



National Curriculum
Secondary Education- 11th and 12th Grades
General Training for
Artistic, Humanistic/Scientific and
Vocational Education

--- ENGLISH ---

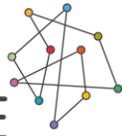
APPROVED BY THE
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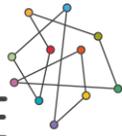
English: 10th and 12th Grades Educational Goals

In the interconnected and multicultural society of the 21st century, English language learning has become a fundamental need for personal and professional development.

In the context of the General Education Act, the English Curriculum up to 10th Grade of secondary education, (in Chile, the four final years of secondary education is called "Enseñanza Media" and they correspond to 9th Grade, 10th Grade, 11th Grade and 12th Grade) emphasizes communication among students in various situations that represent their reality and promote their interaction with other people.

At this stage of life, students have developed greater capacities of abstract thought and as well as personal viewpoints about the world that surrounds them. Consequently, in article 25, the General Education Act (*Ley General de Educación*) establishes that this two-year period for the completion of Secondary Education is a stage in which students put into practice and consolidate what has been learnt in previous years.

Young people nowadays are part of a multicultural, connected and changing society and receive information in English through different media. Upon completion of 11th and 12th Grades of secondary education, all students are expected to demonstrate an understanding of the main ideas and relevance of the information they receive in this language and to express themselves in a simple, fluent way in different contexts and situations English production and communication can help students to reaffirm their identity, insert themselves in their reality and recognize the reality of others with clear opinions and viewpoints. The aim of this curriculum is for students to expand their knowledge of the language while putting into practice the skills, contents and attitudes developed from 5th to 10th Grade.



The Educational Goals are the following:

1. To strengthen integrated English communication skills to actively incorporate students into a multicultural world.
2. To promote the critical appropriation of knowledge that contributes to strengthen the capacity to make informed personal and social decisions, by interacting in English communication contexts.
3. To strengthen students' identity through access to other cultures in the English language. This allows them to explore other worldviews and appreciate their own.

These goals underscore primarily the integrated development of communication skills (both comprehension and expression) through personal interaction in different contexts to access a multicultural world that uses English as a vehicle for communication. Language, then, is seen as a social phenomenon of interaction among students and not as the analysis of its parts. This allows students to have personal opinions in order to make informed decisions.

Through the access in English to other cultures, students strengthen their identity, understand different realities and see how other societies face problems in other contexts that may be similar to theirs. In this way, students can value and respect other worldviews and become aware of their own. By providing opportunities in which students express their own views, discuss, participate, negotiate and share ideas and experiences, classroom practices will promote autonomy, inclusion and socialization.

The Learning Outcomes revolve around the key skills of English: comprehension of texts and expression of one's own ideas in a fluent and effective way. Contextualized language learning, then, emphasizes the development of these skills in conjunction through topics which are relevant and meaningful for students and related to their own needs and interests.

Consequently, both the Educational Goals and the Learning Outcomes of these last two school years present a unique opportunity to establish a direct link between language learning and the students' own interests.

Learning Outcomes 11th grade

Students will be able to:

- Understand central information of oral and written texts in contexts related to their interests and concerns, in order to learn the ways in which other cultures address these contexts.
- Produce short, clear, oral and written texts in contexts related to their interests and concerns, in order to express a critical personal position while respecting other views.
- Use their knowledge of English in the comprehension and production of short, clear, oral and written texts, in order to develop a critical personal position in contexts related to their interests and concerns.
- Produce and understand, fluently, short and clear oral and written texts in communicative situations that involve other world views and their own, in order to interact and become aware of their own identity.



Learning Outcomes 12th grade

Students will be able to:

- Understand relevant information for a specific purpose in oral and written texts in contexts related to their interests and concerns, in order to learn the ways in which other cultures address these contexts.
- Produce clear oral and written texts in contexts related to their interests and concerns, in order to express a critical personal position while respecting other positions.
- Use their knowledge of English to comprehend and produce clear oral and written texts, in order to develop a critical personal position in contexts related to their interests and concerns.
- Produce and understand, fluently, clear oral and written texts in communicative situations that involve other world views and their own, in order to interact and become aware of their own identity.

The subject approach

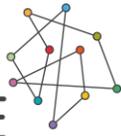
In this course, flexibility and integration with other disciplines is essential. A task-based methodology based on students' interests respond to the theories of learning English as a foreign language.

The Four Strands (Nation, 2007) principle organizes English language learning through four cornerstones which are focused on meaning. The first cornerstone addresses the *meaning-focused input*, which involves learning through reading and listening, allowing students to resignify their prior knowledge. The second cornerstone, *meaning-focused output*, points to an oral and written production focused on the messages conveyed, which also help students to resignify their prior knowledge. Finally, and related to the previous ones, are, on the one hand, fluency – which means the receptive and productive use of language in an efficient way – and, on the other hand, the explicit learning of the language, which involves the study of its features to develop intelligible and clear communication.

The Four Strands approach fosters consistent and systematic learning by equitably balancing language components through the four skills while and relating all this to each student's particularities. This principle is also linked to the "time-on-task" concept, optimizes learning time through practice language use.

In European and Asian countries where English is taught as a foreign language, the Four Strands principle uses methodologies that contextualize the language. Based on this principle, the Content Language Integrated Learning (CLIL) model (Coyle, 2010) develops the interdisciplinary nature of the language, through a communicative approach and the simultaneous integration of a subject-matter with language.

Task-based teaching must also be considered. It is a methodology emphasizes contextualized learning which is beneficial in terms of fluency, and as a way of connecting students with their everyday context. It also favors autonomy by providing spaces in which students use the language in a spontaneous way based on their interests and priorities. The task-based teaching model is used for



language teaching in Japan, Finland, Spain, among others, and it focuses on language learning through a communicative approach.

Relation between the Core Skills and the subject

The Core Skills of this Curriculum are a fundamental both for the Educational Goals and the Learning Outcomes of the English subject.

The subject proposes the development of communication skills with a critical view in contexts that allow students to address their own reality and that of others. These contexts can be approached by observing questioning and through integration of new knowledge. From this perspective, language is not only communication but also something constructed through the meaning that students give to their contexts, experiences and other people's viewpoints. Critical thinking implies the construction of an informed judgement of reality and creative personal viewpoints. English communication skills require interaction and, thus, participation and collaboration are inherent to the subject. All this allows students to resignify their own views.

Didactic approach

English teaching favors the exploration and practice of the language in communicative situations which are interesting and meaningful to them. This means that students must be active and central participants in their own learning processes.

Interaction in meaningful contexts, allow students to understand cultural artefacts and political events that relate to their individual experiences (Kumaravadivelu, 2003). In this way, they are encouraged to develop levels of autonomy that allow them to make their own decisions. The use of context and the resignification of prior knowledge become key elements of the language and allow for interaction and practice. The task-based methodology provides spaces for learning, creativity and exploration where students must be active and central players in their own learning processes.

Language teaching through meaningful tasks favour fluency and the acquisition of new knowledge. Fluency is a thinking skill that mobilizes knowledge through strategies to access and express meaning in articulated messages (Nation, 2007; Yamamoto, 2012). Fluency can encompass all language skills; it is characteristic of spontaneous oral expression, through meaningful messages and appropriate pauses., Through the use of receptive skills and the intelligible access to meaning in written and oral messages fluency is also enhanced. These language features are most evident in students who begin to express their own ideas intentionally and autonomously.

The use of language also contributes to the accuracy students are expected to reach upon the end of secondary education. Intentional learning of the "forms" of language, i.e. vocabulary and pronunciation in communicative contexts contributes to an effective expression of ideas. Through the appropriation of the language and its linguistic elements, critical thinking can be developed by expressing ones' own ideas.

Contextualized learning together with the number of hours of exposure to the English language are key aspects of the curriculum and its structure. Teaching English as a foreign language is more successful when it is carried out in formal contexts such as the classroom. Spada (1985) and Long (1982) compare the effects of formal contexts, i.e. the classroom, and informal contexts, which include all the situations where students are exposed to the language outside the school. Both conclude that the formal context results in greater impact and development of the students' linguistic competences. It is in the classroom where learning becomes a guided process where students can receive appropriate feedback and learning strategies can be put into practice through communication and the



expression of personal worldviews. Experiences outside the classroom provide instead a space where students can apply what they have learned in the classroom to reinforce and deepen their knowledge, but in no case they replace what takes place in the class. Ellis (1994) analyses formal instruction and identifies a series of factors that are key to the optimal development of learning. He states that the combination of exposure, opportunities for communication, motivation, parental support and socio-economic status is fundamental and this combination can only be achieved through a formal teaching context. However, both formal and informal exposure to the language are required so that students can attain the necessary competencies to meet the expectations established in this Curriculum.

Guidelines for contextualization

The Learning Outcomes of the EFL class consider language as a complex and broad phenomenon and its components interact and influence each other. Language implies linguistic construction, but also the cognitive, social and cultural aspects of users. That is why English teaching must include the (a) recognition and respect for the ideas, values and worldviews contained in oral and written texts in English; (b) appreciation of student's own cultural heritage expressed through simple messages in English; and (c) respectful collaboration with other people's realities.

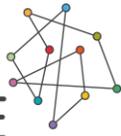
This socio-cultural and communicative approach of language highlights the importance of students' contexts, interests and needs and their relationships with others. As a result, students are part of learning situations in which they must interact with diverse worldviews while communicating in English through the main four skills of the language.

Being exposed to other realities in the English class becomes an opportunity for students to recognize themselves and others, strengthening their identity and appreciating different ways of understanding the world, diversity and cultural heritage. Ushioda (2011) discusses the importance of considering the identities that language learning makes possible and that are reflected in English with "transferable" identities as students negotiate, interact, participate, share ideas and experiences and evaluate these experiences as well.

Language learning is a way of expressing thoughts and ideas and of creating new realities. Thinking skills are also fundamental for the learning of any language. Paul and Scriven (1987) define them as intellectual processes involved in the conceptualization, application, analysis, synthesis or evaluation of information obtained or generated through observation, experience, reflection, reasoning or communication. In the Learning Outcomes, these processes are closely related to the development of receptive skills in both reading and listening. In this way, students can resignify their own knowledge in order to reinterpret reality. As a result, understanding expands and becomes more complex, bringing them closer to new opportunities for meaningful learning.

Productive skills (written and oral expression), also allow for worldviews and ideas to be expressed through discussion and by becoming familiar with other realities. Students learn in situations in which, motivated by their own interests and concerns, present, discuss, investigate and propose and communicate ideas while respecting others. Critical and creative thinking takes on a central role in this process of developing productive skills.

Finally, another guiding principle is accuracy intelligibility, so that the students can interact while selecting adequate language to express and understand their visions of the world and cultural components of the English language.



Glossary

Fluency: a thinking skill that mobilizes knowledge and strategies to access and express meaning through articulated messages in order to decode them and communicate them at an appropriate pace. Pauses or other interruptions can occur without altering the meaning of the message. Fluency embraces all language skills as it is usually regarded as a characteristic of spontaneous oral expression. This is manifested through receptive skills in the intelligible access to meaning in written and oral messages.

Integrated skills: a linguistic principle that highlights the intrinsic nature of language unity in terms of learning; it opposes fragmentation in which language is studied analytically by segments or components that do not point to communication as an ultimate goal, but rather to knowledge of all the parts of language.

Identity: a set of characteristics that differentiates one individual from another and is constructed through interaction with others, for example, through language, enabling participation and occupying a place in diverse communities. It involves how the person understands his or her relationship with the world, how that relationship is built over time and space, and how the person understands the possibilities for the future.

Intelligibility: a complex linguistic criterion that, in part, concerns the ability of speakers to understand the meaning of both the message and the structural or contextual components of communication, and which can be understood by the listener or reader.

Meaning-focused input: is the meaning of the messages received that students can understand from the ideas contained within those messages.

Meaning-focused output: is the meaning of the messages constructed that students can transfer to others.

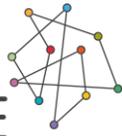
Strand: an integrated guiding principle that concerns the balanced and equitable organization of linguistic components such as skills and other key elements of language. Nation (2007) describes four cornerstones that enable a balanced organization of learning: receptive and productive skills focused on meaning, fluidity of received and expressed messages, and semantic efficacy through the use of the elements of language, such as the lexical, phonological, and syntactic ones.

Time-on-task: is the optimization of learning time in relation to the practice and use of the language that students carry out in their learning process which, thus, increases significantly.



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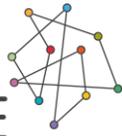


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