MONOGRAFÍA

Foundations of the Principles of Language Learning in the National Curriculum (CN)


Presentada por:
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Foundations of the Principles of Language Learning in the National Curriculum (CN)

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Línea de Investigación: El currículo y el currículo intercultural.
To my mother, who has always supported me.
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INTRODUCTION

This monograph focuses on the Foundations of Principles of Language Learning in the National Curriculum (NC). This chapter focuses some of the assumptions underlying the language learning process, introducing a number of basic principles of process of learning.

Chapter 2, displays information about curriculum and what it implies, also about the National Curriculum and the DCN because it is important to know the principles of this document.

Chapter 3, presents information about the foundations of language learning in the curriculum design as well as the approach that must be applied and the process of teaching.

In this work there is also available information about the didactic application based on the Communicative Approach that is based on the idea that learning language successfully comes through having a real communication.
Chapter 1

Foundations of language learning

Globalization and English language

Thanks to globalization there is interaction between people from different cultures and languages, this produces a need of finding a mean (language) to communicate.

In the Middle Ages, Europeans specifically the more educated ones that live in the period of influence from the Church of Rome, from Ireland to Poland an the mediterranean to the Artic, they had a common language that was Latin.

In the French Illustation it became the main language for international communication. In the XIX century German and English were part of this.

In the mid XX century, and coinciding with the end of the war, English language became the main language for international communication. Consequently, an important part of world population acquire it as a second language and that amount continues increasing (Siguán-p.1)

That happened because the U.S. and English language countries constitute the biggest concentration of economy around the world, as a consequence there is considerable scientific development.

Considering that English does not have an academy that regulates its use it becomes a flexible language, it is easier to use language due to its adaptation of the usage.

The arrival of the Internet and the need of means of communication make possible the acceptance of English language because the majority of those means or resources were translated from their original language to English with the objective of reach a wide extension.
More of these resources are in English, and there is information on websites of organizations or universities, so in the middle of the Information Age there is constant need of getting the more-up-to-date than ever information.

1.1 Definitions

Accuracy
The use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners typically focus on using and producing language correctly (Glossary of Language Teaching and Learning Huszti Ilona).

Approach
It is a theory about the nature of language and how languages are learned. It is usually manifested through sets of principles which guide the choice of teaching procedures (Glossary of Language Teaching and Learning Huszti Ilona).

Attitude
Learners possess sets of beliefs about language learning, target culture, culture, teacher, learning tasks, etc. These beliefs are referred to as attitudes. They influence learning in a number of ways (Glossary of Language Teaching and Learning Huszti Ilona).

Authentic text
Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as many textbook reading passages (American Council on the Teaching of Foreign Languages).

Communication
The act or an instance of communicating; the imparting or exchange of information, ideas, or feelings (Collins Dictionary).
Communication language teaching

Covers a variety of approaches that all focus on helping learners to communicate meaningfully in a target language (Glossary of Terms-Second Language Teaching and Learning Nunan).

Another definition is that CLT is the most widely-accepted approach to second and foreign language teaching, including the teaching of adult ESL in the U.S., since the 1970s; defines the goal of language learning as communicative competence and recommends the learning of language in context using real language and experiences as the class content; used by contextualized and special purpose curriculum in ESL teaching (Glossary Key ESL Terms).

Communicative Competence

The ability to apply grammatical discourse and cultural knowledge to communicate effectively in particular contexts for particular purposes (Glossary of Terms-Second Language Teaching and Learning Nunan).

Curriculum

All elements and processes in the planing, implementation, and evaluation of learning programs. Curriculum includes syllabus design, methodology and evaluation (Glossary of Terms-Second Language Teaching and Learning Nunan).

Foundation

It is a basis (such as a tenet, principle, or axiom) upon which something stands or is supported (Merriam Webster Dictionary).

Fluency

The flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context (American Council on the Teaching of Foreign Languages).

Globalization

The act or process of globalizing: the state of being globalized; especially: the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets (Merriam Webster Dictionary).
Language

It is defined by people in many ways. Generally speaking, language is a patterned system of sounds, syntax and lexicon, which are constrained by abstract principles. While language is used for communication between and among human beings for transacting daily life, it also serves an important cognitive function.

(Rojas, 2002, p.3)

Learner-centered

When the learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson

Glossary of Language Teaching and Learning - Huszti Ilona

Learning

Acumulative process whereby individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and competences. It is the internalization of rules and formulas which can be used to communicate in the L2. Krashen uses this term for formal learning in the classroom (Glossary of Language Teaching and Learning - Huszti Ilona).

Method

A coherent internally consistent set of principles for teaching language derived, at least in part, from a set of beliefs about the nature of language and learning (Glossary of Terms - Second Language Teaching and Learning Nunan).

Principle

It is the fundamental basis of a system of thought or belief (Oxford Dictionary).

Text

Statement or the coherent group of oral and written statements (RAE)
Chapter 2

Curriculum

Posner in his book “Analysis of the Curriculum” wrote about conceptions of the curriculum, he examined some common conceptions:

1. Extension and sequence. Curriculum is considered as a group of expected learning results.
   It lists the expected learning results for each school grade, and contributes with the curricular sequence.
2. Study Program: It is the plan of a course. That is to say that the study program represents a plan of a course.
3. Diagram of content. When education and teaching have another purpose than transmit information and cover content, then the diagram of content stops of being part of the answer for objectives.
4. Standard. Often the standards describe what the students are able to do and in some cases, describes the process for achieving the learning objectives.

   The standards prioritize the main ideas for discipline and to how they relate with important ideas.
   The standards are applied equally to all students.

5. Teacher’s Book. For teachers who teach “with the book” it works as a daily guide for the objectives and teaching means.
6. Study Route. The etymological definition (from Latin currere, that means “race” and the definition in the dictionary of the Word “curriculum”, “a route of study”,
it makes us consider the curriculum as a serie or route, that the student must know.

7. Planned experiences. Most of progressive teacher affirm that curriculum is more than a group of documents. These teachers argue that more than being a description for student’s learning, with or without intention, covered or not for the content, the curriculum covers all the experiences of students planned by the school.

The first conception for curriculum is still common in up-to-date schools and mainly in institutes in which this document’s only purpose is on expected learning and does not pay much attention on the techniques or procedures for achieving this goal or does not specify the acquired or developed skills if it considers them in the main goal. This kind of curriculum is characterized by focusing on the product or result expected more than the process for achieving this.

The second conception for curriculum considers this as a program of study, which I particularly consider has a more complete view of the whole outlook because it also states the reasons why the course is being taught and I have to say that this is as important as defining the objectives because without thinking about the reasons for a teaching course it will be impossible to obtain useful results. This will also give a clear and general idea of the utility of all the courses in combination.

The third conception acknowledges the curriculum as a diagram of content, this might sound as a conception from ancient times. Despite the fact that it is important to have a clear idea of what kind of information or content will be transmitted, in a modern world there is a strong concern about the abilities implied in the pedagogic work and even more on how students will develop this set of skills in every lesson for providing a very powerful tool for excellent development in the academic, work and social field.

The fourth conception for curriculum gives an idea of what I am trying to explain: “standards describe what students are able to do...”, at this point we conceive curriculum as a document that considers education more than a group of information but a set of skills students have to evidence and points out in some cases the description of the process to reach the objectives.
In the fifth definition for curriculum there is a view of the teacher as a passive educational agent, denying the teacher’s responsibility of planifying lessons and establishing the purpose of every lesson and even of the course (most of books specify what the objectives are) but also of contextualizing, to adequate information according to the student’s needs and interests, books are make under a general objective or group of contents, and it is not always connected with the needs explained before. It also serves as an excuse for teachers to just follow “what the book says” because “it is on the book”, preventing in this way teachers from their cognitive and profesional development.

When we talk about curriculum as a study route, we consider it as the way students must take and this concept is similar with the last definition for curriculum previously established but the last one sees curriculum as the student’s experiences but planned by school.

Ortiz (2014), in his book *Curriculum and Didactics*, cited an author that had his own conceptions for curriculum:

Tyler (1981) considered, the curriculum more than a theoretical matter, as a practical work, which aim is to design a system for achieving an educational purpose that works in an effective way in a society where there are numerous demands and human beings with intentionalities and preferences.

From this perspective, curriculum is the combination of selected expected goals that look for appropriate experiences with accumulative and assessable. It is also the combination of planned learning experiences, directed by school for reaching the educational purposes.

Torres (1988) conceived, curriculum as the planning and selection of important objectives individually and socially, of intellectual, affective, physic, social and moral kind, as the elaboration and development of an effective teaching-learning process that make it posible.

Santivañez (2013), in his book *Curricular Design Based on Competences*, also wrote about conceptions of the curriculum:

The curriculum conceived as a group of courses: This conception was developed from the Middle Age until the middle of the XIX century and incredibly, continue
being used for many people until the actuality. Its main purpose is to guarantee the transmission of culture, universally built up for future generations (Gamboa, 1993) Santivañez claimed that this is the curriculum we all know, because we have been educated through a group of subjects that we give an unquestionable value.

Santivañez also wrote about the characteristics of this curricular conception:
- It permits few opportunities of relating different information.
- This is a synonym of study plans and programs.
- Curriculum is viewed as an established structure composed by subjects.
- Its main purpose is on content.
- Teacher’s role is to “fill” the student with knowledge, as a jar that pours water in glasses.
- It does not integrate the subjects or matters.
- Transform this curricular conception just implies change, eliminate or adds subjects of the study plan, without any curricular evaluation.
- The student’s role is to “receive” the majority part of content that the teacher “gives” memorizing without any possibility of analysis, experience or research.

Apart from Posner (2004), Santivañez (2011) also wrote about a conception of curriculum as a group of experiences that is characterized for being focused on learner’s learning experiences and that are unifying of the educational process. This conception surges at the end of the XIX century, and gained importance for being applied in the sixties and seventies from the XX century. This conception had the next characteristics:
- The experiences are planned for reaching the expected goals.
- Expected changes are precised (objectives and competences)
- It requires the teachers’ work for planning the experiences.
- Demands necessarily the direct relation (or indirect) among people and environment, through observation.
- It is a dynamic and flexible conception where learners “lives” the curriculum, according his/her reality and time.
It takes advantage of the diverse experiences lived by the learner to learn by doing and in this way the learner gets the most useful learning for his/her future life.

The curriculum conceived as a system (Santivañez, 2011)

The curriculum conceived as a system is a group of elements interrelated, that interact through diverse processes to achieve a common objective, this is the integral education of the student.

According to his conception, the curriculum has five elements: profiles, objectives, competencies, content, assessment strategies, all of them constitute an structure and are developed through four processes that are the next: curricular design, curricular implementation, curricular realization and curricular evaluation.

This conception considers curriculum as a complex reality, and that its guiding and instrumental elements go through different processes of creation, experimentation, readjustment and evaluation.

As we can see there are diverse ways of conceiving the curriculum taking into account the objectives, procedures, contents and components.

2.1 The National Curriculum Design

2.1.1 Background.

Through history, English language had changed when referring to the importance of teaching it and the laws that regulate it. Not always English has been a compulsory subject in public education. As reported by Oré (2013), in the year 1829 in the General Instruction Plan there was a clear predominance of French language study and it was until 1950 with the Public Instruction Regulations, during Marshal Ramon Castilla government that established French, English and Latin to be taught.

In 1855, teaching of Greek language was included in the norm, teaching of Castilian and Latin grammar was obligatory. By the year 1867 and 1869 curriculums that included English and French were approved through superior resolution as supplementary courses (Oré, 2013).

In 1871 French, English, German, Italian and Quechua were part of the supplementary courses. With the Constitution Law of Instruction in 1901 it included French and English obligatory for the first time, three hours per week in the first four
years of secondary school and two hours in the last two years (at that time secondary education lasted six years) (Oré, 2013).

Later in 1918, the curriculum dictated the duration of secondary school from six to five years (with the same content), assigning five hours for teaching languages from first to fourth grade and four hours of fifth grade. But with the reform of 1924 and 1936 the amount of hours decreased to three hours.

What is notable in this phase is the application of methods and approaches from Grammar-Translation Method to the Direct Method. The curriculum of 1942 dictated that language teaching (English, French, German or Italian) had as objective mastering a foreign language for using it as a tool for study of any science or technique. It also permitted well-implemented schools to have the faculty of organize obligatory teaching of two of those languages applying the Direct Method.

It is reported by Oré (2013), that within the period of The Peruvian-North American Cooperative Service of Education (1944-1962), the organization of the English Institute for Teachers in charge of ICPNA and its counseling for obtaining the degree of participant teachers meant an important event.

It was 1982 and in post-secondary level modern approaches were introduced to English teaching. Reading comprehension was a priority of the English course based on the objective of providing the student with a useful tool to access to printed materials such as books, brochures, but also modern science and technology were available only in English language.

From 1998 the present pedagogical orientation began to be introduced followed by a new perspective of education that change the view of language as a process instead of a product as it used to be conceived. Then the affective component was meaningful because it became a student-centered basis. Another crucial change was the importance given for learning instead of just teaching.

There was a need of relating procedures in the classrooms with the needs and objectives of school and the educational system. The application of the Communicative Approach in our educational system represents the great improvement in our view of language and learning. The basis of this approach is the
Communicative Competence (Hymes, 1972) that gives emphasis on communication more than accuracy (Oré, 2013).

Nowadays, the Minedu is focusing on the achievement of competencies that promote the integral development of students and cooperate with the construction of sociocultural values.

2.2 The Current National Curriculum

The General Education Law N °28044, highlights the necessity of basic curriculums, common in the country, assembled along the different levels and categories. In this way, The National Curriculum Design of Regular Basic Education, which responds to this necessity, and has coherence with the principles and outcomes of Peruvian education, The National Educational Project to 2021 and the demands from the modern world to education. The National Curriculum, resulting of the assembling and reform of the valid curriculums to 2005 in the levels of preschool, elementary, secondary school notes the “Purposes of the Regular Basic Education to 2021” that the schools around the country must guarantee with concrete results to society.

The National Curriculum Design of Regular Basic Education contains the learning that the students must develop in every educational level, in any field of the country, in order to provide quality of education and equity. At the same time it takes into account the human diversity, linguistic and cultural, characterized and expressed in the intercultural approach that expresses in the competences considered in the three educational levels and in the different curricular areas, according to the sociolinguistic contexts. These competences are direct to the development of critical, creative, responsible and caring students, that question what is necessary, aware and conscious about reality, and potentialities in order to contribute with a more equitable society.

The National Curriculum Design encourages knowledge and respect of the different cultures in our country and around the world, recognizes the necessity to
make the contact between cultures in an opportunity to learn and contribute from our special characteristics.

We have to achieve the intercultural practice, encouraging the intercultural dialogue, recognizing the dynamism and permanent development of every culture. According to the mandate of The General Educational Law, we must educate people that participates in the construction of a more just world, making schools a space of construction of equitable relationships between children of different cultures and social condition. Also, considers people with special and educational needs from an inclusive perspective, they required curricular adaptation according to their needs (DCN, 2009).

2.2.1 Foundations.

The National Curricular Design assumes the guiding objectives of education, but also its principles: ethics, equity, inclusion, quality, democracy, interculturality, environmental awareness, creativity and innovation. It is a normative document and of orientation for all the country. Synthesizes the educational purposes and contains the content that every student must know. Gives unity and takes into account the diversity of students. Considers the evolutionary characteristics of students, in a perspective of continuity from 0 to 17 or 18 years, approximately, given importance to the individual characteristics of each human being. Also, it gives guidelines for evaluation of knowledge and it serves as a basis for communication between educational agents.

2.2.2 Characteristics.

Since the National Curricular Design is the document that provides the objectives, theoretical basis, content and the criteria of evaluation we have to take into account its characteristics:

Diversified:

Its design enables the regional instance to build their guidelines of curricular diversification, to the local instance, elaborate orientation for its diversifications in schools from the construction process, adequate to the characteristics and the
socioeconomic, linguistic, geographic, economic-productive and cultural where it is applied; in this way the school (principal instance of educational descentralization) builds actively, its diversified curricular proposal, which has official importance.

**Open:**

It is conceived for the incorporation of competences: abilities, knowledge and attitudes that make it appropriate to reality, respecting the diversity. The educational community and other society actor construct it in a participative way.

**Flexible:**

It permits modifications depending on the human and social diversity, from the particularities, needs and interests of population and age groups of to whom it is directed and changes that society formulates.

**2.2.3 Psicopedagogic principles.**

Decisions about curriculum are taken by considering the basis of theoretical contributions of social and cognitive tendencies of learning; they are the basis of the pedagogic approach with the next principles:

**Principle of construction of self-learning:**

Learning is a process of construction: inner, active, individual and interactive with the social and natural context. Students, in order to learn, use logical structures that depend on the variables such as previous knowledge and the social and cultural context, geographic, linguistic, economic and productive.

**Principle of need of communication development and accompaniment of learning:**

The interaction between students and teachers, and their environment, is produced through language; collecting knowledge of the rest and contributing ideas and self knowledge that make them be concious about what and how is learning and at the same time, develop strategies to continue learning. This interchange
reorganizes the ideas and facilitates their development. For this reason, valuable, motivational and healthy interactions must be facilitated, also appropriated learning situations to facilitate the construction of knowledge, proposing varied and adjusted activities, promote reflection and help students to elaborate their own conclusions, in this way they will be capable of learning to learn and learning to live together.

**Principle of meaningful learning:**

The meaningful learning is possible if the previous and new knowledge are related, but also taking into account the contexts, the reality itself, the reality in which the student is immersed.

Learning must be interchange with real life and traditions of every culture. If the teacher makes the learning meaningful to students, it will be possible to develop motivation to learn and the ability to develop new learning and to promote reflection about the construction of them.

Experiences that enables learning in a wide way must be offered, for this reason it is necessary to focus on what is important and teach by making use of different methodologies, there will be a better connection between the previous knowledge and the new one.

**Principle of organization of learning:**

The relations established among different kind of knowledge increase throughout time and the opportunity of applying them in life, it enables establishing new connections with other knowledge and to develop the ability of demonstrate them.

Learning is achieved in the pedagogic procedures, known as interactions in the teaching-learning sessions; in this procedures we have to take into account that the teacher and the students keep the conditioning of their health, legacy, history, school environment, sociocultural, ecological, environmental and media; these procedures take part in the process and influence in the learning results, for this reason it is important to consider them in the organization of learning.

**Principle of integrity of learning:**

Learning must include the integral development of students, depending on the individual characteristics of each person. Therefore, consolidation of acquired
abilities and the development of new abilities through all the curriculum matters. In this context, it is also important to consider the individual learning styles and students special educational needs.

**Principle of evaluation of learning:**

Metacognition and assessment from the teacher, student or another educational agent; are necessary to promote reflection about teaching and learning procedures. The students need pedagogic activities to recognize their improvement and difficulties; getting closer to the self-awareness; self-assessment analyzing their pace, personal characteristics, styles, self-acceptance and outdoing oneself constantly, in order to continue learning from their good decisions and mistakes. Learning to be and learning to do.

2.3 Curricular diversification

2.3.1 Guidelines for the regional diversification

In the regional instance, taking into account the basis of the National Curriculum Design, National Educational Project and the Regional Educational Project; the elaboration of regional curricular guidelines that work as basis of LEAU (Local Educational Administration Unity) make the important curricular orientations to the pedagogic technical work of schools and its jurisdiction, with the objective of elaborating the diversified curricular program according to the sociocultural context, geographic, economic-productive and linguistic of the region.

These guidelines in the regional level are realized in a normative document; The Regional Curricular Design, The Regional Curricular Proposal or the Regional Guidelines to diversify the curriculum. This document has to incorporate the specificities of the region.

It is important to take into account the next aspects:

1. Integral diagnosis of the region considering:

   . Characterization of the school population in the Regular Basic Education
   . Socioeconomic characteristics of the region: Principles productive activities
   . World View
   . Cultural Heritage
   . Natural Heritage
Social problems of more incidents: alcoholism, malnutrition, human trafficking, and endemic illnesses.

2. Incorporate cross curricular subjects
3. Propose from the diagnosis: competences, abilities, knowledge, attitudes and values that enrich the different curricular areas, to respond to requirements of the local and regional development
4. Determine according with the existing sociolinguistic contexts in the region the areas for the mother tongue teaching (original language), with the objective of guarantee a bilingual and intercultural education.
5. Determine teaching of a foreign language.
6. Establish the occupational specialties for the technical area.
7. Create programs according to the needs and interests of the región (workshops, projects, etc.).
8. Recommend guidelines to the Local Educational Administration Unity for use of available hours in schools.
9. Define the school calendar according to the geographic, climatic, cultural, and productive characteristics.
10. Develop ways of administration, school organization and different schedules according to the context and population considering the basic guidelines given by the Ministry of Education.

2.3.2 Guidelines for the local diversification

These orientations must be directed to principals and teachers from schools, it is important to consider the next aspects:

Incorporation in the Institutional Educational Project aspects of the region and locality in the educational work for diagnosis, capacities, knowledge, attitudes, cross curricular subject that are important to develop according to the reality and context.

Schools must incorporate in their annual plan and in the daily practice the different elements that guarantee the importance of what is essential represented in the NCD, RCD or regional guidelines and students’ peculiarity.
It means that making curricular adaption in an inclusive teaching that enables working effectively for children with special, educational needs.

Propose a list of steps in order to elaborate the Curricular Project:
- Analysis of the National Curricular Design of the Regular Basic Education
- Analysis and interpretation of the guidelines of regional law for the diversification
- Elaboration of a diagnosis
- Determination of cross curricular subjects according to the needs of the educational community.
- Elaboration of the communal calendar
- Formulate the diversified curricular program according to the areas, grades or cycles.
Chapter 3

Foundations of language learning in the Curricular Design

3.1 Foundations of the English Area

English is one of the most well-known languages worldwide, it becomes an useful tool for integral education of students, because it enables the access to information in order to satisfy the current academic demands, manage efficiently in different real life situations when interacting with English speakers from other social and cultural contexts, also to move in different work contexts.

In this way, the purpose of the English area is to achieve the communicative competence in a foreign language, which will enable the acquisition of recent information, scientific and technologic development (digital or printed in English), also the access to the communication and information technologies to increase the cultural horizon. In addition, there are the conditions and opportunities for managing innovative methodologies that strenghthen the autonomy in language learning.

The area adopts the Communicative Approach which implies learning English by using it, in simulations of communicative situations and fulfil the needs and interests of students. Other way of learning is realize with realia and with a complete sense, avoiding the use of isolated phrases and words that do not contribute meaning.

The English area responds to the national and international demand to educate citizen students from the world that can communicate through different means, direct and indirect, using technological tools, virtual via. The same way, enables the students to have access to different scientific and technological development (their publications are generally made in English language).
3.2 Organization of the area
The English area develops oral expression and comprehension; text comprehension and production.

3.2.1 Competence.

3.2.1.1 Oral expression and comprehension.
Implies the interactive development of capacities of comprehension and production of oral texts. This process happens in different communicative situations and with diverse purposes related to daily life of the social and family environment. Involves listening carefully and expressing ideas, emotions and feelings in diverse contexts with different speakers.

3.2.1.2 Text comprehension.
Text comprehension implies the reconstruction of the meaning of the text, process that makes it possible to distinguish the main ideas from the less important ones considering the linguistic structures appropriate for the text. Facilitates the critical acceptance of information for appropriate communicative interaction and for obtaining new knowledge.

3.2.1.3 Text production.
In the text production there is the development of the process that implies the expression of ideas, emotions and feelings in the time frame of a reorganization of texts previously planned. This motivates the active and creative spirit, facilitates the management of linguistic and non-linguistic codes. The proposed knowledge serves as foundation for the development of the communicative competence.

They are organized in lexis, phonetics, non-verbal resources and grammar. In the lexis there is a proposal for basic information related to communicative situations proposed in the grade. They are used orally and written. Phonetics is about knowledge connected with pronunciation and intonation, inherent elements for the production of sounds. Grammar contributes for a better text production with coherence and linguistic correction.
### 3.2.2 Capacities

<table>
<thead>
<tr>
<th>CYCLE VI</th>
<th>CYCLE VII</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORAL EXPRESSION AND COMPREHENSION</strong></td>
<td></td>
</tr>
<tr>
<td>. Expresses his/her ideas about himself/herself and aspects related to</td>
<td>. Expresses ideas, opinions, emotions and feelings about their social</td>
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<tr>
<td>his/her reality, using suitable intonation, pronunciation and</td>
<td>interest for a fluent interaction with a native speaker, demonstrating</td>
</tr>
<tr>
<td>demonstrating respect for the rest ideas in the interactive process.</td>
<td>assertiveness in their communicative process.</td>
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<tr>
<td>. Understand their speaker’s message and asks for explanation when it is</td>
<td>. Understand their speaker’s message, showing their opinión about topics of</td>
</tr>
<tr>
<td>necessary.</td>
<td>their interest.</td>
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<tr>
<td><strong>TEXT COMPREHENSION</strong></td>
<td></td>
</tr>
<tr>
<td>. Understands texts of daily use relationed with himself/herself, with</td>
<td>. Understands diverse texts of more complexity and extension reality with</td>
</tr>
<tr>
<td>his/her family with his/her immediate surroundings.</td>
<td>actual reality topics and expressed in a language of common use.</td>
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<tr>
<td><strong>TEXT PRODUCTION</strong></td>
<td></td>
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<tr>
<td>. Produce diverse texts with adaptation and coherence, related with</td>
<td>. Produce diverse texts with adaptation, cohesion, coherence and</td>
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<tr>
<td>themselves, with their family environment using linguistic and non</td>
<td>correction about topics of their social and personal interest,</td>
</tr>
<tr>
<td>linguistic elements.</td>
<td>considering the communicative purpose and the addressees</td>
</tr>
</tbody>
</table>

Reference: DCN (2009)
3.2.3 Attitudes
In the DCN in the English area we have the next attitudes:

- Respects and appreciates ideas, beliefs, languages and different cultures.
- Respects agreements and established rules in the classroom for a better interaction.
- Respects the interpersonal and group communication conventions.
- Appreciates the use of appropriate technology to improve his/her English level.
- Appreciates knowledge developed in the area as part of his/her formative process.
- Shows initiative in the learning activities developed in the area.

3.3 Approaches that gave a communicative view of language teaching

There are approaches that served as a basis for the construction of a communicative view of language teaching (approaches such as Content-Based Teaching, Cooperative Language Learning and Task-Based Teaching).

Even though Cooperative Language Learning (which was more generally promoted and developed in the U.S. in the 1960s) had its origins outside of language teaching, it has some similarities with Communicative Language Learning because it also focused on developing the communicative competence through social based activities and sought for promoting cooperation in which through language students interact and improve their communicative skills as a result of it.

Task-Based Language Teaching (which received more support from researchers such as Long and Crockes in 1993) has principles that formed part of Communicative Language Teaching Approach and those principles state that:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language is used for carrying meaningful tasks promote learning.
3. Language that is meaningful to the learner supports the learning process.
So, it is not difficult to the similar importance Task-Based Language Teaching and Communicative Language Teaching Approach give to real communication and language learning in a more meaningful way.

Content-Based Teaching which is defined as “the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material” (Brinton, Snow and Wesche, 1989), is also related with Communicative Language Teaching considering that it focuses on the role of meaning in language learning.

These approaches and the Communicative Approach gave a communicative view of language teaching conceiving language as a social phenomena, resulted from social interaction and gave importance to meaningful and real communication.

3.4 The Communicative Approach

The Communicative Approach is one of the most widely-accepted approach when we talk about teaching a foreign language, including the teaching of adult ESL (English as a Second Language) in the U.S. It has its origins from the late 1960s; this approach has the premise that what is most important is communication; this is achieving the communicative competence (the ability of the speaker to communicate in a very effective way). According to this approach, learning language must be in context using real language and through experiences as the class content; used by contextualized and special purpose curriculum in ESL teaching. This approach also claims that the four macro skills can be developed from the beginning, making the difference with other approaches that focus more on listening, writing, speaking or reading separately.

The Communicative Approach is the approach used to plan and give classes in the English Area according with the National Curriculum Design.
3.4.1 Characteristics of the Communicative Approach

The Communicative Approach is characterized by focusing on the development of the communicative competence, it differences this approach from others that only focused on mastering the structures (the grammar part). Other approaches that enabled students to produced well-structured sentences, they had no mistakes but they were not able to effectively communicate in a real communicative context, so there was also the need of giving importance for what language really is.

But this does not mean that the knowledge about structures was not important in this approach, actually the communicative competence is the result of being able to communicate effectively but students will use language for communication and learn the correct use of structures in the process instead of making corrections whenever students made a mistake.

Another characteristic is the significance of authentic language during “lessons”, on providing a useful and rich tool for students in order to use language as it really happens in real life.

Learning as a result of social interaction characterizes lessons, students working in groups or pairs interact through communicative activities and improve their communicative competence as a result of this interaction. This characteristic is related with the theory of Vigotsky (1896) of children learning through social interaction.

This approach has the characteristic of changing the view of “teacher” and “student” because it conceives the role of the teacher as a facilitator, guide and monitor instead of an instructor who just talks the whole class. It also, considers the students as real human being and not as the “empty jar” and that teachers should pour what they were

3.4.2 History of the Communicative Approach

The Communicative Approach has its origins in the late 1960s. British applied linguists began to analyze the usefulness of the Situational Language Teaching which was the approach British used to teach English as a foreign language. In the Situational Language Teaching activities were developed through
meaningful situations using basic structures, everything was planned and students had to use language in the way expected for every situation they were given, accuracy was the most important part when using language.

This was not focused on how language is really learned, so British applied linguists claimed that language is not only about structures but communicating effectively (communicative competence). Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g., John Firth, M.A.K. Halliday), American work in sociolinguistics (e.g., Dell Hymes, Jhon Gumperz, and William Labov), as well as work in philosophy (e.g., Jhon Austin and Jhon Searle).

The Council of Europe (regional organization for cultural and educational cooperation) noticed the need of a new way of conceive language and a new perspective of how to teach English under a new approach.

Wilkins (1972), proposed a functional or communicative definition of language that could serve for developing communicative syllabuses for language teaching. He did an analysis of the communicative meanings that a language learner needs to understand and express. Wilkins showed the systems of meanings that are part of the communicative uses of language. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative functions (requests, denials, offers, complaints).

Wilkins’ contribution was very important for the development of communicative language teaching. The Council of Europe also had contributed in the design of communicative language programs through a semantic and communicative analysis into a set of specifications for a first-level communicative language syllabus.

The work of the Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Jhonson british applied linguists work as a basis for the theories of the Communicative Approach to language teaching.

(Richards and Rodgers, 2001)
3.4.3 Communicative Language Learning
Richards and Rodgers (2001) cited many proponents of the CLL that contributed to the basis of the approach.

3.4.3.1 Theory of language.
The Communicative Approach in language teaching starts from a theory of language as communication. Based on what Hymes (1972) referred to as “communicative competence”. According to Hymes, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:
1. Whether and to what degree something is formally possible.
2. Whether and to what degree something is feasible in virtue of the means of implementation available.
3. Whether and to what degree something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Whether and to what degree something is in fact done, actually performed, and what its doing entails.

Halliday’s work complemented Hymes’ view of communicative competence and he described (1975:11-17) seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behaviour of others
3. The interactional function: using language to create interaction with others
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and to discover.
6. The imaginative function: using language to create a world of the imagination.
7. The representational function: using language to communicate information.
The linguist Widdowson (1978), presented a view of the relationship between linguistic system and the communicative acts underlying the ability to use language for different purposes. The Communicative Approach has a theoretical base which has the next characteristics:
1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative meaning as exemplified in discourse.

3.4.3.2 Theory of learning.

Little was written about a learning theory. However, we can state that learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as monitor, of the output of the acquired system (Richards and Rodgers, 2001).

Johnson (1984) and Littlewood (1894), consider an alternative learning theory, a skill-learning model of learning. This theory states that the acquisition of communicative competence in a language is an example of skill development and that this involves a cognitive and a behavioural aspect:

1. The cognitive aspect involves internalisation of plans for creating appropriate behaviours. These plans derive from the language system: grammatical rules, procedures for selecting vocabulary and social conventions governing speech.
2. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time (Richards and Rodgers, 2001).

3.5 Principles of the Communicative Language Approach
According to Larsen-Freeman, in her book Techniques and Principles in Language Teaching, the principles of the Communicative Approach are:
1. There is preference for real language (language as it is used in context).
2. It is important to be communicatively competent, that is to figure out the speaker’s or writer’s intention.
3. The language is the mean of communication in the classroom.
4. Communicative competence is more important than just mastery of language forms, and so the process of communication.
5. Students must learn about cohesion and coherence, those properties of language which bind sentences together.
6. Games are required because they have certain characteristics in common with real communicative events. As well as the listener can communicate effectively on whether or not the message is understood.
   In addition, the games are played in groups, so it increases the amount of communicative practice students have.
7. Taking into account that students practice activities focused on real communication, it becomes an opportunity to express their ideas and opinions about certain topics.
8. Mistakes are seen as part of the learning process and of the development of communication skills.
9. One of the teacher’s role is to promote communicative activities, in this way give more importance to fluency than to accuracy.
10. Communicative activities provide a cooperative environment between students. Through this activities, students can work on negotiating meaning.
11. In order to give a clear message it is important to consider the social context.
12. Communicative competence is about using language forms appropriately.
13. The teacher’s role as a facilitator of language learning is about setting up communicative activities but also have to do with monitoring those activities.
14. During communicative activities the speaker has to be aware of what to say and how to say it.
15. In order to be understood in the situational context, students must learn and use the correct grammar and vocabulary.
16. All communicative activities should have texts as it is used in authentic communication. If needed the teacher can bring strategies for improving comprehension.

3.6 The application of the Communicative Language Approach

There is a lesson outline for teaching provided by Finocchiaro and Brumfit:

1. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation and a discussion of the function and situation—people, roles, setting, topic, and the informality of formality of the language which the function and situation demand

2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by the teacher’s model.

3. Questions and answers based on the dialog topics and situations itself

4. Questions and answers related to the students’ personal experiences but centered around the dialog theme.

5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.

6. The students discover the rules underlying the functional expression or structure, including its oral and written forms; its position in the utterance; and in the case of structure; its grammatical function and meaning...

7. Oral recognition, interpretative activities (two or five depending on the learning level, the language knowledge of the students, and related factors).

8. Oral production activities—proceeding from guided to freer communication activities.

9. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.

10. Sampling of the written homework assignment, if given.

11. Evaluation of learning, e.g., “How would you ask your friend to ______? And how would you ask me to ______?"

(Finocchiaro and Brumfit, 1983, pp. 107-108)
3.7 Orientations for the Pedagogic Work

Foundations and approach of the English area:
English language has become an international language and it is important for Peruvian students to learn it in order to have better opportunities in their educational process and that they have possibilities to take advantage and satisfy functional needs of communication: study, work, travel and so on. In other words, English teaching permits students:

Access to the latest scientific and technologic development, most of them published in English language, for continue learning, continue higher education or simply to understand the original message of some work-related tools that are useful for job performance.

Literature, music and international movies extended widely in the country are in English and, make the most, it is needed in their original form, only in this way it will be possible to understand the metaphor and the word games, because not all the words have an exact translation in other language.

In addition, English movies, when they are in their original version, enables students to listen to the original actor’s voice and that students do not depend on the subtitle or looking for Spanish dubbed.

Some universities, specifically the private ones, had began to consider English as part of the selection process and others elaborate their syllabus in this language. In some cases, classes are developed in English, specially when the course is connected with a specific specially.

Tourists that visit Peru, in their majority, use English as a mean of communication, so the students will have better opportunities to practice, they will be able to use it as a tool for a future employment: sell a product in a store, drive a taxi from the airport to any part of the city, assist foreigners in a restaurant or being a touristic guide.

The economic and comercial transactions use as mean of communication are in English language. During Basic Education, students learn about comercial aspects, this points out that is necessary to know how the process are realized, considering
that Peru is part of APEC. The majority of websites—approximately the 60%—is elaborated in English.

Similar to other foreign languages, English language makes it possible to:

Improve the mother tongue, because language learning improves language comprehension in general. This will permit students to use their mother tongue effectively.

Refine knowledge, because learning a language implies a variety of competences that involves learning things related to students’ interests. As a consequence, students have a better flexibility, creativity, and more possibilities to think and solve problems.

In general, improve students’ comprehension because they will have opportunities to understand the spirit and the context of the culture in which language is the learning objective. Being able to communicate and understand a culture and helps on the access to that culture (OTP, 2010).

3.7.1 General aspects of learning

In the teaching-learning process of English language, the student will develop strategies that will let him achieve the autonomy of language through personal responsibility, his participation in the class activities and his independence for organizing own learning inside and outside the classroom for continuing his higher education in an autonomous way, once he finishes secondary school.

Strategies that develop students’ communicative competence and that focuses on students and in their learning process, combining linguistic learning and the communicative implications.

In this country, students only have contact with English language two hours per week, it is advisable that during lessons more participation time from the student is considered more important than teacher participation time. In the ideal case, the TTT (Teacher Talking Time) is limited to a 30% and STT (Student Talking Time) to a 70%. To achieve this, there must be necessary conditions for the development of activities that promote participation from students in context, the purpose on making students talk more for the improvement of their mastery of English language. In
order to give this kind of lesson, the teacher must consider the next aspects related with students:

1. Give clear instructions.
2. Explain and model activities.
3. Praise students every time they participate.
4. Give feedback, correction and guide students.

What is important is that students assume that there are diverse alternatives for learning and learning how to learn, apart of being part of the educational process.

(OTP, 2010)

3.7.2 Strategies of teaching and learning in the area

3.7.2.1 Oral Expression and comprehension.

Nowadays, we need young people capable of understanding English and expressing in this language for incorporate them in the competitive labor world. This is why the English area’s purpose is that students communicate efficiently and fluently for interacting with people of different cultures.

During oral interaction, there is constantly use of expression and understanding, there is oral interaction, the student acts in an alternative way, as listener and speaker, with one or more interlocutors for constructing together a conversation through expression of oneself ideas. There are different kinds of cognitive strategies and interaction, such as take and give turn to speak, suggest a topic and establish an approach, propose and evaluate solutions, recapitulate and summarize what was told.

For the case of oral interaction, that happens spontaneously, there is the next methodological process:

1. Planning: Considers functioning of mental outlines of possible and probable interchange of the activity to be done, and the communicative distance (lack
of information and opinión) that exists between the interlocutors, with goal of choosing possible responses for the development of this activity.

2. The realization: It is about taking time to speak to begin the speech, the interpersonal cooperation for keeping the speech going, cooperation of thoughts and support reciprocally in the understanding of message and asking for help.

3. The correction: The correction of misunderstandings and ambiguity through request and proposition of clarification, for reestablishing communication.

4. Assessment: At this level there is consideration on the adjustment among the mental outlines for applying and to what really happens.

Moreover, the fact that interaction is face to face, leads to use of abundant textual and linguistic terms, as well as paralinguistic that help the communication process between interlocutors, for making this explicit. It is important to consider the paralinguistic actions that help the interlocutor to be understood and to understand.

- Gestures and actions that go with the communication process.
  - Pointing with the finger, hand, gaze, nodding, for identifying items, people, animals, etc.
- Body language: It is characterized for gestures and actions that carry conventional meaning and vary from a culture to another.
- Gestures, for example: showing the fist to express protest.
- Facial expressions to demonstrate acceptance, denial (nodding), happiness (smile) or astonishment (knit your brow).
- Posture to show interest, boredom, enjoyment of the conversation.
- Visual contact for expressing the intensity, complicity (wink) or incredulity of message.
- Corporal contact, such as embracing, take hands, a kiss on the cheek, approach to someone, etcetera.
- Extralinguistic sounds: “Oh!” for expressing surprise. “Ouch” to express pain, among others.
- Prosodic qualities: Voice’s characteristics (strident, hoarse, profound), tone of voice (happy, complaining), volume (whisper, scream).

3.7.2.2 Activities for developing oral texts production.
Considering that students have to make their interlocutor understands what they say, there are the next recommendations:
- Read texts aloud in order to listen to his/her pronunciation.
- Expose using previously prepared notes. The entonation must be clear and appropriate.
- Participate in role play games with coherence when speaking and with audible voice for all listeners.
- Speak spontaneous and fluently when expressing ideas, making an appropriate use of non-verbal resources like the gesture and mime.
- Sing themes of different genres in English.
- Participate in dialogs in meaningful contexts and situations.
- Dramatize readings with suitable pronunciation, intonation and expression.
- Simulate communicative situations in which students participate actively and teachers are promoters of ideas, etc.

(OTP, 2010)

3.7.2.3 Activities for developing oral expression.
Game is an activity that has a great influence in the development of the interactive process. In that sense, certain judgment must be accomplish like the next ones:

- The rules must be accurate; when a student is going to participate, has to be sure about what the objective is, why and how.
- Have to facilitate a real achievement of language use.
- Considering games as creative principle, has to make the student face a real problem that needs a solution.
- Has to direct students to the usage of lexis and a planned structured, that is part of the Learning Unit.
Activities for developing oral comprehension.
The objective is that students learn to deal with real life texts comprehension. Some samples of real life situations are:
- Interview
- Instructions
- Announcements in megaphone
- Radial news
- Shopping
- Theatrical performance
- Phone calls.
- Conversation
- Watch televisión
- Storytelling
- Simon says
- Guess who am I?
- Parachute activities
- Message
- Chinese whispers
- Listen and color
- Listen and draw
- Twenty questions

Text comprehension.

3.7.2.5.1 Reading strategies

3.7.2.5.1.1 Pre-Reading
1. Determine purpose
2. Activate previous knowledge
3. Prediction
4. Guess from the context
3.7.2.5.1.2 *During-Reading*

1. Skimming: Students make a quick reading of the text to get the main idea.
2. Scanning: Students read quickly the text until getting specific information.
3. Organization of ideas

3.7.2.5.1.3 *Post-Reading Text*

- Elaboration of summaries
- Formulation of questions and answering
- Formulation of conclusions
- Reflection on the understanding process.

3.7.2.6 *Text production.*

Stages:
1. Prewriting (planning, research, outlining)
2. Drafting (initial composition in prose form)
3. Revision (organization modification and organization)
4. Editing (proof reading for clarity, conventions, styles)
5. Evaluation (by peer, teachers and others)
6. Publication (sharing the writing possibly through performance, printing or distribution of written materials)

(OTP, 2010)
Didactic Application

Lesson plan

I. General Information:

<table>
<thead>
<tr>
<th>AREA</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>2º</td>
</tr>
<tr>
<td>LESSON</td>
<td>Abilities</td>
</tr>
<tr>
<td>TEACHER</td>
<td>Kriss Bobadilla Hervias</td>
</tr>
<tr>
<td>DATE</td>
<td>21/03/2018</td>
</tr>
</tbody>
</table>

II. Expected Learning

<table>
<thead>
<tr>
<th>COMPETENCES</th>
<th>CAPACITIES</th>
<th>STANDARD</th>
<th>EVALUATION INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Expression and Comprehension</td>
<td>.Analyzes oral text and understands the message of it.</td>
<td>.Identifies free time activities mentioned in the video.</td>
<td>Estimate Escale</td>
</tr>
<tr>
<td></td>
<td>.Talk with classmates and exchanges information</td>
<td>.Exchanges specific information about their abilities</td>
<td></td>
</tr>
<tr>
<td>Text Comprehension</td>
<td>.Discriminates specific information from the text</td>
<td>.Identifies the message of the dialog and the topic implied</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>VALUE</th>
<th>LESSON’S GOAL</th>
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<tbody>
<tr>
<td>-Abilities</td>
<td>Respect</td>
<td>Talk with a partner about free time activities they do using pertinent vocabulary.</td>
</tr>
</tbody>
</table>

Didactic Sequence

BEGINNING (8 minutes)

- The teacher greets students and asks them how they feel
- Students watch a video about actions people can or cannot do
- Teacher asks students what abilities people from the video have
- Teacher asks students what they think the topic will be about
- Teacher presents the topic and the objective.
PROCESS (15 minutes)
Teacher writes the next question on the board: What can you do? Teacher models an example of how to answer this question. Then gives students sheets of paper in which students will have to complete with their partner’s information. Teacher models the activity. Students will work on the activity in pairs and then look for another partner until they collect the information.
Teacher monitors
Teacher shows a conversation of a job interview and gives instructions for the next activity:
1. Students work in groups of four
2. Students role play a job interview and one of them is the boss and the rest are the applicants and they will ask and answer questions about their abilities using can or can’t
3. When they finish they switch roles
Teacher models the activity
Students work on the activity
Teacher monitors

ENDING (7 minutes)
Teacher asks students to play their conversation in front of the class.

Metacognition: Students answer to the next questions: What did you learn today? How did you learn? For what situations this information is useful?

MATERIALS
Projector, whiteboard, laptop, markers, sticky tac, pictures
Synthesis

English learning in Peru has changed several times when we talk about the foundations of the principles of learning that were changing at the same time the concepts for language and learning did and as a result several approaches were applied in Peruvian classrooms.

Nowadays, we have a curricular design which foundations are built as a consequence of globalization, scientific, technologic development and for the laboral field too, for having more and better opportunities.

In this way, the Communicative Approach becomes the background for language to be an empowering tool for accessing new knowledge, use of TICs, science and culture. All this result from social interaction, and according with its principles learn language using it by trial and error, in a space where more importance is given to fluency than to accuracy.
Critical Appreciation and Suggestion

1. Minedu has to consider more realistic foundations for language learning according to students needs and context.

2. Procedures and techniques within the curriculum design are as important as the competences and capacities. In a changing world we as teachers need to bring ourselves up to date. Minedu should update teachers about different aspects of curricular design.

3. Not all contexts in Peru are the same. They vary different from region to region and there is a need for analysis in order to determine more specific and contextualized foundations for learning a language.
References


Collins Dictionary. 2014. n.a.


Glossary Key ESL Terms. n.a.


Conclusions

1. This work has determined that foundations for language learning (global level) have to do more with economics than with educational purposes. That is the case that some people conceive learning a language something more obligatory than beneficial.

2. It was demonstrated that there are different conceptions for curriculum and that the achievement for its purposes depends not only on the contents and structures but on the procedures too.

3. On the other hand, in our country we have a well developed curriculum because it is complete and integral with its components: guidelines, competences, capacities, structures and attitudes but there is a necessity of considering more specific and contextualized foundations for the English area.
<table>
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<tr>
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<th>Chart 2</th>
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<tbody>
<tr>
<td><strong>Estimate Escale</strong></td>
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<tr>
<td><strong>Talks with a partner about abilities</strong></td>
<td><strong>Uses pertinent vocabulary</strong></td>
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<td>Fullnames</td>
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**Appendix**
### Chart 3

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<th>Names:</th>
<th>What can you do?</th>
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