. school party

2. _____ people are talking.
   a. 40
   b. 2
   c. 4

3. They are having _____
   a. hot-dogs
   b. sandwiches
   c. hamburgers

4. The party is on _____
   a. Thursday
   b. Saturday
   c. Sunday

- Students listen again and solve a matching exercise.

1. Julia and Tom are organizing	40 hot-dogs.
2. They have to buy	on Saturday at 8 o´clock.
3. The party is	hot-dogs.
4. They want to eat	a party.
5. They want to drink	soft drinks.

Post-listening

- Students classify the words that come in the text and other related words they know in two columns.

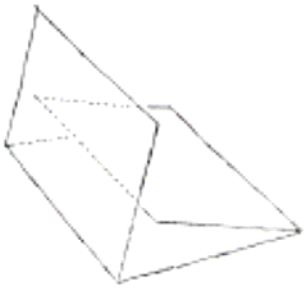
Things to eat	Things to drink

Things you need:

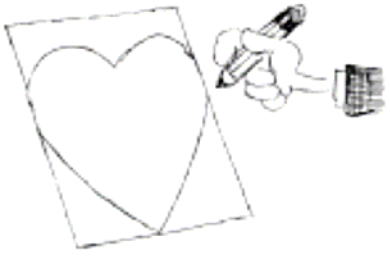
- paste
- scissors
- pencils
- paper
- cardboard

INSTRUCTIONS

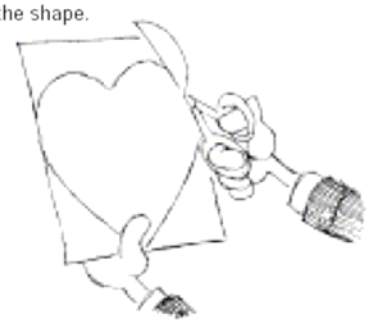
1. Fold the paper in three.



2. Draw a heart shape.
The heart must touch the sides of the paper.



3. Cut around the shape.



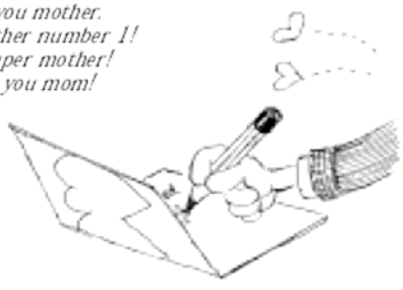
4. Open out the hearts.

5. Take the cardboard. Fold it in two.

6. Paste the first heart to one side of the card and the last heart to the other side.

7. Write a message inside. Here are some ideas:

I love you mother.
To mother number 1!
To a super mother!
Thank you mom!



Unit 1 **The City**

Lesson 1 How well do you know your community?

How well do you know your community?

Tiempo estimado:	2 horas de clases
Habilidad:	comprensión lectora
Léxico fundamental:	**police station, church, grocery store, squares, blocks, mass, sharp**
Contenido sintáctico:	oraciones interrogativas simples, presente simple
Texto-tipo:	cuestionario (120 palabras)
Recursos:	fichas

Esta lección de comprensión lectora ha sido desarrollada en base a un texto que por su contenido informativo corresponde al tema de la Unidad 1 y es muy cercano a las alumnas y alumnos, puesto que los induce a pensar en sus propias comunidades. El tipo de texto (cuestionario) y el contenido sintáctico de éste corresponden a los señalados en los contenidos de la unidad. Del mismo modo, la extensión concuerda con lo señalado en los aprendizajes esperados y las actividades seleccionadas corresponden a las actividades genéricas para la comprensión lectora.

Pre-reading

1. **Actividad:** vincular el tema con sus experiencias/ conocimientos. Ejemplo: compartiendo en castellano.

2. **Actividad:** comprender palabras claves. Ejemplo: identificándolas a través de ilustraciones, objetos reales, mímica o traducción.
   Teacher tells the students they are going to read a text about the community. Teacher prompts students to talk about their own community through guiding questions. Use English as much as possible.
   Example:
   T: Is there a church / police station / stadium near? Use this opportunity to introduce key words.

Reading

3. **Actividad:** reconocer el tipo de texto. Ejemplo: observando la diagramación, tipografía y recursos visuales.
   Students look at the text and answer by circling the correct alternative. See exercise A, above.

4. **Actividad:** identificar la idea central. Ejemplo: resolviendo ejercicios de V/F o selección múltiple.
   Students read the text quickly (skimming) and answer the question. See exercise B, above.

5. **Actividad:** localizar información específica. Ejemplo: respondiendo con dos o tres palabras en inglés.
   Students read the text and solve the questions in pairs. During this activity the teacher ensures that students understand the questions. See exercise C, above.

Post-reading

6. **Actividad:** consolidar aspectos morfosintácticos y léxicos. Ejemplo: completando oraciones con dos o tres palabras.
   Students, working in pairs or small groups, go through the text to find the information required. See exercise D and E, above. Written activity.

7. **Actividad:** consolidar aspectos morfosintácticos y léxicos. Ejemplo: clasificando palabras claves en tablas o mapas de palabras.
   Students work in pairs or small groups to do a word map. See exercise F, above. Written activity.

8. **Actividad:** reflexionar sobre el contenido temático. Ejemplo: estableciendo relaciones entre el contenido del texto y su realidad.
   The students discuss how well they know their community, if there is a place in the community where they can meet and what they can do there, which places they visit more often, type of activities available for both girls and boys, etc.

Unit 2 People and traditions

Lesson 2 The Incas

Incas

Tiempo estimado:	1 hora de clases
Habilidad:	comprensión auditiva
Léxico fundamental:	**settle, twice, fill, gold, jewelry, pottery, cloth, tool**
Contenido sintáctico:	oraciones afirmativas simples y compuestas tiempo pasado
Texto-tipo:	artículo (55 seconds)
Recursos:	fichas

Pre-listening

1. **Actividad:** vincular el tema del texto con sus experiencias y conocimientos. Ejemplo: compartiendo en castellano.
   Teacher tells the students they are going to hear a text about the Incas. Teacher asks the students to share with the class what they know about the Incas.
2. **Actividad:** comprender palabras claves. Ejemplo: identificándolas a través de ilustraciones, mapas, objetos reales, mímica o traducción.
   Teacher introduces the key words by means of illustrations, definitions or translation.

Listening

3. **Actividad:** identificar la idea central. Ejemplo: resolviendo ejercicios de V/F o selección múltiple.
   Students read the statements on their worksheet to guide their listening. Then they listen and write T/F. See exercise A, above.
4. **Actividad:** localizar información específica. Ejemplo: pareando información.
   Students listen and match. Let the students listen to the text as many times as needed. See exercise B, above.

Post-listening

5. **Actividad:** consolidar aspectos morfosintácticos. Ejemplo: resolviendo crucigramas, sopa de letras u otros juegos.
   Students find the words in the letter soup. See exercise C, above.
6. **Actividad:** reflexionar sobre el contenido temático del texto. Ejemplo: señalando información nueva aportada por el texto.
   Teacher elicits from the students what they learned from the text in Spanish.

Follow up activity

The students can enlarge this lesson by working in a group project looking for illustrations related to the Inca culture through Internet or multimedia encyclopedia. They can label the illustrations with words they have learned in this lesson.

Unit 1 The city

Lesson 2 Time is Gold Contest

B: Yes, it is.
A: Your answer is ... correct!
Let me see. You got 1 correct answer. And the winner is Nancy from California. You won our jackpot prize! A round trip to Chile!

Time is Gold Contest

Tiempo estimado:	3 horas de clases
Habilidad:	comprensión auditiva
Léxico fundamental:	**contestant, topic, rules, capital, jackpot prize, winner, round trip, time's up**
Contenido sintáctico:	oraciones afirmativas, negativas e interrogativas simples, presente simple
Texto-tipo:	diálogo (45 segundos)
Recursos:	radio cassette, cassette, fichas

Pre-listening

1. **Actividad:** vincular el tema con sus experiencias y conocimientos. Ejemplo, compartiendo en castellano.
Students name famous places in their region.
2. **Actividad:** comprender palabras claves. Ejemplo: identificando a través de ilustraciones, mapas, objetos reales, mímica o traducción.
Teacher tells the students they are going to identify some famous places in the world. Teacher prompts the students to name famous places they know in the world. Teacher gives the English version and locates the place in the map. Teacher uses this opportunity to introduce places mentioned in the text.
3. **Actividad:** comprender palabras claves. Ejemplo: utilizando el contexto.
Teacher tells the students they are going to hear a contest and through the explanation of the topic he/she introduces the rest of the key words. Teacher can make a parallel with any contest known by the students.

Listening

4. **Actividad:** localizar información específica. Ejemplo: contestando preguntas con 2 ó 3 palabras en inglés.
Students listen to the text and find specific information. See exercise A, above.
5. **Actividad:** localizar información específica. Ejemplo: contestando con 2 ó 3 palabras en inglés.
Students listen again and answer. See exercise B, above.
6. **Actividad:** localizar información específica. Ejemplo: completando oraciones y textos breves.
Students listen and complete. See exercise C, above.

Note to the teacher: have your students listen to the text once more and draw their attention to the expression used when the contestant requires repetition. You can have them repeat the formula used to request repetition.

Post-listening

7. **Actividad:** reescribir un texto, sustituyendo parte de la información. Ejemplo: completando diálogos, cartas, entrevistas y avisos.
Teacher adapts the original text leaving some spaces for the students to complete in pairs with information they know. See exercise D, above. Written activity.
8. **Actividad:** participar en diálogos y otros textos orales guiados. Ejemplo: dramatizando un diálogo, una entrevista o un aviso.
Students role play the dialogue they just completed taking turns. They simulate a TV contest live show. Make the students fill in the coupons, have them put the coupons in a box for this purpose. Sort one out and the winner and his/her partner get to be the participants in the TV show. Oral activity.
9. **Actividad:** resolver ejercicios de comprensión. Ejemplo: completando formularios.
Students fill in the coupon with personal information. See exercise E, above. Written activity.

Pre-lectura

1. Motivar a los alumnos y las alumnas para que recuerden leyendas regionales. Actividad breve.
2. Ubican Edimburgh en un mapa.
3. Usan el diccionario para encontrar el significado de las siguientes palabras claves: businessman, press, managed, still, remains, themselves, souvenir.
4. Predicen el contenido temático del texto resolviendo un ejercicio de T/F.

   Ejemplo:
   a) The Loch Ness monster was first seen 33 years ago.
   b) The monster lives in a lake.
   c) The lake is in the UK.
   Etc.

Lectura

5. Leen y confirman o modifican sus predicciones.
6. Dan un título a la leyenda.
7. Identifican y hacen una lista de palabras cognadas del texto.
8. Responden por escrito oraciones con información del texto.

   Ejemplo:
   What's the name of the lake?
   Where 's the lake?
   What's the monster's name?
   Who were the first people to see the monster?
   What souvenirs do visitors buy?
   Etc.

9. Siguen el desarrollo de la información del texto uniendo con flechas los pronombres **they** subrayados en el texto con sus antecedentes.
10. Organizan el contenido informativo del texto numerando oraciones de acuerdo al desarrollo del texto.

    Ejemplo:
    Many tourists visit this area.
    Nessie lives in Loch Ness.
    In 1933 the monster was seen for the first time.
    Scientists have tried to take pictures of the monster.
    The story made the headlines of the press.

11. Identifican el propósito comunicativo del texto y lo comparten en inglés o en lengua materna.

Post-lectura

12. Hacerlos reflexionar sobre el uso del conector **but** en contraste con **and** y **because.**
13. Copian dos oraciones unidas por el conector **and** y **but.**
14. Unen 2 oraciones dadas usando **and** o **but.**

    Ejemplo:
    El Caleuche is a southern legend that tells about a ghost ship. El Trauco makes women pregnant.
    Not many have seen El Trauco. Many people believe in it.
    Etc.
15. Hacerlos subrayar la oración que mejor refleja el contenido de cada párrafo. Luego la copian para producir un resumen escrito guiado.

English and Culture 1: Ejemplo 1

Unidad:	English and Culture 1
Lección:	**I so liked Spring**
Habilidad:	Comprensión auditiva
Texto-tipo:	Poema
Contenido sintáctico:	*Because*
Extensión:	45 segundos
Recursos:	Grabación del poema, radio-cassette, poema escrito
Tiempo estimado:	2 horas de clases

Pre-auditiva

1. Motivar a las alumnas y los alumnos a compartir brevemente poemas leídos o creados por ellos.
2. A partir del título predicen el sentimiento que subyace al poema.

Audición

3. Escuchan el poema y confirman la predicción.
4. Escuchan por segunda vez y reconocen la idea central.

   Ejemplo: The poem is about:
   ( ) Spring ( ) Beauty ( ) Happiness
5. Escuchan nuevamente para localizar información específica contestando preguntas or almente.

   Ejemplo:
   Who is "I"? Who is "you"?
   How many "Springs" are mentioned in the poem?
   Did the writer like Spring last year?
   Will the writer like Spring this year?
   Etc.
6. Identifican el propósito comunicativo del texto y comparten brevemente. Animarlos a hacerlo en inglés, aceptando el uso de lengua materna.

Post-audición

7. Deducen el significado de **thrushes** por contexto y señalan la o las palabras que ayudan a esta deducción.
8. Escuchan el poema para identificar las palabras que riman. La identificación la pueden hacer mediante un gesto corporal al momento de escucharla (aplaudir, levantar la mano, etc.)
9. Presentar el poema por escrito. Lo memorizan y luego lo presentan a la clase.
10. Comparten brevemente los sentimientos que despierta en ellos la lectura del poema. Animarlos a hacerlo en inglés, aceptando su participación en castellano.

Actividad de seguimiento

11. Establecen contacto con el profesor o profesora de Lenguaje y Comunicación para que a partir de este poema escriban uno en lengua materna.

Ejemplo 4

Unidad:	English and Culture 1
Lección:	**At the airport**
Habilidad:	Comprensión auditiva y expresión oral
Texto-tipo:	Diálogo y anuncio
Contenido léxico:	*Ticket, passport, fly, window/aisle seat, seat number, luggage, check, suitcase, bag, boarding pass, flight number, gate, plane, escalator, airline, announce*
Contenido sintáctico:	Orden de los elementos en oraciones afirmativas e interrogativas simples
Función:	Saludar y despedirse; solicitar y dar información
Extensión:	60 segundos
Recursos:	Grabación de los textos 1 y 2, versión escrita del texto 2 y ficha de trabajos
Tiempo estimado:	4 horas de clases

11. Escuchan el diálogo con apoyo del texto escrito e identifican las expresiones modelo referidas a: saludar y despedirse y solicitar y dar información.
12. Escuchan nuevamente y focalizan su atención en pronunciación y entonación ascendente o descendente en los dos tipos de preguntas. Grafican con una flecha ascendente o descendente según corresponda.

    Ejemplo:
    Would you like a window seat? ↗
    How can I get to gate 4? ↘

13. Modelar el diálogo con alumnas y alumnos que se ofrezcan de voluntarios para hacerlo.
14. Cambian partes del diálogo para crear uno propio, lo practican y memorizan en pares. Estimular el uso de "How do you say..." y "How do you spell..." y proveer la ayuda necesaria. También estimular el uso del diccionario. Seleccionar algunas parejas para que presenten el diálogo creado por ellos a la clase.

Unidad:	English and Culture 2
Lección:	**The beaches of Mexico**
Habilidad:	Comprensión auditiva y expresión escrita
Texto tipo:	Poema
Contenido léxico:	*Beaches, streets*
Contenido sintáctico:	Orden de los elementos en oraciones interrogativas simples; presente perfecto
Extensión:	50 segundos
Recursos:	Grabación del poema, radio-cassette, texto escrito del poema, guías de trabajo
Tiempo estimado:	2 horas de clases

Expresión escrita

10. Completan en grupos una versión simplificada y más corta del poema con espacios en blanco y sin los signos de interrogación ni los puntos de manera que los estudiantes practiquen su uso. El uso de la coma después de la conjunción **but** y del adverbio **well** puede ser planteado como un desafío para los alumnos o alumnas más avanzados. Monitorear el trabajo de los estudiantes, motivándolos a usar el diccionario y las expresiones para solicitar información o ayuda.

    Have you ever seen .....
    Have you ever been to .....
    Have you ever been to .....
    Have you ever .....
    Have you ever .....
    Would you do it all again
    Well I've never seen .....
    I've never been to .....
    I've never been to.....
    But I've sure .....
    I've sure .....
    I'd do it all again.

11. En grupo memorizan el poema recreado por ellos.
    Proporcionar la ayuda necesaria a cada grupo modelando la pronunciación y entonación. Finalmente los grupos presentan su poema.