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“Common European Framework
of References for Languages and Chilean Curricular Bases:
A critical contrast to the level and work system of
oral production and its methodologies according to the cultural
and academic context of the Chilean national reality”

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INTRODUCTION

As students of the English teaching programme at the Universidad Católica Raúl Silva Henríquez in Santiago, during the process to become teachers we have noticed about the environment of the educational and social context involved, in which we can find different realities and academic backgrounds depending on the educational and social context that we have been experienced in our pre-service teacher periods.

There was created a project called *Estrategia Nacional de Inglés 2014-2030* by the Ministry of Education and the Ministry of Economy and Tourism during Sebastian Piñera's government, which said: *"If up until a few years ago, being an illiterate meant not being fluent in one's own language, today, the new illiterates are those without the ability to navigate through the language of technological information, master the English language, which now is the principle worldwide language."* (Free translation by the members of the group)

The document establishes that there are more than 8.000 English teachers in the country, but 1.284 of them do not have a proper knowledge of English; in fact only the 5.8% of the teachers have the minimum standard requested for the Ministry of Education.

The main focus of this document aims to improve the effective communicative skills of Chilean students and to reach a high level of English, by giving them the tools and the support to get this goal, not only focusing on the students or on the school but also on the family and society; hence the initial and continuous training of English teachers and English for Specific Purposes.

Another point of view that the previous government had and took into account for the creation of the project was related to the international agreements of the country; *"The use of English has grown into a tool for worldwide communication, whose use has presented commercial opportunities as well as brought about intercultural and scientific benefits among the people of the most diverse languages. For this reason, developing an appropriate level of English has become an active strategy for the development of any country, as well as a relevant advantage for the workers in competitive labor markets on both local and global levels."* (Estrategia Nacional Del Inglés, Marzo 2014)

The Ministry of Education points to *"strengthen the proficiencies of the Chilean population in the English language, in order to accelerate the integration of Chile into a global world and therefore improve our competitiveness"* (Marzo, 2014, Estrategia Nacional Del Inglés).

The Ministry of Education expects that in 2020 the 30% of the students reach the A2 or B1 level according to the Common European Framework of References of Languages (CEFR) and in 2030 a 50% of them could get such levels taken in consideration the 18% obtained in the *SIMCE 2012*.

The Common European Framework of Reference of Languages (*CEFR*) is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years in Europe.

We are certainly aware of the differences between the highest and the lowest social economic group of our current society, so we do not mean just in

the purchasing power that each person has. We are aware of the huge differences in the access to high quality of education and certainly its context; it means how the academic environment of the student could be properly enriched.

In 2011, the English standardized test *SIMCE*, showed a significant difference between the highest and the lowest socioeconomic groups of students results, in terms of self-confidence at the moment of expressing themselves in a foreign language in three skills only; reading, writing and listening comprehension.

This is mainly based on the time of exposure that each student has had on the different educational establishments which, being so reduced, could have affected the proficiency at the moment of using the foreign language.

Moreover, if we take a look at *SIMCE* 2010 chart results, we could be shocked by the numbers because it seems to be that the national reality is so far from the goals presented by the Ministry of Education (MINEDUC) in order to have functionally bilingual students at the end of their high school programme.

According to this, it seems to be essential to have more hours of English classes in order to achieve goals at a functional level for the students, that is to say, the more time of exposure to English students have, the more success in acquiring the second language goal they will have.

Moreover, the more time of exposition to the language that the students must have to reach a proficient level of English, the more important the teacher's role in the educational system seems to be. By this role, we mean

how teachers develop their lessons and how this should be the key for acquiring a second language. This is basically because while the more the teachers work out their classes or sessions in English, the more the students will feel self-confident to use English language.

The results of the standardized English test called *Sistema de Medición de Calidad de la Educación (SIMCE)* 2010 show the analysis of factors associated to learning English aims, in order to provide evidence on the relation between characteristics of students and establishments with learning the foreign language, considering their socioeconomic conditions.

The chart results also shows that the highest socioeconomic level schools, have better outcomes because of the fact that teachers make or develop their lessons fully in the target language, in this case English. One of the reasons, among many others, why students with a good economic situation have better results in such test, is the consequence of the individual work that every single English Department prepares, e.g. material and text books that are different from those given by MINEDUC, and usually at a higher level and including all four linguistic skills, adding the amount of hours exposed to the target language.

Taking all of this into account, we started our research through the Chilean curricular bases stipulated by the Ministry of Education (MINEDUC) in 2013, in order to analyse the weaknesses that are eroding the efficacy of the Chilean syllabus to get better speaking production results. According to the Department of Education, students are expected to reach a B1 level of English according to the global scale from the *CEFR*.

The above meant that it has become indispensable to look into curricular bases purposed by the *CEFR* referring to oral skill principally, which is the main item to study in the research. With a view of getting improvements in that area, it was necessary to contrast both the *MINEDUC* and the *CEFR* curricular bases, in order to clarify which could be the factors influencing the ability already said.

It seems that B1 level is absolutely decontextualized because it is based on the *CEFR*, which is an international scale to measure how capable the user is to develop on independent situations, so far from our socioeconomic reality to reach equality according to the distribution of the resources.

Chilean curricular bases should not be based or inspired on a European developed countries scale, in which education reaches levels almost compulsory in foreign language aspects.

The main objective of this research is to prove that the *CEFR* is an acquired method to be included in the curricular bases for high schools because it is absolutely decontextualized and alien to our socioeconomic and educational background as nation.

It is also an objective to determine if teacher's proficiency in developing their classes has a real impact on the students in acquiring or reaching the B1 level, as the curricular bases and the *CEFR* propose to high school students at 12th grade who must have or develop at the end of their school program.

Throughout a survey delivered to English Language Teachers who have taught in schools that apply the syllabus offer by *MINEDUC*, we will try to find out the teacher's knowledge about the *CEFR* standards, their knowledge about *Programas de estudios* and its ways to work with it developing speaking skill

with their students in classroom in a way that they can reach an approach to the language according to all English acquisition theories and if this is according to the curricular bases in which we can find the *CEFR* standards on it and if this standards are accurately applied in the classrooms in order to reach and develop B1 level expressed on the curricular bases at the moment that the students obtain their twelve grade promotion in the end of their high school education.

CHAPTER I: THE STUDY

1.1 English: national concern

Education First (EF), the international educational company that specializes in language training, raised an alarming trend last February related to English as Second Language in the current societies. According to the 4th edition of the English Proficiency Index (EF EPI), Chile ranks 36th among 70 countries studied over the world, and it is 4th among 14 Latin-Americans countries. The *EF* research covers four tests which evaluate grammar, vocabulary, reading and listening comprehension of the language. The three first Latin-Americans countries that lead the ranking are the following in descending order, Argentina, Dominican Republic and Peru.

1.2 English: global tool

Nowadays, Chilean society has entered into multiple international treaties, reason why the English language has become pretty significant in our country. Additionally, for the same reason mentioned above, today there are more possibilities to travel to another country where the mother tongue may be completely different from our native tongue. Then, English learning is essential to communicate with people all over the world, since it is the universal language.

1.3 English: success

Furthermore, it is well known that learning a second language not only develops cognitive abilities, but it also improves the qualifications to apply to more and better job offers. According to an article in the national newspaper *La*

Nación (2015), there are six features in which the English language can help to improve the professional field:

- i. Education: a worker who speaks the language may study abroad and get a Master's degree, an MBA or a doctoral degree.
- ii. Global vision: the Anglo-Saxon language allows to know multiple cultures which contribute to expand the worldview and, in addition, to build new networks of social interaction.
- iii. Competitiveness: to be bilingual makes a big difference from those who speak Spanish only, which adds greater value to the Curriculum Vitae and makes the person more competitive in the job market.
- iv. Employment: to speak English enables a worker to apply for better charges in both national and international companies.
- v. Incomes: according to the findings, a person who speaks English may earn 30% more than someone who does not speak the language.
- vi. Business: English has become the language of the businesses; thus, everyone who wants to succeed must know the language.

The English test *SIMCE* – a standardized instrument used to measure the level of the language - has been applied to 11th Grade students since 2010 in Chile. Such test has been used to measure the knowledge and abilities that students have about the English language.

For this purpose, was created the test *SIMCE*, a tool developed by the Educational Testing Service (ETS), the specialist leading this kind of evaluations.

The test assesses beginner and intermediate knowledge level in reading and listening skills only, leaving writing and oral abilities apart. The test measures if people can recognize English language sounds and if they can identify explicit information. However, the last applied test shows a huge difference in results between schools with higher economic situation, in contrast to those schools with lower economic situation.

At present, according to the national curriculum, the English subject has been a compulsory subject for students since the 5th grade. Anyway, every single school can decide how many hours per week the students should have, with a minimum of three periods of 45 minutes a week. Eventually, private schools provide more English lessons hours than public schools.

On the other hand, the Chilean syllabus is based on grammar teaching mainly, which may interfere with the real acquisition of the target language, considering the theories of the authors already studied over the learning process of the English teaching degree.

At birth, the first stage belongs to the exposure to the target language to both by listening and speaking. There is not any writing or reading skill involved; therefore, English lessons should be focused more on the speaking and listening comprehension than covering the grammar or reading and writing skills only. Thus, students clearly should be exposed to the language in their daily life more than usual, it does not mean that they will be prepared enough to communicate, but they should be enforced to speak as much as possible.

1.4 Statement of the problem

It has been understood that the setting of goals for a specific purpose should be based on a specific interest of those who set such goals. In the case of an educational target imposed by a governmental agency, as the learning of a language, for example, it should be clearly expected some level of coincidence or coherence between the intentions to improve a determined aspect, the objectives to be achieved and very specially, the means or resources through which that objective or objectives may be attained.

The current Curricular Bases proposed by the Ministry of Education (MINEDUC) seek to get a B1 level based on the Common European Framework of Reference for Languages (*CEFR*) among students, while the syllabus does not follow the same goals suggested by the *CEFR*.

Hence, we think there is not agreement or coherence between the goals and the syllabus provided by the *MINEDUC*. This leads us to analyse this issue by comparing both Curricular Bases proposed by the *MINEDUC* and those proposed by the *CEFR*, with the purpose of knowing the causes or obstacles to reach a B1 level from students.

In order to compare these two items, our thesis will be focused on the speaking skill as the main feature only, because it has been considered as the first approach in any language along with listening. Apart from that, the oral ability will be particularly studied because as both students and teachers, we have observed that during the English lessons such skill is the weak one.

Certainly, during the internship process, many of the students with who we have been working, possess a relatively good development of the listening

and reading comprehension skills, but at the moment of expressing their ideas or opinions they show great difficulties and may be unable to do it.

On the other hand, the standardized test *SIMCE*, does not measure either speaking or writing production, reason why we think schools strengthens the receptive abilities instead of the productive ones, which according to the *CEFR*, should not be like that.

1.5 Research question

From the statement of the problem the following question arises; would it be possible that Chilean students get the B1 level standardized by the *CEFR* in speaking production of English subject suggested by the Ministry of Education?

Based on this question, this work intends to be a small contribution to finding out whether the *MINEDUC*'s policy in the implementation of the English language as an important element in the school programs of our country is adequate or requires some further study and deepening.

1.6 Objectives

In order to contribute to the purpose explained above, this study has established the following objectives, intended to lead the course of this work.

1.6.1 General objective

- To determine if Chilean curricular Bases provide enough resources to reach a B1 level in speaking skill according to the *CEFR* global scale.

1.6.2 Specific objectives

- To contrast Chilean curricular bases with the European curriculum related to the speaking skill.
- To establish a relation between the national curriculum and the level required by the Ministry of Education to get such level in the oral ability.
- To promote methods of English language teaching which strength independence in the learner's speaking skill.

1.7 Hypothesis

- Chilean curricular bases do not fulfil the requirement to students get a B1 level in the English subject.
- The level expected in English subject has no relation with the Chilean reality.

CHAPTER II: THEORETICAL FRAMEWORK

In this chapter, we will present the information needed to cover our investigation process which was obtained throughout an extensive research. This study offers essential research material to set up the bases for our main exploratory guidelines and field experiment, considering concepts and theories to be used in order to achieve our general and specific objectives.

At the very beginning, the general framework is set to focus our investigation process. Bases Curriculares de Séptimo Básico a Segundo Medio Inglés (2013), stipulated by the Ministry of Education (*MINEDUC*), has been selected because they were modified more recently and because as pre-service teachers we have been working in such grades. It will be described, discussed and analysed as well as *Programas de estudio Segundo Medio Inglés* (2011).

We will also provide a general overview about the Common European Framework of References for Languages (*CEFR*) in the second section of this chapter, focusing mainly in speaking skill production for the purpose of studying and contrasting material related to such ability.

The third part of this chapter deals with English as a Second Language (ESL) and English as a Foreign Language (EFL). It provides different definitions and relevance, which are essential to our research process.

The fourth part of this chapter deals with the speaking skill, pointing which is the most common technique applied by teachers in this productive skill. It is also related with the manner in which this skill should be developed methodologically and in which ways authors cover this matter. Moreover, it

describes how speaking proficiency should be managed by learners according to author's references.

The last part of this chapter provides different points of view about definitions of language strategies and techniques, and mentions some of the most common ones, because they will be compared with those presented in the *CEFR*.

2.1 Curricular bases

It is quite necessary to understand to what the meaning of this title refers in order to establish a scenario where this investigation can take place. **Consejo Nacional de Educación** (2016) invites us to check the definition of **Curricular Bases in our General Education Law number 20.370**, which determines that this item consists in a group of learning objectives (knowledge, abilities and attitudes) in coherence with the general objectives established in this law by periods or years of elementary, primary and secondary education. These Curricular Bases consider learning objectives by levels and subject, as well as transversal learning objectives for periods.

This document is used to set the bases of the educational process, giving elements from profiles of students according to the focus of the subject and the curricular organization. Bases Curriculares (2013) will be analysed and described, in the same order they are presented in the official document:

i. Students profile

Having achieved the learning objectives of this subject, students will show confidence and a positive attitude towards the language. Bases Curriculares, (2013) also indicate that students use the English language to communicate their ideas at an intermediate level in different situations, in which they are expected to reach the B1 level according to the *CEFR*, item that will be cover below. They can also participate in different simple communicative interchanges about daily activities or topics, making questions and being capable of answering them using a clear language and basic pronunciation patterns without significant interferences, including the use of gestures and intonation.

ii. Learning strategies

According to the *Bases Curriculares (2013)*, learning strategies in a language can be defined as actions, behaviours, steps or specific techniques involved in cognitive, social or affective processes, which students use intentionally, most of the time, to support and improve their learning of a second language. They can also use different a suitable variety of strategies related to their learning style, such as taking notes, singing lyrics, summarising, comparing words from target and mother tongue, using the dictionary and inferring from texts. These strategies support students to develop tasks related

to listening, speaking, reading or writing in a new language, and in the learning and usage of vocabulary and new structures.

The *Bases Curriculares (2013)* also state that the English subject will motivate students if the strategies used to teach are related to the tasks developed in classes and adjust to the different learning styles of the students. The aforementioned elements, together with an effective use of strategies will help the students to comprehend English in a successful way to realise their own difficulties towards the language and to search ways to overcome them.

iii. Learning by communicative tasks (Task-based learning)

Nowadays, it is believed that language learning and acquisition are accomplished as a product of social interaction, where information communicated is the main objective and language usage must be meaningful in order to perform or complete a challenging task. These tasks are defined as classwork, which represent real-life situations and require students to comprehend experience, produce and interact with a second language, focusing on the meanings more than on the form, so they can achieve task goals.

Task-based learning offers a good alternative to teaching English as a foreign language (TEFL) teacher. Lessons are not based on language contents; on the contrary, lessons are about a central task and the language to be studied will be determined by the language elements that may appear during the process including the students' needs to complete this task. In order to achieve this goal, students need to pass through different stages in which they are

exposed to an effective communicative environment where they spend a lot of time talking and improving their speaking and listening skills.

iv. **Curricular organization**

English language is divided in four main skills which can be classified into productive (writing and speaking), and receptive (listening and reading). They are considered interrelated when it comes to English teaching, because language usage implies interacting, receiving and sending messages, where every skill reinforces and fosters one another.

In relation to the Oral skill (Speaking), our main focus of investigation, the *Bases Curriculares (2013)* defines it as an English productive skill supposed to use language to communicate ideas in oral form. Expressing orally consists in communicating a message with an adequate pronunciation and participating intelligible in oral interchanges, conversations and speeches. As the document reports, oral skill activities must teach language functions in a meaningful and explicit way, helping students to solve communicative tasks, giving them tools for a theme based speaking, reducing the anxiety level that speaking in a second language may provoke.

2.1.2 English Programme

As long as we have a clear concept of the Chilean Curricular Bases and what elements should be considered, we can go deeper into the analysis of the English language learning standards.

According to the **Consejo Nacional de Educación (2016)**, the English Program is a document which provides didactic guidance in the process of teaching, learning and assessment learning objectives. Primary and Secondary education will individualise subjects including guidance about methodology, evaluation and educational resources involved.

This document also gets descriptions and information about the four skills involved in a Second language acquisition (SLA) process and didactic guidance, covering matters like class management in order to develop productive and receptive skills.

i. **Four Skills**

In the official document, the four skills are mentioned as part of the English learning process, but we focus on speaking ability only, which is considered an appropriate and intelligible way of communication where monologues, conversation and oral interchanges take place. *Programas de Estudio* (2013) also states this skill progresses through different language usages such as vocabulary, where students use words, set phrases and idioms; morphosyntactic structures, used according to communicative needs; and pronunciation, a correct emission of English sounds.

ii. Didactic guidance

There is a variety of guidance related to how classes should be performed, and there is another variety of guidance which are specifically related to the English language development.

As general guidance, the *Programas de Estudio* (2013) point that lessons should ideally be taught in English, considering that a constant interaction with the target language help students to get accustomed to new sounds from the beginning.

It is quite necessary to stimulate communication between students to ensure real instances, where language expressions can be used. This process can be done by an example given in the text, in which a dialogue model is written on the whiteboard and students use it orally or in a written way, making foreign language easier to understand.

As a specific guidance, the research focuses on productive skills, specially, oral skill. The *Programas de Estudio* (2013), indicate that this skill must be promoted, firstly, by exposure to written and oral models, which must be reproduced by giving students a model to follow. Having these bases, learners will gain confidence and a set of communicative elements to express themselves in the target language.

Afterwards, students should be able to create texts with an increasing level of flexibility and originality. We need to remember that oral skill is linked to ear training, where students need to start repeating chunks, and gradually, emitting sounds in order to comprehend the meaning of the messages and, the vocabulary involved in their communications without needing translation.

According to the *Programas de Estudio* (2011), communication is an essential process, where students are expected to perceive language in a first stage and then use it naturally, so they will gain the necessary confidence to use the foreign language. The first levels of the English language acquisition are dedicated to this skill; in such way, students can get accustomed to daily expressions. On the other hand, students in higher levels are expected to use expressions and also giving opinions.

Finally, we deal with evaluation guidance. When oral skill is assessed, teachers must not correct student's pronunciation until they finish their speech or dialogue performance, because this interruption may distract students and students may lose the goal of communication. It is also necessary to indicate that whenever students use visual aids, teacher must explain them that they cannot use it for reading, according to the *Programas de estudio* (2011).

Considering the topics exposed above, we can summarise that oral skill have been left behind by the written skill, which stands out in comparison to the four skills involved in the English language learning process in Chilean educational reality.

2.2 The Common European Framework of Reference for Languages (CEFR)

For the sake of completeness as we mentioned above, the Chilean Curricular Bases are focused on getting a B1 level under the *CEFR* standards. The main purpose of the *CEFR* points to provide categories and levels that professionals of education can expand or contract, elaborate or summarise, according to the needs of their context (Policy Forum *CEFR*, 2007). The *Bases*

Curriculares (2013) aim at two levels: A2 corresponds to a standard level for elementary levels of education and it is used as a reference level where an eighth grade student should reach it at the end of his/her academic period. Level B1, also named as threshold period, corresponds to a minimum level to be achieved by fourth grade high school students.

In order to clarify and understand the levels established by the *CEFR*, there is a global scale presented below in figure 1:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 1. Table 1: Common Reference Levels: global scale from Chapter 3 of the *CEFR (2001a:24)*

A number of different factors have been proposed to explain how a learner in B1 level must deal with, such as the definitions cited above address delimited situations, additionally, European Council offers more information about the circumstances that a learner B1 level should involve. Naturally, as the first approaches correspond to listening and speaking production, you may observe that the following description account for the *CEFR* refers to oral ability mainly.

- i. Content: Roughly, there are two primary features that a person with level B1 reflects, the first one is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but sometimes it may be difficult to follow when they are trying to say exactly what they would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- ii. Cope flexibility: The second feature is the ability to cope flexibly with problems in everyday life, for example to deal with less routine situations on public transport; confront with most situations likely to arise when they are arranging a travel through an agent or when they are actually travelling; enter unprepared into conversations on familiar topics; making a complaint; taking some initiatives in an interview/consultation (e.g. to bring up a new

subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said.

2.2.1 Common European Framework of Reference for Languages: learning, teaching and assessment.

Even though the Chilean Curricular Bases do not only propose a curriculum design but also allow every single school to put forward any programme of study (which should be accepted by *MINEDUC* before being implemented), the *CEFR* provides the "*common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively*" (*CEFR* learning, teaching and assessment: pp. 2).

One of the features filed on the *CEFR*, refers to the mother tongue and the foreign one. The learner of a second language acquires not only the language but also the culture, which does not mean that the user ceases of competence in his or her mother tongue and the associated culture. Actually, the new competence is totally linked with the old one, where the learner acquires two distinct, unrelated ways of acting and communicating, reason why language learner becomes plurilingual and develops interculturality.

For the purpose of this thesis, our particular attention is focused on the oral ability. It must be said that the *CEFR* indicates curricular framework proposed, should be adapted to every single society and its environment. Even

so, European Council points reception and production (oral and/or written) as the main processes. It concedes that both receptive and productive modes make communication possible between people who are unable to get through each other directly.

The *CEFR* recommends particular activities to apply in the acquisition/learning of a second language related to speaking production. In the text, there are mentioned ludic uses of language to be employed as spell stories with mistakes, which allow to answer how, when, where and who, regardless of grammatical errors.

It must be conceded that this is an extremely complex and controversial area when we talk about the best ways to practice oral skill in a second language. Nevertheless, from the *CEFR* document, it is appointed certain doings to perform the speech, they include the following; public address (information and instructions), addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries and sales presentations). Some other activities involve are; reading a written text aloud; speaking from notes, or from a written text or visual aids (diagrams, pictures, and charts); acting out a rehearsed role; speaking spontaneously and singing.

Furthermore, such performances incorporate pronunciation practise as mainly field which learners are expected to develop on the foreign language. These are the following: *simply by exposure to authentic spoken utterances; by chorused imitation of the teacher, audio-recorded native speakers or video-recorded native speakers; by individualised language laboratory work; by*

reading aloud phonetically weighted textual material; by ear-training and phonetic drilling. As reading out loud and ear training but with the use of phonetically transcribed texts; by explicit phonetic training; by learning orthoepic conventions (i.e. how to pronounce written forms) and; by some combination of the above.

From the above, it can be appreciated that teachers may apply different manners to encourage learners to speak out in their lessons. A considerable fact should be taken into account different ways to cover oral skill in order to succeed oral production as well as possible. While the more learners exposed or enforced to the language are the better performance they will have.

2.2.2 Common European Framework of Reference for Languages: Speaking

Before going into more substantive matters, it is necessary to specify what the speaking skill involves according to the *CEFR*. In general, people who reach B1 level, are expected to use a wider range of simple language to deal with most common situations.

A student who has the B1 level is expected to reasonably and fluently give straightforward descriptions, discuss on a variety of familiar topics related to experiences, feeling, accidents, books, films, dreams, hopes and ambitious.

The student is also expected to follow a linear sequence of points, to detail accounts, confidence with familiar topics and professional life, to communicate on unfamiliar topics and to say why something is a problem.

A person with B1 level must perform most situations related to travel, to join into an unexpected conversation and sustain it, even when it might be

difficult to follow. The vocabulary should be reasonably enough to cover the aforementioned items; the grammar should be reasonably accurate, even if the mother tongue has influence on it.

Finally, one of the main features refers to the mistakes. The biggest point here is to express some ideas as clear as possible, but it does not matter the quantity of errors while the message is understood.

2.4 ESL/EFL

Nowadays, English language teaching is becoming more and more necessary for different reasons, such as getting better job positions, travelling, or moving to an English speaking country. For these reasons, some people attend English lessons every day. These lessons might be focused on two different approaches of teaching: ESL (English as a second language) and EFL (English as a foreign language).

For the sake of completeness, it is necessary to define ESL and EFL. According to Rod Ellis (2008), ESL refers to *"the learning of another language in a context in which the language is used as a means of wider communication"*. This approach is related to the language learning process, such as Mexican or Colombian people who travel to an English speaker country to study English or students from countries where English is widely used, for example India or Singapore, where English is one of the four official languages working as lingua franca among the Singaporean population.

On the other hand, Rod Ellis (2008) refers to EFL as *"the learning that typically takes place in a classroom through instruction where there are no or*

only limited opportunities to use the second language in daily life". Based on this, it is possible to say that this approach is related to the language learning process, in countries where English is not widely used outside the classrooms, but it is part of what was called as the "expanding circle". The last concept was developed by the linguist Braj Kachru (1985) which includes countries where English has no administrative status but is recognized as a lingua franca, and is widely studied even when it is not widely used everyday.

It is worth mentioning that beyond the level of exposure to the English language, there exist other differences between both, EFL and ESL approaches. For instance, in the student's intrinsic motivation to learn English in EFL environments where English is not part of daily life, English learning might not seem important for students and it is studied just because it is part of the curriculum (Brown, 1994), offering a poor exposure to the English language with 1 or 2 hours of study per week, making the process of English language learning harder.

On the other hand, intrinsic motivation of students from ESL classrooms seems to be higher, because in this case, English has an important relevance in their daily lives. Additionally, ESL students usually study English for personal reasons showing higher levels of instrumental motivation such as moving to an English speaking country, or getting a better job. This does not mean that EFL students do not show this kind of motivation, but the levels shown in EFL are lower than in ESL students. Because of this, EFL teachers seem to be forced to use a variety of resources to motivate their students,

because it is more common to find students without motivation if they think that English has no relevance in their future.

Another difference between both approaches is that EFL classrooms usually present a group of students with the same mother tongue and usually the same culture, while ESL classrooms present students from different cultures, countries and with different mother tongues, which can be related to student's mistakes, students from EFL classrooms will show similar mistakes, this because they share the same mother tongue. On the other hand, students from ESL classrooms will show different errors, because their mother tongues are different.

In Chilean education, English language is part of the curriculum that students learn during their school years. Considering that Chile is a non-native English-speaker country, classes are faced from the EFL approach, because of the process of globalization and economic interest on the target language.

According to the Chilean Ministry of Education, English language curriculum is based on the development of competencies and abilities of students in the target language, considering the increment in the relevance of language learning to know other cultures and realities and with the purpose of educate people able to access to information in the target language and with the oral abilities to express ideas about their interests, family and personal information in daily communicational situations.

2.5 Speaking

As our investigation will lead us through the development of the speaking ability and its levels depending on the Educational Ministry Curricular Bases, we will compare and figure out the main similarities to the *CEFR* and the main factors that affect oral English proficiency in the process of reaching B1 speaking level for Chilean high school students. This part of the investigation is concerned mainly on giving an overview of the speaking definition and its main foundations.

What do we know about speaking? Speaking is an interactive process of constructive meaning that involves producing, receiving and processing information (Brown, 1994). Obviously, its form and meaning will depend on the context in which it is developed, including the people involved, their experiences, environment and purposes of speaking.

Most of times speaking is spontaneous, open-ended and evolving. Language functions that reappear in certain speech situations (e.g., declining an invitation or requesting time off from work), can be identified and documented (Burns & Joyce, 1997). Nevertheless, speech is not always unpredictable because depending on the context and environment we can expect some answers from the other speaker, like asking for personal information, e.g. *What is your name?, How old are you?, Where are you from?*, among others.

Speaking requires some basic knowledge about language, not just how to produce specific sounds or other parts of language, such as grammar, pronunciation or vocabulary (which involves a basic linguistic competence

indeed); it also requires from the learners to understand when, why and in what ways they produce language (sociolinguistic competence). Speech has its own procedures, structures and convergences which are quite different from written language. Of course, a good speaker synthesizes this group of skills to express her/himself orally successfully.

2.5.1 The bases for a good speaker

Speech skills will always have a deep impact in effective speaking depending on the habits developed by each speaker. Speakers must be productive and receptive, and by this, they have to develop the skill of anticipation and to produce expected patterns for every specific different situation in which a person can be involved. Speakers must also manage discourse elements such as turn-taking, rephrasing, providing feedback or redirecting (Burns, A., & Joyce, H. (1997). *Focus on speaking*), i.e. for each situation in which two or more speakers are involved, they must be in almost the same tune or conversation patterns to stand some interaction and this way, access the knowledge as the exchange progresses. The speaker must choose the correct vocabulary to describe what he has in mind, rephrase or emphasize words in order to clarify his ideas and descriptions and, of course, an appropriate use of the body language (face expression included) to involve a right use of all the speech skills.

In order to reach a good proficiency in language communication, speakers must pay attention to all the agents involved in speaking process as stress patterns, rhythmic structures, and intonation of each language, the

correct use of grammar according to the rules of each language, thinking about the target audience or communication agent, the context and knowledge that the main characters involved share, target vocabulary, which must be appropriate according to the situation in which the speakers are into, making it more comprehensible; the setting of the speech situation and the topic discussed. The speakers must choose an appropriate strategy to enhance comprehensibility like emphasize sentences or words which will make clearer the speech situation for the listener.

Speakers must also use gestures or body language that will provide extra information at the communication instance on speech interaction between two or more people.

2.5.2 The speaking lesson

Speaking lessons can be guided through a usual pattern of *preparation* which can be divided in different steps identified as *presentation*, *practice*, *assessment or evaluation* and *extension*.

Preparation can be used by the teacher to establish a context to develop speaking task, e.g. where, when, why, and how it will happen, and of course to state the target of the speaking skill.

In the *presentation*, the teacher can provide a prepared model in which the learners can base their practice attempts, to help them in comprehension and to sharpen observation regarding the target language.

The next step is the *practice*, which involves learners reproducing the prepared structure, ideally in a controlled and supported manner.

Assessment or evaluation implies direct attention on the skill developed during a lesson, in which the students or learners will be monitored and assessed to guide and improve their progress.

Finally, the *extension* refers to the activities that learners ask to use the skill in different context or real communicative situations, where the students can use or include new skills in the communicative strategy (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

2.6. Strategy and Technique

In this section, we will focus on the conceptualization of the terms strategy and technique applied to our project. The aim is to identify and clarify these definitions in order to understand the elements that take part in the teaching-learning process.

2.6.1 Strategy

Strategy has been adapted to many different fields of study. Hence, its meaning can be understood depending on the subject's perspective. (© Cambridge University Press 2016-Cambridge Dictionaries Online) states the term strategy as "*the art of, or a scheme for, managing an affair cleverly*". However, it is difficult to focus this project on this definition only; therefore, we will refer to the term learning strategy as well.

Brown (2007) stated that strategies "*are habitual and no longer in the learner's conscious control as processes*" or "*those specific attacks that we make on a given problem*". He also proposed strategies as "*specific methods of*

approaching problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”.

Another definition provided by Brown according to strategies, refers to “*procedures that facilitate a learning task and strategies are most often conscious and goal driven*”. He also agrees that strategies can be divided into three main categories. (1) Metacognitive strategies, which have to do with an insight about the learning process. (2) Cognitive strategies, which are those applied to a specific learning task and, (3) Socio-affective strategies, which deal with the learners interaction and other ones. Finally, Brown states that strategies can vary depending on individuals. (Brown, 2007)

In addition to the previous definitions, it would be possible to establish that learning strategies are special thoughts or behaviours that individuals use to help them to comprehend, learn or retain new information. Besides, the main focus of interest of learning strategy research is on language acquisition in contrast to other strategies such as production and communication strategies which are focused on language use.

Another definition states that “*learning strategies are attempts to develop linguistic and sociolinguistic competence in the target language*”. (O’Malley, Chamot,1993). According to the authors, learning strategies are categorized depending on the kind of process involved, emphasizing Metacognitive strategies, which have to do with knowledge about learning and the management over learning as well as in Cognitive strategies, which involve operations of analysis, synthesis or transformation of learning materials. (O’Malley, Chamot 1993). In this sense, there is an agreement on learning

strategies classification between O'Malley, Chamot and Brown, who establish these learning strategies in the same manner.

It is important to mention that O'Malley and Chamot agree that learning strategies are skills with a high level of complexity. The foundation of this perspective is based on the fact that human beings are able to process information through the thoughts which take place in the learner's mind and the cognitive activities involved.

Another definition that it has to be considered is provided by the Common European Framework of Reference for Languages (*CEFR*). This document states that "*A strategy is any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted*"

The previous definition concords with O'Malley, Chamot and Brown when they declare strategies as processes, procedures or attempts to develop competences which in the *CEFR* document are defined as regulated line of actions.

In this sense, strategies can be seen as sequenced or planned actions according to a specific aim. These actions are controlled by the learners or guided by the teacher's learner and they suggest the production of cognitive activities in the learner's mind.

2.6.2 Techniques

The term technique is defined as "*the way in which a (usually skilled) process is or should be carried out*" (©Cambridge University Press 2016-

Cambridge Dictionaries Online). In order to locate this term on our project, we will provide a definition of what a technique is and indicates the role that it plays in the language-learning process.

Harmer (2007) explains that it is necessary to clarify other terms that are commonly used in the practice of language teaching. Once these terms have been defined, it will be possible to have a crystal clear understanding of the term technique in the teaching-learning process.

The first definition in this list corresponds to Jeremy Harmer approach: *"People use the term approach to refer to theories about the nature of language and languages teaching which the source of the way things are done in the classroom and which provide the reasons for doing them (Harmer, 2007 p.62).*

The second definition corresponds to the term method. *"A method is the practical realization of an approach" (Harmer, 2007 p.62).* In order to make this term clearer, it would be possible take the Diane Larsen Freeman's point of view by saying that a method is a thinking activity associated to another thinking activity, thus, a set of coherent connections between these "thought-in-actions" form what it is a method. (Larsen-Freeman, 2008)

The creators of method definitions have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which could be helpful, and some models of syllabus for the organization of teaching.

Finally, to explain the term technique, Jeremy Harmer provides the following: *"A common technique when using video or film material is called silent viewing. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence and as such technique rather*

*than a whole procedure” (Harmer, 2007 p.62). According to this definition, we can determine technique as activities or actions that are used to reach an aim in language learning. Due the purpose of this thesis, there are mentioned some of the techniques suggested by Harmer (2007); *photographic competition (upper intermediate to advanced)*, *role plays (intermediate to upper intermediate)*, *information-gap activities*, and *telling stories*.*

In this section, we have seen some definitions of terms that are commonly used and involved in Teaching Learning Language process, which is essential to develop our main focus for our research.

CHAPTER III: METHODOLOGICAL FRAMEWORK

The procedure used for this research will be thoroughly explained in this chapter, detailing the phases of this investigation in order to know how and why the instruments were applied to gather data from two texts and a survey answered by 26 teachers.

3.1 Type of Research

Due to the fact that the analyses and reviews of the *Bases Curriculares* and the *Programas de Estudio* de Inglés of the Chilean Ministry of Education (MINEDUC) we think it has not been treated intensively and methodically in the last few years, the nature of this investigation is exploratory . Thus, it refers to a type of study where the object to be examined could normally be a subject or an investigation problem that has not been studied in full or has not been addressed before (Hernández, Fernández and Baptista, 2014).

The present investigation displayed results qualitatively, due to the collection method and data sampling, although it does not necessary include interviews. A survey was applied to 26 teachers from different areas of Santiago, whose establishments offer three or more hours of English lessons per week, and enforce planning and program dictated by the *MINEDUC*, for the purpose of verifying the literature discussed. Also, a qualitative method has been used to analyse data, which was selected by a specific criterion according to the document; then it was reviewed and contrasted with the *CEFR* standards.

Within the research theory, there is the archival type, which was applied in this investigation. The method involves the study of both historical and contemporary documents produced by and about any organization, often as

tools to supplement other research strategies (Ventresca and Mohr, 2001). The study is nonexperimental, which means the study of existing records: these records may be historical accounts of events, census data, court records, police crime reports, published research articles, or any other archived information (Bordens and Abbott, 2008). In this case, the records studied are the archived information, which correspond to the official documents provided by the *MINEDUC* and the *CEFR*.

3.2 Sample

The research is conducted with the sample of two essential documents for Teaching English as a Foreign Language (TEFL) Education in Chile, and the *CEFR*: learning, teaching and assessment guidelines, and the document that was selected for contrasting purposes. This selection has been done to validate the sample, in which the documents are official. The list of aforementioned documents is the following:

- i. English Curricular Bases of 7th to 10th Grade, Ministry of Education, 2013 (Bases Curriculares 7° a 10° Medio, Inglés. Ministerio de Educación, 2013).
- ii. English Program of 10th Grade, Ministry of Education, 2011 (Programa de Estudio Inglés 10° Medio, Inglés. Ministerio de Educación, 2011).
- iii. *CEFR*: Common European Framework of Reference for Languages; Learning, Teaching, Assessment. Council of Europe, 2016

First of all, the books were selected for two reasons; first, Chilean Curricular Bases from 7th to 10th grades (MINEDUC, 2013) have been the most

recently updated databases given in the last years. Second, the study program of the 10th grade was particularly chosen because it is the highest grade of the fresh databases. After that, the *CEFR*: learning, teaching and assessment were selected to be studied, because the Chilean Bases determine that a student should finish high school by getting a B1 level; a standard submitted by the *CEFR* global scale.

Moreover, in order to support the process of this investigation, a validated survey was applied, which provides additionally information to the research, to figure out if these documents are effective and useful in English education reality. At the same time, it provides a broader spectrum for our investigation, considering the valuable experience of teachers, even though it could reveal unexpected results that do not correspond to the main focus of the study.

It is necessary to state that this survey is a secondary element in this research, because the main objective is focused on data analysis and review from the books mentioned above. Nevertheless, this survey provides more information to clarify whether teachers practice the oral ability in the classroom or if they do not. On the other hand, it provides information about the knowledge of teachers regards to English syllabus, and how they teach or practice oral skill as well.

3.3 Data Collection

First, it needs to be understood how important documents are as samples for this research process in data collection. According to Hernández et al (2014) documents, records, materials and artifacts are quite valuable resources of qualitative data which help us to understand the centre of the phenomenon study.

The data review starts with the selection of the aforementioned official documents related to the research process. These ones were taken from the website educrea.cl, which has more than 300 official documents related to the Chilean Ministry of Education. This website was selected because it has used more updated and organized information in comparison to the website provided by the *MINEDUC*. After the selection of the official documents for the reviewing process, the research continued with an extensive reading and analysis of the documents, where different pieces of the texts were selected by creating and extract for further review.

The selection criteria was based both on the information already mentioned above and because of the personal experience of the researchers as English teaching practitioners, as well as the knowledge acquired throughout our independent studies to become professionals. Having this clear, there were selected elements considered for revision and a debate. Data presented follows the official document structure for better consulting: after that, a review supported by authors was added in every extract.

The survey involves 10 statements related to documents under analysis and review, including different aspects that English teaching involves in

speaking skill such as training, pronunciation, didactic guidance, among others. The survey has been designed to be answered according to a 1 to 5 Likert scale, in order to indicate different levels of approval, where 1 meant strongly disagree and 5 meant strongly agree. The survey respondents indicate how accurate these statements are, according to their experiences and beliefs.

The survey was validated by an English teacher from Universidad Católica Silva Henríquez (UCSH), who ensured our statements truly showed what we were looking for. Afterwards, this survey was applied on-line through a website where the teachers answered.

In order to protect the teacher's identity, all data collected from the survey was confidential and no personal or identifying questions were asked. Every respondent asked was free to decide whether to answer or not, under their own criteria.

3.4 Procedure

The procedure used to complete the research begins with a complete and extensive reading of the three documents already mentioned (*Bases Curriculares*, *Programas de estudio* and the *CEFR: learning, teaching and assessment*), in order to analyze the ways in which oral skill could be approached.

After this, to support the study, a survey consisting in 10 statements was applied to 26 teachers of Santiago. The questions are related to how teachers deal with the speaking skill in their lessons, including ways in which this ability is practiced, such as pronunciation and activities related to speech. On the other

hand, the survey provides information as what is the knowledge of the teachers about the aforementioned documents that cover the B1 level and methodologies related to the *Programas de Estudio*.

The next step involves a thorough analysis of the official documents selected, providing a review indicating the pros and the cons about the syllabus submitted by the *MINEDUC*. At the same time, the survey was analyzed to link educational reality to our investigation.

Finally, the procedure led us to accomplish the investigation process, providing conclusions and further analyses about the topic discussed.

CHAPTER IV: RESULTS AND DATA INTERPRETATION

In order to achieve both general and specific objectives, the following chapter corresponds to a complete analysis of the *Bases Curriculares and Programas de Estudio*, item which was divided in extracts to be examined thoroughly and the analysis of our survey applied to 26 teachers from Santiago de Chile.

4.1 Bases Curriculares

The term *Bases Curriculares* refers to a document elaborated by the Chilean Ministry of Education which establishes the different learning goals that define the minimum expected performance that all students achieve in each subject and level. These involve skills, knowledge and aptitudes that are considered for every single learner.

For the purpose of this thesis, below are some paragraphs taken from this document related to the oral skill in order to be contrasted with the *CEFR* and the national reality of the current society. The following statements were translated by the members of the group.

"Students use English to communicate their ideas and opinions in a level near to intermediate (it is expected that at the end of 10th grade, student reach a level which can close to B1 or intermediate lower according to the CEFR)".

One of the main features about B1 level according to the *CEFR* aims to express ideas and personal opinions clearly, even when the speaker cannot follow the main topic or express his/her thoughts fluently.

At present, MINEDUC demands three hours of English lessons per week from 5th to 10th grade. Taking this into account, students have approximately 450

hours of English lessons during a whole academic year, considering a break from December to March every year.

Figure 2 below, states the specific periods of time which the learner must be exposed to the target language to reach a certain level. The *CEFR* proposes 250 hours as minimum and 410 hours as maximum to reach a B1 level. Considering this, it can be said that the amount of hours intended in the Chilean syllabus are enough to reach the minimum of hours intended for B2 level.

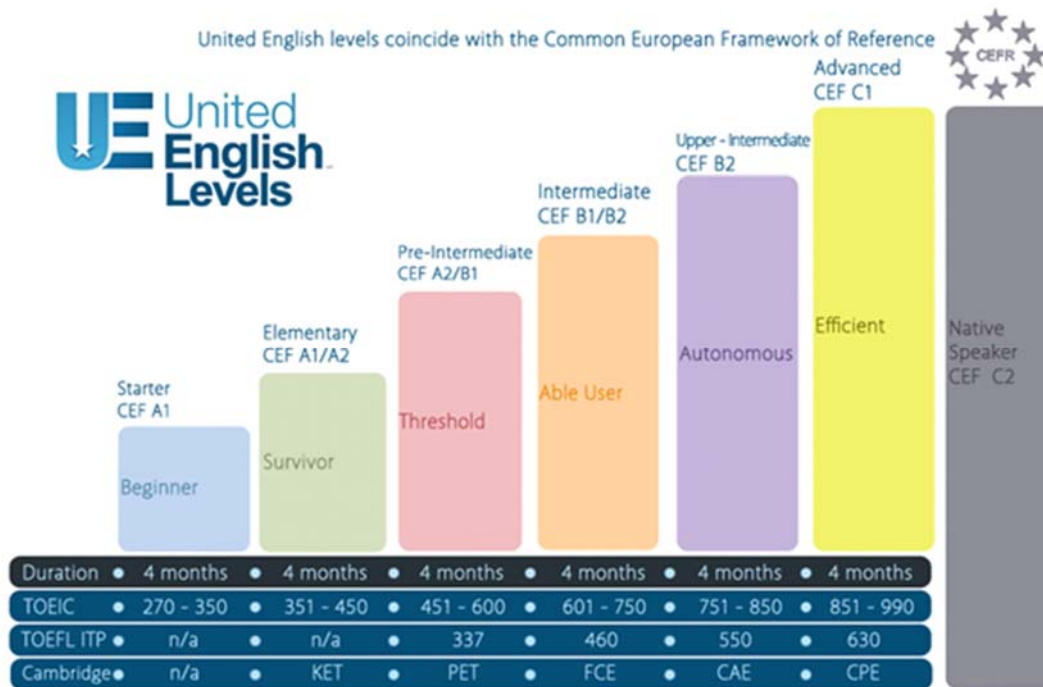


Figure 2. *Common European Framework of References for Languages: teaching, learning and assessment.*

As a matter of fact, the *CEFR* divides such amount of hours into 4 months only, in order to obtain better results while the student has been exposed to the language constantly. In fact, it can be inferred that it does not mind that the *Bases Curriculares* propose the minimum hours to learn the

language, if it takes an extremely long period in which students are exposed to the target language (5 years).

"Students are capable of exposing a topic related to their interest or news, tell a story or experience in a speech, express in a clear manner and use gestures, intonation, visual and digital aids to support the communication of their message".

Phonetics is considered but merely in terms of phoneme, focused on minimal pairs mainly, this is important but it needs to be considered a wider spectrum where other aspects can interfere, which include more than vowels only.

Intonation is within this category, but in practice it seems there are just examples related to the main guidelines of tone pattern in a sentence, e.g. yes/no questions. Thus, there should be a higher consideration in suprasegmental category, where sentence accentuation and the different tones of English language take place, which can also be compared with Spanish language considering both are non-tonal.

As we mentioned above, intonation is considered within the *Bases Curriculares*, but it seems to be ignored in the *Programas de Estudio*. A teaching system guided by comparison could be considered here, knowing there are elements presented in both languages, such as content words, intonation patterns and tones. This provide us a possibility in which learning can be achieved even using a positive transfer, keeping in mind that sometimes you cannot have equal situations in both languages regarding their nature.

For instance, the sentence "*I live in a house*" has the equal intonation pattern to the Spanish translation "*Yo vivo en una casa*". First, both sentences

have the same content words. Second, both sentences have the nuclear accent in the last content word. And finally, both sentences have a falling tone corresponding to a declarative sentence in an intonation pattern. Being aware of this, it should be considered to state a detailed view of this topic on the national curriculum, in order to take advantage of positive transfer and language similarities.

4.1.2 Subject focus

"To use organizational elements of the language such as vocabulary, grammar, phonetics and orthography, to express and negotiate meanings". Throughout the document, The Ministry of Education tends to rely on the fact that professionals of English teaching, who have spent five or more years in training process, presumably have not achieved the required level."

Actually, there is just one governmental instance in which teachers can get extra and constantly training, which is Programa de Inglés Abre Puertas (PIAP), "English Open Doors".

It claims the vocabulary, grammar, phonetics and orthography have to be taught, but the curriculum does not specify which elements are involved. Thus, a detailed view should be given to ease lesson planning and ensure learning:

- i. Vocabulary: although there is an ideal of explicit words considered as theme vocabulary per unit, there is a lack of specific words to be studied. These ones can be given in different ways, such us key words, verb lists and word group. But in fact, it is the teacher who decides the vocabulary to being taught, a reality that just brings inequity and extra work for teachers.
- ii. Grammar: even though this feature is one of the main focuses stated in the *Bases Curriculares*, the intention is that it should be taught implicitly

and related directly to functions. For instance, describing frequency: *I usually call her*. According to the *CEFR*, a sentence like that should be taught not only implicitly but also explicitly, which may help those students who have developed their linguistic intelligence.

- iii. Phonetics: this area arises when oral skill is presented, but it is mentioned in term of "phonetic tips" only, indicating accents and intonation. As a matter of fact, there is no further description about this. It just merely mentions accentuation in polysyllabic words, but there is no coverage in matters of intonation.

As it has been mentioned in the chapter, English and Spanish share different aspects of intonation such as intonation patterns, sentence accentuation and tones, which can be taught through comparisons and positive transfer.

According to the *Bases Curriculares*, teachers should teach the difference between minimal pairs only; thus, students should be able to reproduce intelligible sounds, regardless of an extensive study of the sound of English language.

- iv. Orthography: it can be observed, there are no specific guidelines to work with this matter. It is a little bit confusing knowing this document has a special focus on writing over other important language skills, it just makes reference to punctuation, exclamation and question marks, capital letters, and connectors.

According to this, the *Bases Curriculares* fulfil the standards of the *CEFR* for the feature of orthography, but it adds some manners in which

orthography can be practised, such as simple transfer from L1, exposure to authentic reading texts, memorization of alphabet and dictation.

In the light of the above, it needs to be considered that such elements are necessary for the language teaching process and none of them can be left aside according to the *CEFR* in order to reach the level expected.

"The inductive discovery of grammar by meanings of communicative tasks situated in contexts will help learning of the language". During our pre-service teacher period, it has been observed and experienced that students are quite accustomed to ask teachers for a "formula" which consists in the grammar structure in order to be used in the creation of a sentence, which demonstrates a low intention in grammar inferring."

It cannot be said that students are not able to infer grammar structures, but their intention and in the way they have been taught has much to say about it. There is also a point to consider when it comes to grammar inferring, students tends to translate on the fly, facing different difficulties where false cognates and negative transfer take place.

"Currently, developing the ability to express oneself in writing in the English language is as necessary as to communicate orally, mainly due to more frequent use of technologies of writing communication, such as e-mails, blogs or development of websites."

It is well known that we are passing through the knowledge-based society and information technologies, reason why we agree with the statement presented above. However, the *Bases Curriculares* give more importance to the

writing skill, leaving speaking behind, in contrast with the statement already mentioned, which leaves a contradictory point.

It is understood that technology plays an important role in communication nowadays, but when it comes to writing as a productive skill we do not consider a high emphasis on this, because this skill is not practiced in the way it is supposed to be. Words are wrongly abbreviated, sentences structures are a way to short for a formal reading and words are misspelled although there are spell checkers and word suggestion in options for keyboards on cell phones.

The oral skill is one of the most important, once students finish their studies and face the world and make use of this foreign language.

4.2 Syllabuses

The *Programas de Estudios* are documents that present the learning goals and the syllabus for each subject in a quite organized manner. The following refers to the main points related to the oral skill in the English program.

4.2.1 Didactic guidance

4.2.1.1 *Main guidelines*

"English lessons must be in English only; in that way, students would be able to get used to new and different sounds from the beginning of their English studies. On the other hand, the learners should be systematically exposed to written English texts".

It seems that students not only have their English book given by the Ministry of Education, but also they have more English texts to develop the language and they are immersing in different context where English is always present. This was one of the aims of *Estrategias Nacional del Inglés 2014-2030*, where the Ministry of Education together with the Ministry of Economy and Tourism in no more than three years would provide literary English texts to the library *Centros de Recursos para el Aprendizaje* (CRA) and other public libraries. The purpose of this was to complement the learning process and the subject with the acquisition of more vocabulary and developing the reading skill.

As future teachers and current practitioners, we can say that through our internship in different schools from Santiago de Chile, the proposal made by the Chilean government in the year 2010 has been left behind, because we never had literary English books to work with the students.

On the other hand, the *Programas de Estudio* states that students should be exposed systematically to English written texts, but we cannot do it because a reading plan that includes the detail and the explanation to work with or suggestions of books to work in each levels is unexistent, not even during or after class, and moreover, it does not take in consideration working with the library CRA.

In contrast to the *CEFR*, it proposes criteria for the selection and classification of texts, taking in consideration the following: linguistic complexity, text type, discourse structure, physical presentation, length of the text and the relevance to the learner. It also provides a large list of texts and suggestions to work on each scenery, depending on the necessity of the students and their

reality, not only having texts at schools but also having them in their different life experiences, for instance newspapers, magazines, recipes, menus, timetables, among others.

This leads to the question of whether the *Programas de Estudio* just proposed how the English lesson should be and how to expose students to English texts instead of giving the proper manners to do it. The document does not indicate how to do it, if we should give those instructions, corrections, greetings, among others. There must be a list of books to work with the students, according to each levels and the necessity of the language that every single course has.

For this, it's necessary that the document *Programas de Estudio*, needs to be more specific and clear, indicating and providing the correct ways to work in the classes, and enough material to develop with the students.

"It is fundamental stimulate the communication between the students to guarantee real instances where they can use the language and use expressions in their daily bases or their environment".

The above was another proposal claimed by *Estrategia Nacional del Inglés 2014-2030* which would be supposed applied also in no more than one or two years, with the idea of increasing the exposure to the language in Chilean society. For that, the Government wanted to promote the English through the transmission of original English movies, series, news, among others, in national television with its corresponding subtitles in Spanish. This would be supported

by the Ministry of Education, Ministry of Economy and *Tourism* and *El Consejo Nacional de Television (CNTV)*.

One of the major arguments presented is that they wanted to stimulate the communication and translate into their daily life or reality, but they cannot do it because they do not have the elements or tools to stimulate the communication. The continuous interaction with the language got lost because the students do not have the support in the exposition of the language out of the classroom. For instance the TV shows, the streets, safety signs, advertisements, public places such as transports, pubs, hospitals, banks, schools, among others.

It was supposed that *Estrategia Nacional de Inglés 2014-2030* would arise and provides such instance, where the society would be able to face difference contexts where English would be present, introducing basic vocabulary according to each context, but this still does not happen and there is no evidence that this will happen.

4.2.1.2 *Specific guidelines*

"Guidelines from 9th grade to 12th grade. At these levels it is suggested the exposure of word cards in a bulletin board in the classroom, thus; students will remember more easily the words to express themselves orally and written more accurately" .

Specific guidelines for developing productive skills and for oral skills as the mention above, which in contrast to the *CEFR*, it seems to be quite basic. The European document offers a variety of activities by direct exposure to authentic use of language in L2 in one or more of the following ways:

- i. Face to face with native speaker(s); overhearing conversation; listening to radio and recordings; watching and listening to TV and video; reading unmodified or ungraded authentic written texts such as newspapers, magazines, stories, novels, public signs and notices; using computer programmes and CD ROM; by participating in computer conferences on- or off-line; participating in courses in other curriculum subjects which employ L2 as a medium of instruction.
- ii. By direct exposure to specially selected (e.g. graded) spoken utterances and written texts in L2 ('intelligible input').
- iii. By direct participation in authentic communicative interaction in L2, e.g. as a conversation partner with a competent interlocutor.

The *CEFR* has presented these approaches so that it may be adopted by teachers as a reflection of how learners should be taught a second language, not only by providing a set of suggestions, but also providing activities which are needed to produce texts. The following strategies are noticed in the *CEFR*: written texts read aloud; oral answers to exercise questions; reproduction of memorized texts (plays, poems); pair and group work exercises; contributions to formal and informal discussion; free conversation (in class or during pupil exchanges) and presentations.

As it has been stated in specific guidelines of the *Programas de Estudio*, it is proposed the use of cards with vocabulary in order to make students memorize and remember isolated words or phrases. This strategy could be effective as a cognitive process in the learner's mind in terms of the student probably will remember the meaning of the word written on the card but it will

not guarantee a proper or intelligible production of the word or phrase, in terms of pronunciation or in a pertinent use in context.

On the other hand, the *CEFR* provides activities which have to be performed by the learners, that means, it is indispensable the production of texts orally and consequently, the development of speaking skills would be increased by adding more productive activities instead of a bulletin board.

4.2.1.3 Evaluation guidelines

In the *CEFR* is possible to find focused, detailed and varied approaches in terms of evaluation. One distinction is related to the term of “evaluation”. In the document is mainly used the term “assessment” establishing that *“All language tests are a form of assessment, but there are also many forms of assessment (e.g. checklists used in continuous assessment; informal teacher observation) which would not be described as tests. Evaluation is a term which is again broader than assessment. All assessment is a form of evaluation, but in a language programme a number of things are evaluated other than learner proficiency”* (*CEFR*. p177).

According to the *CEFR*, it is also possible to classify different types of assessments which are detailed in the table below.

1	Achievement assessment	Proficiencyassessment
2	Norm-referencing(NR)	Criterion-referencing(CR)
3	MasterylearningCR	Continuum CR
4	Continuousassessment	Fixedassessmentpoints
5	Formativeassessment	Summativeassessment
6	Directassessment	Indirectassessment
7	Performanceassessment	Knowledgeassessment
8	Subjectiveassessment	Objectiveassessment
9	Checklistrating	Performance rating
10	Impression	Guidedjudgement
11	Holisticassessment	Analyticassessment
12	Seriesassessment	Categoryassessment
13	Assessmentbyothers	Self-assessment

For every type of assessment, the *CEFR* provides definitions and explanations; the most common assessments in schools of Chile are summative and formative assessments which are also included in those assessments mentioned in the *CEFR*.

There are formative and summative types of assessment according to the *CEFR*. The formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can identify.

Summative assessment sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. In schools of Chile, teachers are required to take summative assessments, generally at the end of each unit throughout the scholar year. The summative assessments are usually test taken by students which results are compared against some standard or some scale. One example of this type of assessment in schools of Chile are marks in tests which consist of scales from 1.0 to 7.0, being 4.0 the minimum mark to pass a test.

"To evaluate oral skills, the teacher must not correct the students pronunciation until he or she ends the performance or dialogue, because this distracts him/her from the aim to communicate a message."

This quote can be contextualized within a formative framework, the reason laid on the learner will be endowed at the end of his/her performance with feedback provided by the teacher, who will make the student learn off weaknesses and strengths. Nevertheless, the *CEFR* explains that errors are due to an 'interlanguage', a simplified or distorted representation of the target competence.

When the learner commits errors, their performance truly concords with their competence, which has developed different characteristics from those of L2 norms. Mistakes, on the other hand, occur in performance when a user/learner (as might be the case with a native speaker) does not bring the competences properly into action. In other words, errors can be related to the learners lack of knowledge of the second language and mistakes have to do with the fact that the speaker, despite having a nourished source of knowledge of the language, does not perform language properly in a certain context.

The *CEFR* also comes up with some suggestions for taking action in learners' errors and mistakes. In contrast to the *Programas de Estudio*, which do not provide such elements, in fact, there is stipulated at the moment the student commits some oral mistake, the teacher should not correct him/her until the student finishes, being this, the only circumstance which the teacher redresses. The recommendations by the *CEFR* are listed below:

- i. All errors and mistakes should be immediately corrected by the teacher.

- ii. Immediate peer-correction should be systematically encouraged to eradicate errors.
- iii. All errors should be noted and corrected at a time when doing so does not interfere with communication (e.g. by separating the development of accuracy from the development of fluency).
- iv. Errors should not be simply corrected, but also analyzed and explained at an appropriate time.
- v. Mistakes which are mere slips should be passed over, but systematic errors should be eradicated.
- vi. Errors should be corrected only when they interfere with communication.
- vii. Errors should be accepted as 'transitional interlanguage' and ignored.

According to the list above, it is not difficult to realize that the manner in which errors and mistakes in pronunciation are being addressed is guided in a different progression to that one where teacher should not interrupt the students during their performance if they make errors or mistakes. This fact could be one of the reasons why most of the students of 10th grade fail in their speaking skills and are not able to produce oral texts naturally.

4.2.5 Overview of the year

The *Programas de Estudios* establish four units which include the contents of the subject matter that has to be taught through the year and the objectives proposed for the student's learning. The aims established for each

unit of the 10th grade to develop the speaking skill are detailed below, all of them were translated into English by the members of the group:

Unit 1 Sports and Hobbies

Express oneself through monologues and dialogues (twelve exchanges) short and simple, including the communicative functions to refer to personal experiences and expressing preferences by using intelligible pronunciation of the sounds /i:/ - /I/ of the language which interfere in the communications in words such as eat/it; lead/lid.

Unit 2 Technologies and technological innovations

Express oneself orally through monologues and dialogues (twelve exchanges) short and simple, including the communicative functions to refer to past events and their duration by using intelligible pronunciation of the sounds /i:/ - /I/ of the language which interfere in the communication, present in words such as eat/it; lead/lid”

Unit 3 The world around me: personal relationships and social media

“Express oneself orally through monologues and dialogues (twelve exchanges) short and simple, including the communicative functions of expressing necessities, wishes, possibilities and obligations by using intelligible pronunciation of the sounds /i:/ - /I/ of the language which interfere in the communication, present in words such as eat/it; lead/lid”

Unit 4. Media and ways to communicate.

"Express oneself orally through monologues and dialogues (twelve exchanges) short and simple which include the communicative functions for expressing wishes, emotions and giving and responding appreciation.
Using intelligible pronunciation of the sounds /i:/" /I/, in words such as eat/it; lead/lid”

The four units mentioned above included in the *Programas de Estudios*, suggest monologues and dialogues to develop speaking skills, however, it is inevitable inquire about poor results in speaking performance in students from 10th grade

In other words, if the *Programas de Estudios* propose only monologues and dialogues to reach a B1 level in Chilean students of 10th grade and the results are not being satisfactory, then, it would be possible draw the attention to other activities presented by *CEFR* which are intrinsically connected with its B1 level with the purpose of promoting better results in speaking performance. Activities suggested by *CEFR* are detailed below.

- i. Public address (information and instructions);
- ii. Addressing audiences (speeches at public meetings, university lectures, sermon, entertainment, sports commentaries, sales presentations, etc.);
- iii. Reading a written text aloud;
- iv. Speaking from notes, or from a written text or visual aids (diagrams, pictures and charts);
- v. Acting out a rehearsed role;
- vi. Speaking spontaneously;
- vii. Singing.

The *CEFR* suggests a nourished repertoire of activities which the *Bases Curriculares* and the *Programas de Estudio* should consider applying them as a helpful tool for teachers in order to develop speaking skill, thus, the process to reach the B1 level would be sustained by supportive roots in producing texts orally.

On the other hand, the four units in the *Programas de Estudio*, expect the development of speaking skill, setting the teaching of the phonemes /i:/ - /I/ In this sense, the *Programas de Estudio* do not mention any other vowel or consonant phonemes, considering that exists at least twelve vowel phonemes,

eight diphthongs and twenty four consonants. If the aim is the achievement of level B1, it would be important take in consideration what the *CEFR* suggest for developing pronunciation.

According to the *CEFR*, phonological competence involves a knowledge of, and skill in the perception and production of the sound-units (phonemes), of the language and their realization in particular contexts (allophones); the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion); the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); sentence phonetics (prosody); sentence stress and rhythm; and intonation.

Users of the European Framework may wish to consider and where appropriate state what kinds of semantic relation learners are equipped/required to build up/demonstrate; phonetic reduction; vowel reduction; strong and weak forms; assimilation; and elision.

In the European document, it is possible to find out a richer and complete enumeration of elements involved in teaching pronunciation, none of these elements are mentioned in the *Programas de Estudio* to develop speaking skills.

Another element that is present in the *Programas de Estudio*, refers to the importance of the “intelligibility” which is mentioned in every single unit for speaking skills, however, it is not mentioned an essential factor which is as important as pronunciation, and that is, *intonation* which is also noticed in the *CEFR* list above. Intonation plays an important role in communication. “*If intelligibility is the goal, then some pronunciation features are more important*

than others" (Brown, p249) this could be the case in the *Programas de Estudio* which are only focused on phonemes /i:/ /I/ being coherent at some point.

However, the role of intonation is not observed in the *Programas de Estudio* and neither in teacher's performance in classrooms. *"Stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly. Intonation is a vital carrier of meaning; by varying the pitch of our voice we indicate whether we are asking a question or making a statement, whether we are enthusiastic or bored, or whether we want to keep talking or whether, on contrary, we are inviting someone else to come into conversation"* (Brown. p249)

According to the author's point of view, it is essential teaching intonation because it is an important part in the process of communication. The author recommends exposing students to real texts in the target language in order to identify patterns of intonation and then learner will be able to reproduce those patterns naturally.

Finally, it would be important to mention that are many activities that encourage oral skills, Celce-Murcia (2001) provide some activities such as discussions, speeches, role plays, conversations, audiotaped oral dialogue journals or structured interview.

All these activities should be considered in the *Programas de Estudio* in order to promote a better development of speaking skills considering that oral skills are critical for achieving intelligible communications in different contexts.

4.3 Data presentation and analysis of the survey

To round our research according to achieve the objectives of our thesis, both general and specific objectives, the survey applied was focused in the oral English production according to the *Curricular Bases*, mainly pointing to B1 level of English language proficiency according to the *CEFR* international standards.

The answers of the survey are expressed in a Likert scale measuring the criteria of each question presented to the teachers that generously collaborated with our research. Such results are presented, like a pie graph to clarify and help the reader to understand respondents' perception of the answers.

Twenty six teachers answered the survey in order to help in our investigation, this mean that and all the pie chart percentages are in order to this quantity.

The survey was made in Spanish in order to facilitate its comprehension to the teachers and it has been translated to English for this analysis.

4.3.1 Survey Questions and its analysis

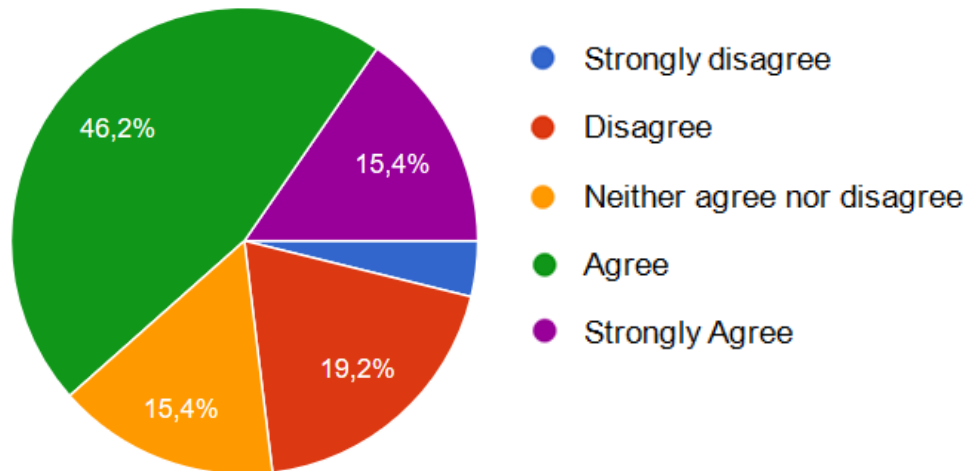
In this part of the analysis we will present, revise and analyse the survey and its answers in order to set a trustworthy point aiming directly to prove or discard our general and specific objectives.

In the next analysis we will check the answers and summarise it to expose what have we found and set a good base to work in our conclusions and future work.

Subject	Years of experience	Level
Liliana	35	Secondary
Jaime	2	Secondary
Juan	10	Secondary
Yasna	3	Primary
Mariela	15	Primary and Secondary
Silviana	34	Primary
Nicole	5	Primary
Carolina	4	Primary
Andrés	1	Secondary
Carlos	2	Primary and Secondary
Margaret	8	Secondary
Juan Pablo	6	Secondary
Basilía	19	Secondary
Luis	31	Primary and Secondary
Olga	1	Secondary
Rodrigo	19	Secondary
Andrea	8	Secondary
Javier	10	Secondary
Natalia	10	Secondary
Marco	30	Secondary
Sharon	1	Primary and Secondary
Hugo	7	Primary
Gonzalo	14	Primary
Carolina	9	Secondary
Carla	14	Secondary
Karina	13	Secondary

Statement n°1:

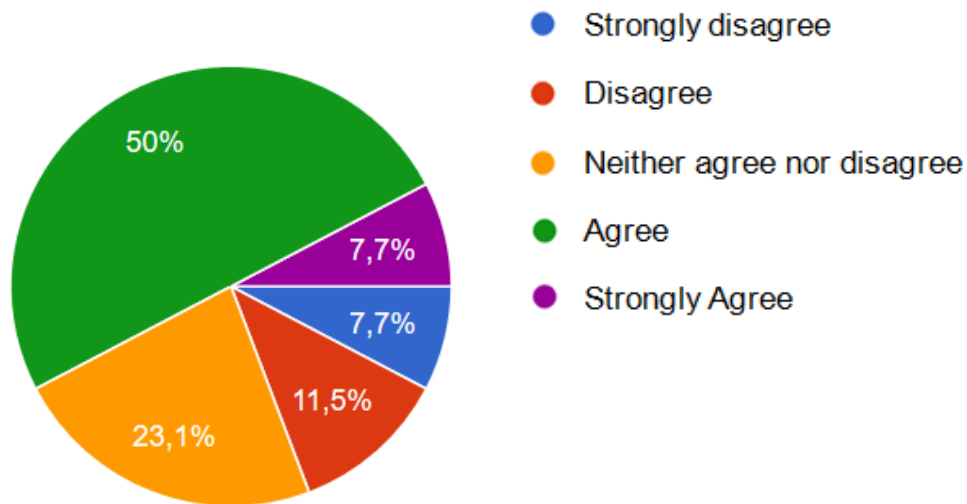
I am absolutely clear about the competence included in the B1 level according to the Common European Framework of Reference for Language (*CEFR*).



In this question, we can see that 23% of the teachers surveyed declare not knowing, being informed or are even familiarized about the competences that comprehend B1 level of *CEFR*. While a 61,6% of the teachers surveyed reply to be aware about B1 level, meaning this that the quality of oral production in class will not be as good as the Chilean curriculum ask for. The remaining 15,4% of the teachers surveyed do not declare categorically about knowing or not knowing

Statement n°2:

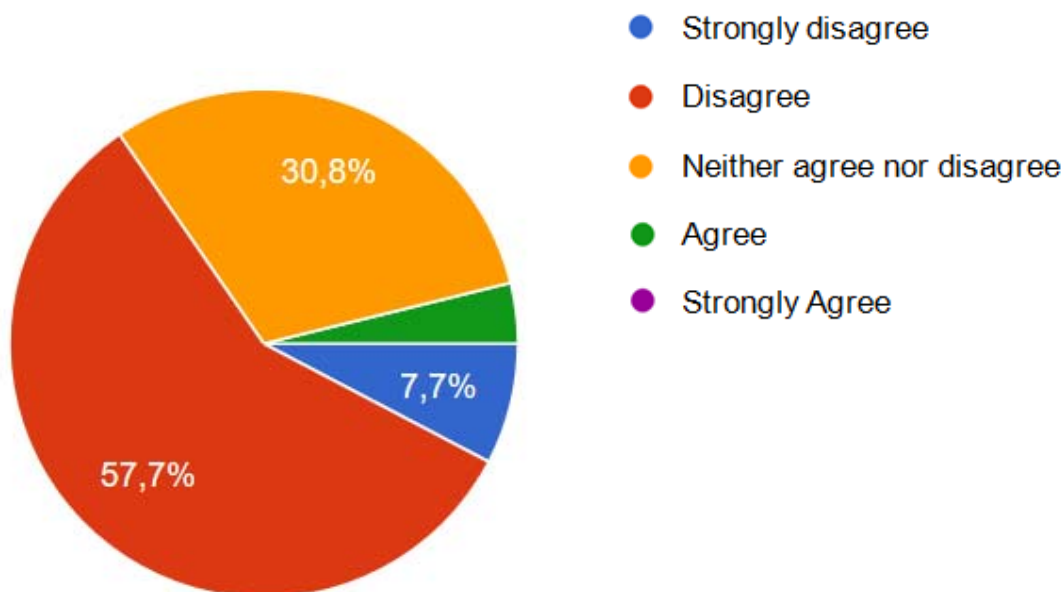
I am absolutely clear about the recommendations that the Chilean Ministry of Education provide about students oral production in the classrooms.



In this question, we can see that 57,7% of the teachers surveyed are clear about the recommendations that the Chilean Ministry of Education provide about students oral production in classrooms. On the other hand, 19,2% do not have a specific idea about the Chilean Ministry recommendations about oral production in classrooms. The remaining 23,1% do not define their position about being clear about the recommendations of the Chilean Ministry of Education.

Statement n°3:

I consider that the current plans and programs proposed by the Ministry of Education promote an optimal oral development in the role of students.

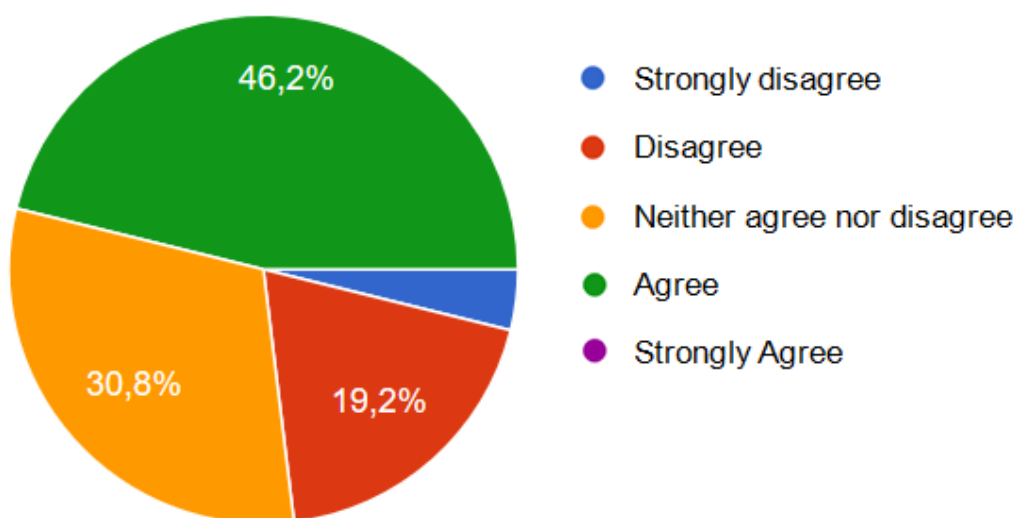


In this question, we can observe that the most part of the teachers surveyed, as we can see it quantified in the graph above 57,7% and 7,7% consider that the current plans and programs proposed by the Ministry of Education does not promote an optimal oral development in the role of the students, which means that the aforementioned plans and programs are insufficient when the teachers need to work in oral production in classrooms. While the smallest part of the teachers surveyed, 3,8%, declares in favor about the value of the plans and programs to work oral productions in classrooms with the students.

The remaining 30.8% of the teachers surveyed do not define their position about the role of the plans and programs in students' oral production development in classrooms.

Statement n°4:

I consider my work methodology adheres to the plans and programs proposed by the Ministry of Education.

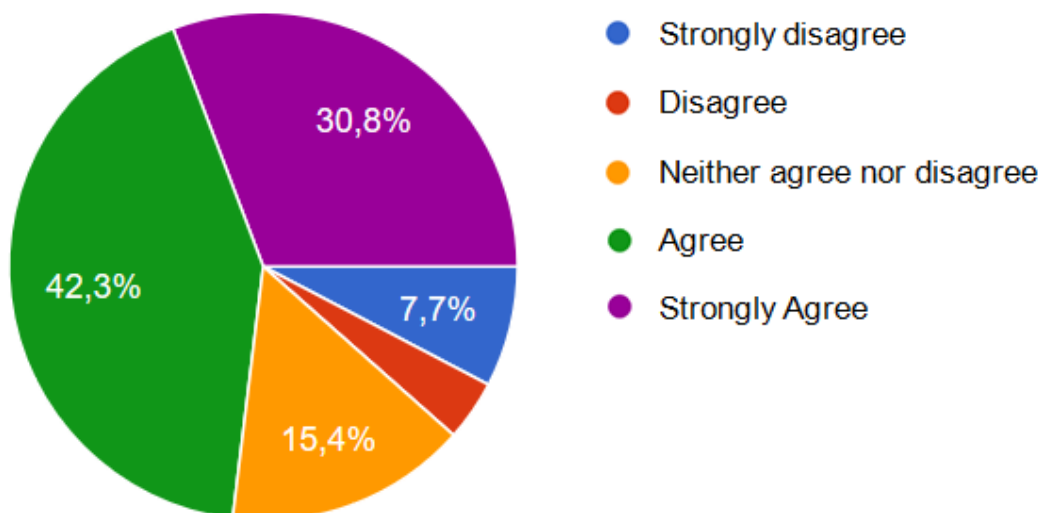


According to the graph, it shows that 23% of the teachers do not work according to the plans and programs proposed, while the 43,2% declares to work using the plans and programs as a tool to develop lesson plans of their classes in order to achieve their language objectives.

The remaining 30.8% does not define their position about the use of plans and programs.

Statement n°5:

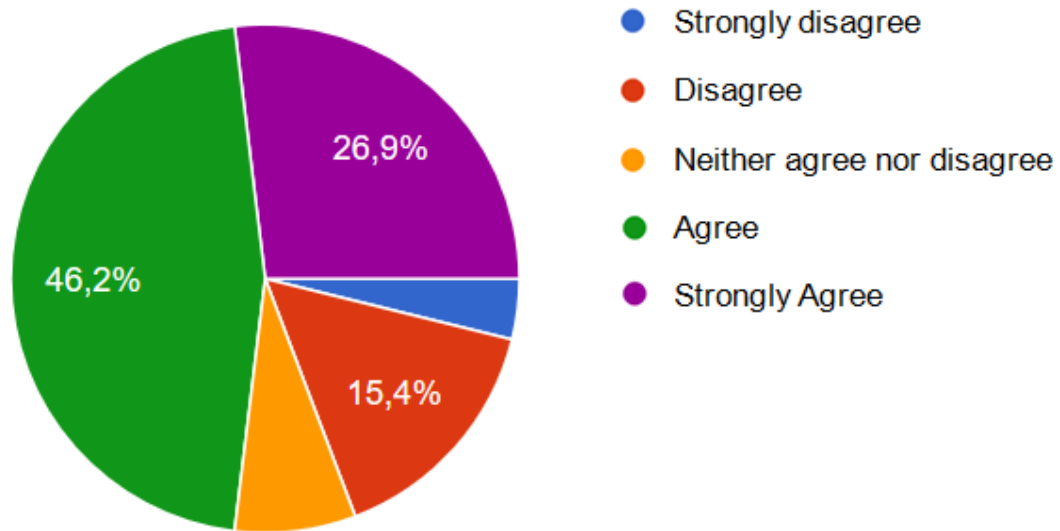
I use songs, games and / or dynamic activities to encourage and strengthen oral English production of my students.



The graph above shows that 73,1% of the teaches use songs, games and other dynamic activities to encourage their students, while only 11,5% declares that they do not use other playfulness resources to help their students in oral production. The remaining 15,4% do not define their position about the use of extra resources in order to encourage and reinforce oral production to their students.

Statement n°6:

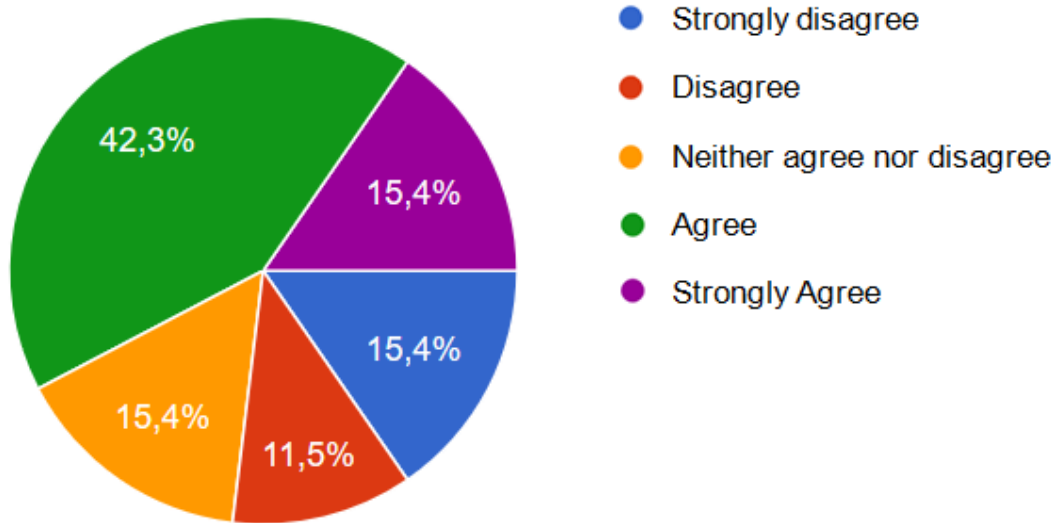
When I do role-play activities with my students I provide feedback to all my students performances and comment their mistakes.



We can see according to the graph above that 73,1% of the teachers provides feedback and assess their students in order to improve their oral language development. While 19,2% do not provide feedback after play-role activities. The remaining 7,7% do not define their position about providing feedback to their students after play-role activities in order to achieve oral production goals.

Statement n°7:

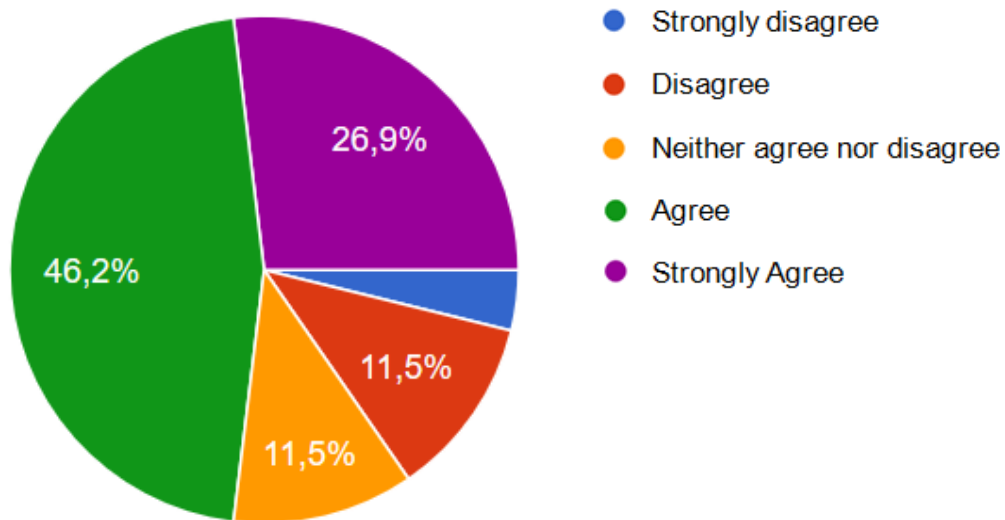
I teach phonemes and propose activities to practice pronunciation with my students.



As we can see in this graph above, the 57,7% of teachers propose to their students about studying phonemes and making other activities in order to achieve a better oral production in classroom. On the other hand a 26,9% of the teachers declares that they do not work with phonemes and pronunciation activities with their students. The remaining 15,4% do not define their position about the use of phonemes and pronunciation activities with their students.

Statement n°8:

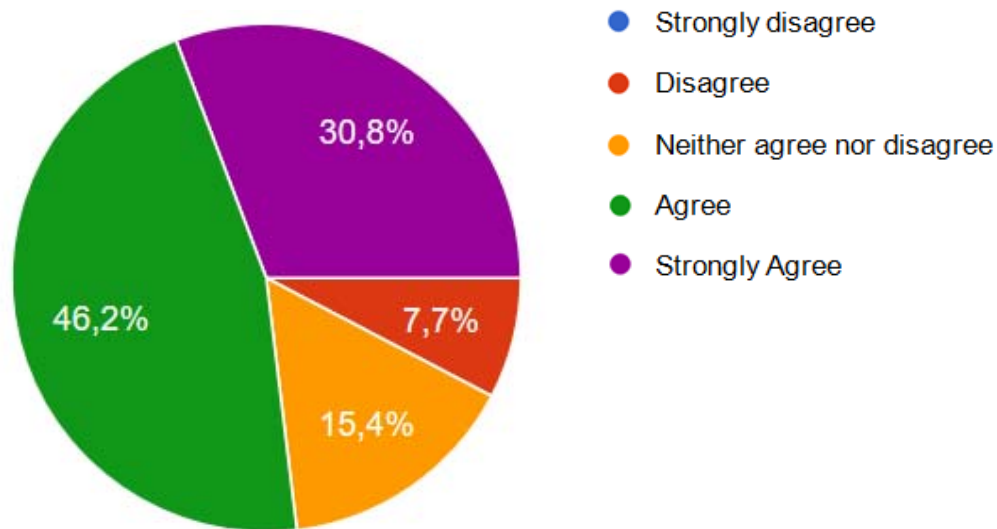
I always consider a part of my class to develop oral skill of my students.



We can observe that in the graph above, the 73,1% of the teachers surveyed do consider a part of their class to develop oral skills. While the 15,3% of the teachers surveyed do not consider important to provide a part of the class to the students in order to develop oral skill in class. The remaining 11,5% do not incline about if their preferences at the moment to define about considering a part of their class to develop oral skill of their students.

Statement n°9:

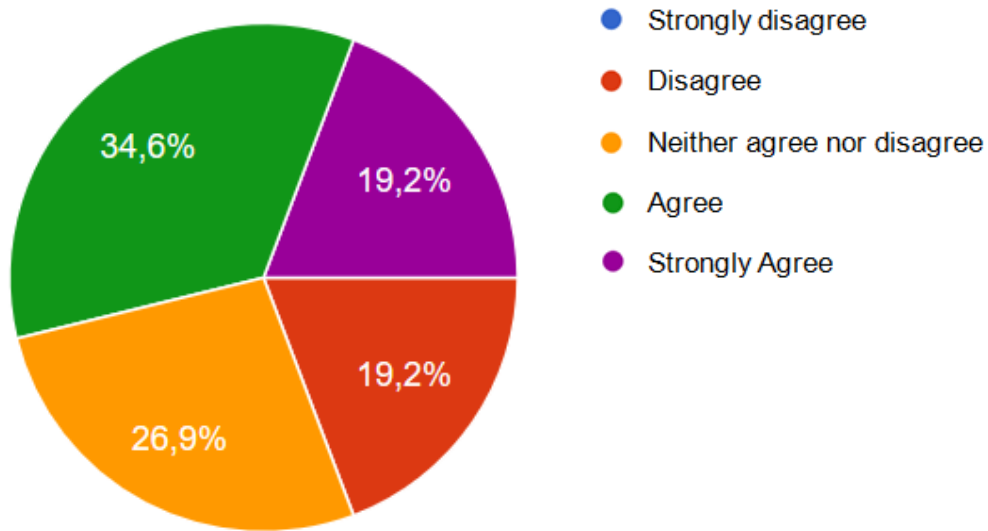
I use different strategies and techniques for developing oral production of my students.



It is very significant that a 77% of the teachers surveyed consider about using different strategies and techniques for developing oral production in class with their students. While the 7,7% of the teachers, a less important part of the professionals surveyed, maybe do not use different strategies and techniques to develop or improve oral production with their students. The remaining 15,4% do not incline or define their position about the use of different strategies and techniques to develop oral skill with their students.

Statement n°10:

I often ask to my students to do an oral presentation on a specific topic or some topic related to the unit.



According to the graph shown above 53,8% of the teachers surveyed declares that they ask for their students to do or develop some work about some specific topic or something related to a book unit to work in an oral presentation. While a 19,2% of the teachers surveyed say that they do not ask to work in an oral presentation with their students about an specific topic. The remaining 26,9% do not incline about any preference about asking their students to make an oral presentation.

4.4 Analysis

As we could see in the past data presentation, most of the teachers know about what is included in B1 level of the *CEFR* and its scopes, having also absolutely clear what the Ministry of Education proposes to work oral skills with their students but finding that the proposed work by the Ministry of Education is not enough to develop the oral skill in their students properly. So this way is that the major parts of the teachers surveyed do not agree to plans and programs and decide to work their own ideas in order to achieve the goals established by the Ministry.

Most of the teachers surveyed use songs, games and other dynamic activities to catch interest of students and by this, strengthen the oral function to reach proficiency. Also most of the teachers provide feedback in order to enrich and revise the students work in class. Most of the teachers practice and teach phonemes to improve oral development considering a special section to work on it in their class.

Teachers also use different strategies and techniques to develop students' oral production and frequently ask them to make some oral presentations about some specific topic or some topic treated in the current book unit.

CHAPTER V: CONCLUSIONS AND FUTURE WORK

5.1 Conclusions

Through the documents reviewed, every one of the objectives stated during this investigation has been fulfilled, and this will be highlighted in this chapter by analysing the objectives established in order to conclude our work.

The research question of the study asked if it would be possible that Chilean students could get the B1 level standardized by the *CEFR* in speaking production of English subject suggested by the Ministry of Education. With a view to answering the question, it would be possible for the students to reach such level provided by the Chilean syllabus follow the structure offered by the *CEFR*, which involves more activities to develop oral skill and different circumstances to practise it.

Regarding the hypothesis, two of them were proved; Chilean curricular bases do not fulfil the requirement to students get a B1 level in English subject, and the level expected in English subject has no relation with the Chilean reality. According to the contrast between the *Planes de Estudio* and the *CEFR*, there is a clear lack of resources about what the Chilean Documents offer by the national curriculum, because they just offer main guidelines and rely on the fact that Chilean English Teaching Professionals are completely competent, but actually, according to the survey applied for the study, teachers are not aware enough of what both, the *CEFR* and the *Programas de Estudio* state.

Regarding the general objective, it intended to determine if Chilean curricular Bases provided enough resources to reach a B1 level in the speaking skill according to the *CEFR* global scale. After an extensive analysis of both the *CEFR* and National Curriculum, it can be said that the Chilean documents do

not provide enough resources to reach a B1 level in speaking production, because they just provide few activities to acquire better performance in oral production such as monologue, twelve intervention dialogue and debate only. In fact, the national curriculum is mainly focused on grammar production instead of speaking ability; moreover, there is a detailed section which states how important written production is nowadays.

Regarding the first specific objective, i.e. to contrast the Chilean curricular bases with the European curriculum related to the speaking skill, It was understood that Chilean documents are expected to get unrealistic results according to the syllabus proposed.

Regarding the second specific objective, i.e establish a relation between the national curriculum and the level required by the Ministry of Education to get B1 level in the oral ability, it must be clarified that Chilean Documents do not significantly differ from the *CEFR*, but apparently, they should consider a revision or redraft, in order to achieve such standards, where more activities are included, with more detailed guidelines and wider foci, not just considering grammar as the main aim.

Finally, we invite the reader to remember what was seen on chapter IV, where we listed some activities taken from the *CEFR*, in order to fulfil the last specific objective related to the promotion of English language teaching methods which strength independence in the learner's speaking skill.

To sum up, it can be said that to reach the B1 level seems quite ambitious considering the three hours of lessons mandatory per week and the small variety of activities provided.

The inescapable conclusion which emerges from what we have said is that while teaching English, it should be focused not only on linguistic competences such as grammar, orthography, pronunciation and vocabulary, but also to perform different activities in order to improve communicative skills, such as speaking and writing, with a special focus on the former one. For instance, the *CEFR* states the importance of performing pronunciation, by involving the practice of the 12 vowels and the 24 consonants phonemes, but the *Programas de Estudios* do not seem to take it into account, since there are just the phonemes /i:/ and /l/ taught during the whole academic years.

On the other hand, if it is expected to reach a level standardized by a European framework, Chilean syllabus should follow this accurately, not just providing main guidelines. If this is not possible, the *MINEDUC* should elaborate a contextualised version of it and set up a renewed or improved national standard.

5.2 Further research

In order to suggest a further work in this topic, it should be considered a survey with a much wider sample of more than 26 teachers, so that results can be more representative and narrow down sampling. This survey can also have specific statements or questions related to speaking in order to obtain detailed information about it. It can be also considered a semi-structured interview to set up a different point of view about this topic. With this wider sample collection, a deeper investigation can be done.

Further studies might also consider studying what levels teacher have in relation to the *CEFR* and the standards proposed by the *MINEDUC*, where a B2

is expected. It can also be considered a contrastive study on the effect that implies the quantity of hours of exposure to target language in diverse schools from different socio-economical strata in Santiago, Chile.

We heartily hope our work will be a contribution on further studies on this matter and a starting point for the research of the English language teaching process, in order to provide both, teachers and students, a real and meaningful tool for the learning/teaching process.

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APPENDIX

Validated Survey

Facultad de Educación
Escuela de Educación en Inglés
Carrera de Pedagogía en Inglés

Nombre:	Años de docencia:
Número de horas en aula:	Años en establecimiento actual:
Cantidad de establecimientos en que trabaja:	Modalidad de enseñanza:

Estimados profesores:

Somos alumnos de Pedagogía en Inglés de la Universidad Católica Silva Henríquez, nos encontramos realizando nuestro Seminario de tesis para optar al Grado de Licenciado en Educación y al Título de Profesor de Educación Media en Inglés. Nuestro trabajo investigativo consta de una revisión crítica hacia las bases curriculares y planes y programas de inglés del MINEDUC, es por esto que necesitamos de su colaboración y experiencia para poder apoyar nuestro estudio.

Instrucciones:

- Lea atentamente las afirmaciones
- Marque la alternativa que más se acerque a su parecer
- Rogamos Sea lo más honesto al responder

Les aseguramos que toda la información recolectada en esta encuesta será estrictamente CONFIDENCIAL y de uso exclusivo de los tesisistas, para fines de estudio.

Producción oral

La producción oral en la sala de clases.
Encuesta investigativa para seminario de título.

Principio del formulario

1. Tengo claro que competencias abarca el nivel B1 de inglés, según el Common European Framework of Reference for Language (CEFRL)

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo

De acuerdo
Totalmente de acuerdo

2. Tengo claridad absoluta de las recomendaciones que me da el Ministerio de Educación con respecto al trabajo de la producción oral en la sala de clases.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

3. Considero que los actuales planes y programas propuestos por Ministerio de Educación promueven un óptimo desarrollo en la función oral de los estudiantes

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

4. considero que mi metodología de trabajo se apega a los planes y programas propuestos por el Ministerio de Educación

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

5. Utilizo en mis clases canciones, juegos y/o actividades dinámicas para fortalecer la función oral de mis estudiantes.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

6. Cuando hago actividades de role-play, retroalimentación todas las conversaciones que los estudiantes realizan y comento sus errores.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

7. Estudio fonemas y propongo actividades para practicar pronunciación con mis estudiantes.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

8. En mis clases siempre considero una sección para desarrollar la habilidad oral de mis estudiantes.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

9. Utilizo distintas estrategias y técnicas para la desarrollar la producción oral de mis alumnos

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo

10. Con frecuencia Solicito a mis estudiantes que realicen una exposición oral sobre algún tema en específico o relacionado a la unidad.

Totalmente en desacuerdo
En desacuerdo
Ni de acuerdo ni en desacuerdo
De acuerdo
Totalmente de acuerdo