

Traducción desde pagina 17

3.2.1 Objectives Beginner Level 1

General

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1. Acquire basic skills in english: listening, speaking, reading and writing.
2. Be able to interact with native speakers to meet immediate needs. (Food, clothing, shelter, ask for and give directions and directions to a place)
3. Participate in talks in which takes place exchange of information on everyday topics (family, residence, hobbies, interests)
4. Awareness of the similarities and differences between the culture of the student and hispano-american culture , in particular, the chilean culture. Be aware of the influence of their own culture in interpreting the culture and chilean hispanoamericana.
5. Raise awareness on the progress in the learning spanish.

Specific

Listening and Oral skills

1. Understand and produce correctly vowels and some consonants in general.
2. Understand and produce simple sentences in Spanish, on topics such as identity and personal presentations.
3. Understand and produce basic intonation patterns in Spanish: affirmative sentences, exclamations, interrogatives.
4. Understand and produce simple statements (greetings, requests, invitations) in conversational contexts related to topics of immediate surroundings. (Family, work, food, clothing, home).
5. Acquire and use appropriate vocabulary to the topics mentioned above.

Reading and Writing skills

1. Associate letters with sounds that represent them, especially the vowels and some consonants.
2. Read simple, brief descriptive texts in Spanish (with topics related to family, Work, food, basic needs).
3. Produce simple and brief descriptive texts in Spanish (forms, letters, very brief) respecting consistency in gender and number.

Culture

Understand the differences and similarities between the student's home culture as well as Chilean and Latin American culture, leaving aside prejudices and stereotypes.

3.2.2 Objectives Beginner Level 2

General

1. Progress in skills in Spanish: listening, speaking, reading and writing.
2. Be able to interact with native speakers to express satisfaction or dissatisfaction on a given service, or statement received, and ask more specific details on people, objects or items of information which he/she received.
3. Be able to interact with native speakers in situations that require the use of common formulas (greetings, farewells, invitations).
4. Take the cultural diversity of the Spanish-speaking countries, and a closer look to the Hispanic cultures from a less influenced point of view of student's home culture. This latter, with an emphasis on the culture in Chile, Argentina and South America in general.
5. Get to know and control the factors (psychological, cognitive, emotional) that influence the own learning process, to identify their own strengths and weaknesses, and be able to make their own learning goals.

Specific

Listening and Speaking skills.

1. Understand and produce correctly vowels in initial position, the diphthongs and syllable pattern, according to the level of students.
2. Understand and produce patterns of intonation in Spanish: greetings and expressions of courtesy and mandates.
3. Understand and produce simple statements in the context of common situations that formulas require the use of rituals (greetings, thanks, invitations and off) and in the context of discussions of topics related to environment. (Parts of the house, parties the body, emotional and physical descriptions).
4. Acquire and use appropriate vocabulary to the topics mentioned above, and other subjects at this level.

Reading and Writing skills

1. Associate with all the letters that represent sounds.
2. Read simple narrative and descriptive texts in Spanish, of greater length than in the previous level. (with topics related to the invitations and celebrations, clothing, the regions of Chile and its climates)
3. Produce simple narrative and descriptive texts in Spanish (letters, narratives events, descriptions of people and groups, descriptions of regions and cities of the country origins, applications and notices, list of plans for future activities), with topics similar to those mentioned in goal number two.

All above mentioned, and respect the verbal endings in some time (present, imperfect, indefinite past tense, future perfect tense and indicative mood and the imperative)

Culture

Appreciate the cultures of hispanic countries whereas its diversity, from a broader vision and less influenced by the culture of origin in the previous level.

3.2.3 Intermediate Level 1 Objectives

General

1. Be able to interact with native speakers to express desires, needs, obligations and views in the context of interpersonal relationships, personal narratives or current issues.
2. Be able to interact with native speakers to do paperwork, deal with problems and deal with telephone conversations.
3. Enhance the interest and empathy for the new culture, and to analyze and weigh the rules and social conventions of the same.
4. Be aware of their necessity of practice, learning and use of Spanish. Use their strengths in their favor, improve their weaknesses and assess their progress.

Specific

Listening and Speaking skills.

1. Understand and produce the correct accentuation of words, sounds "R" and "rr", and the sounds of "l" and "ll" in Spanish.
2. Understand and produce patterns of intonation in Spanish: narratives, statements,

enumerations and emergency command.

3. Understand and produce statements that express desires, needs, duties stories, opinions, agreement and disagreement. These statements are in the contexts of conversations and exchange of point of views as well as topics related to public interest as holidays, media, technology, and leisure.
4. Be able to communicate in a telephone conversation.

Reading and Writing skills

1. Read descriptive, narrative and expository texts of greater size and complexity than the previous level, such as biographies, letters, informal notes or messages, short articles and interviews from newspaper or magazine. Topics include: clothing, massive events and festivals in South America, and other topics mentioned above.
2. Produce narrative and descriptive texts of greater length and complexity than the previous level, and simple expository texts, e.g short regulations, phone messages, summaries of films, stories of past experiences, texts advertising.

The compositions must be written respecting the verbal endings of the present of subjunctive mood, the conditional, and the tenses developed in the previous level; and using an appropriate register.

Culture

1. Deepen the cultural diversity of the Spanish-speaking countries, and know representative samples on artistic manifestations of Chile, Argentina, or other Spanish-speaking countries
2. Be able to handle situations of conflict or misunderstanding caused by differences between their culture of origin and the Chilean culture.

3.2.4 Objectives Level 2 Intermediate

General

1. Acquire fluency in oral expression in Spanish.
2. Be able to interact with native speakers to express agreement and disagreement, arguments, opinions, express conditions to obtain a result, express feelings, give examples of a topic and reproach.
3. Be able to interact with native speakers to clarify meaning, confusion; communicate in the appropriate register (familiar, formal, informal) and be able to interact in special situations such as fulfilling a commitment and following telephone directions.
4. Take advantage of cultural diversity as a source of enrichment for their own vision of world and intercultural competence in Spanish.
5. Know and control the factors involved in the learning process, and be able to participate with the group in a negotiation of topics for the next level.

Specific

Listening and Speaking skills

1. Understand and produce patterns of intonation in Spanish: polite questions, formal commands, phrases, exclamations, readings.
2. Understand and produce statements that express argument, claims, conditions, and reproach. These are set out in the context of dialogues, discussions, transmission, and receiving instructions, claims when purchasing goods and services, and relate to issues such as work, politics, or the environment.

Reading and Writing skills

1. Read descriptive, expository and narrative texts of greater length and complexity than the previous level, and brief argumentative texts. Examples of texts for this level are: formal letters, advertisements, short stories, messages in Internet forums, with topics such as work, news, tourism, mass media and environment.
2. Write descriptive, narrative and expository text larger and more complex than in the previous level, and short argumentative texts, e.g. extracts from articles, definitions of concepts, advertising, personal testimonies, questionnaires, reports, personal views on a topic. The themes of the texts are those outlined in the objectives.

The compositions must be written respecting the verbal endings of the imperfect, the presente perfect tense as well as pluscuamperfect in the subjunctive mode as well as the tenses developed in the previous level and using an appropriate register.

Culture

1. Know and analyze from a broader perspective than in the previous level, the most important artistic and cultural aspects of Chile, Argentina and other Spanish speaking countries
2. Search and use new procedures to interpret the rules and social conventions of the new culture. This, will allow to behave appropriately in situations so that misunderstandings, taboos or specific conventions and customs might be corrected.

3.2.5 Advanced Level 1 Objectives

General

1. Be able to interact with native speakers to highlight characteristics of a person, hold a conversation, express wishes and requests so that others can be influenced.
2. Be able to interact with native speakers to deal with communication difficulties in a proper manner, ask for information related to work and study different from his or hers; start social interactions in the Spanish-speaking community
3. Consciously control procedures that are used to interpret and be approached to the new culture.
4. Evaluate results in the learning process, and able to set goals, tasks and objectives for the next level.

Specific

Listening and Speaking skills

1. Understand and produce patterns of different speech acts and the stressing emphasis on a specific element of the sentence.
2. Understand and produce statements that express complex and abstract definitions of terms ; ask for facts, politely and directly; give value to subjective attitudes and behaviors; skepticism, express disagreement on opinions, memories, will, commands and petitions, points of view, a variety of emotional states and physical sensations; claiming; interpret other's people statements and transmit them. All these statements are

set out in contexts of spontaneous conversations, narratives and detailed descriptions in the past, discussions and debates, work as well as student and personal settings. This are related with topics such as humor different cultures, literature in Chile and Argentina, the art in Chile and Latin America, the environment, economy and life stages.

Reading Comprehension and Writing

1. Read descriptive, narratives (including short literary texts), expositive and argumentative text. All this, with greater complexity than in the previous level. Some examples of this types of texts are formal letters, reports, poems and stories and with topics such as literature, art, the roles men and women in Chile, the environment, the city of Santiago and its neighborhoods.
2. Write descriptive, narrative, expositive and argumentative text larger and more complex than in the previous level. Examples include advertising, formal letters, opinion, reviews of literary works.

The compositions must be written respecting the verbal endings of the perfect future in the indicative mood as well as all the tenses developed in the previous level and using an appropriate register

Culture

1. Increase and deepen their knowledge of the artistic and cultural aspects in Chile and Argentina and other spanish-speaking countries.
2. Enhance intercultural competence so that they can act as a cultural intermediary between one's own culture and the cultures of Chile and South America, and be able to solve misunderstandings caused by cultural differences.

3.2.6 Advanced Level 2 Objectives

General

1. Acquire a level of communication skills in Spanish like a native speaker.
2. Be able to interact with native speakers to ask for an explanation prudently; question or correct information previously provided, to express things that are remembered or forgotten, expressing belief in a statement, convince; invited; commit; express a wide range of emotions and physical feelings.
3. Be able to interact with native speakers to make presentations on a topic, participate in debates and discussions, ask for an interview or an appointment with a person, introduce formally or informally to a person, introduce the topic of a story and interrupt.
4. Increase the curiosity, opening and tolerance towards a new culture, to develop an intercultural perspective, integrating the values of culture and the new culture.
5. Create strategies and look for resources to continue learning outside the classroom, using an optimal time of exposure to the Spanish.

Specific

Listening and Speaking

1. Progress in understanding and producing all the sounds and most of the intonation patterns in Spanish.
2. Understand and produce statements that express corrections or questioning about previous information, certainty and uncertainty, emotions and physical sensations commands and requests in a formal as well as soft way of expressing; request for a permit; threat; formal introduction of a person; apologizing, introducing a new topic of a story; catch listener attention; interrupt. All these statements are in contexts of debates and discussions, colloquial interactions, problems when delivering or acquiring goods and services, work and personal context. In addition, statements related to topics such as environment, how to dress, economy and consumerism, life in the city and immigration.

Reading Comprehension and Writing

1. Read descriptive, narratives (including literature), expositive and argumentative texts. The texts have greater complexity than in the previous level. Some examples of these texts are opinions, short essays, stories, and poems, fragments of pieces of drama, formal letters. The topics of these texts are: the economy in Chile, the Internet and its effects, religion in Chile, immigration.

2. Write descriptive, narrative, expositive and argumentative text. Some examples are: formal letters, informative articles, short essays and monographs. The topics of these topics are: globalization, euthanasia, politics and topics mentioned in the objective above.

The compositions must be written respecting all the verbal tenses in Spanish, using idiomatic expressions and appropriate register.

Culture

Deepen in artistic, historical, social and political aspects of the new culture and the knowledge of factual nature, such as geography or demography.

3.3 Curriculum

3.3.1 Curriculum Level 1 Beginner

Functions	Grammar	Lexis	Phonology	Culture
<ul style="list-style-type: none"> - Greetings - Ask for personal information - Express the reasons of our actions. -Express necessity - Interact in restaurants. -Express past events 	<ul style="list-style-type: none"> -Gender and number. -Verbs "ser" and "tener", "llamarse" and 'estar' -Use of "ser" and "estar." - Simple present tense of indicative mood. -Use of "haber" (hay). -Verb "gustar" -Reflexive verbs. -Pretérito Indefinido tense and Pretérito Imperfect tense. 	<ul style="list-style-type: none"> -Nationalities -Professions. -Colors. -Clothing -The days of the weeks and parts of the day. The calendar. -Places of city. 	<ul style="list-style-type: none"> - Vowels in Spanish. -Intonation pattern in affirmative and negative statements. -Punctuation signs Sounds-"s" "c", "j," g " 	<ul style="list-style-type: none"> -Introduction of Spanish speaking countries. -The family in South America. -The food in Chile South America and Spain. - Santiago de Chile and its different neighborhoods.

3.3.2 Curriculum Level 2 Beginner

Functions	Grammar	Lexis	Phonology	Culture
<ul style="list-style-type: none"> -Recommendation. -Express likes and dislikes -Describe people appearances' and differences. - Talk about their relationships. - Make and refuse invitations. -Make introductions varying in degrees 	<ul style="list-style-type: none"> - Irregular conjugation of simple present of indicative mood. -Demonstratives adjectives. -Estar + gerund. - Conjunctions (y/ pero / además). -Uses of Pretérito perfecto tense 	<ul style="list-style-type: none"> -Objects and parts of a house. -Adjectives for describing people. - Emotional states. - Parts of the body. - Time expressions. 	<ul style="list-style-type: none"> -The tonic syllable -The diphthongs. -Vowels in initial position -Pronunciation of "Ch." 	<ul style="list-style-type: none"> -Use of " tu" and "Usted" in Chile and South America. -Festivals and social meetings Chile and South America. - Clothing in Chile and Argentina. -Regions of

of formality.	- Contrast between pretérito indefinido and pretérito imperfect tense -Imperative mood. -Future tense.	-Weather and climate.		Chile.
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3.3.3 Curriculum Level 1 Intermediate

Functions	Grammar	Lexis	Phonology	Culture
-Express cause and intention. -Express Prohibition and obligation. - Manage in a phone conversation -Express desires, needs and claims. - Give opinions and value situations and events. -Express disagreement.	-Use of "por" and "para". - Pronouns in direct object and indirect object Present simple of subjunctive mood and its uses. - Preterite pluscuamperfect in the indicative mood. -Passive voice.	-Recommendations and prohibitions. -Holidays and tourist spots. Fashion-and clothing -Media -Computers.	-Words stressing Pronunciation of "r" and "rr". - Sound of "l" and "ll"	- Chilean and argentinian music. -National party in Chile. -Superstitions in latinamerica - Touristic spots in Chile. -Media characteristics in Chile.

3.3.4 Curriculum Intermediate Level 2

Functions	Grammar	Lexis	Phonology	Culture
-Express - hipotetical situations -Express and argument points of views. -Express conditions. - Claim the fulfilment of a commitment Express recriminations.	-The conditional The imperfect tense in subjunctive mood Connectors "para que"+ present or imperfect tense in the subjunctive mood -Uses of "se" - Relative pronouns -Preterite pluscuamperfect of subjunctive mood -Perfect Conditional	-Characteristics of people and things, personal and emotional relationships. -The television. -The environment -- The work.	-Intonation of utterances -Reading paragraphs aloud	Appropriate age for marriage or leaving the parents' house. - Care about the environment in Chile and Argentina. -The policy in Chile. -The sitcom in Latin America

3.3.5 Curriculum Advanced Level 1

Functions	Grammar	Lexis	Phonology	Culture
-Express curiosity and surprise. -Express concern and confidence to a problem . -- - Express thanks -Express refusal and offer . -Discuss, express argumentation	-Idiomatic expressions . -Adversatives phrases (pero, sino) -Relative pronouns -Different uses of "por" and "para .	- Psychological characteristics of people . -Measure, weight, speed.	-Reading of paragraphs aloud.	-Different forms of refusing and offer in different cultures. -The male and female roles in Argentina and Chile.

3.3.6 Curriculum Advanced Level 2

Functions	Grammar	Lexis	Phonology	Culture
-Convince and persuade. -Ask for favors. -To advise -Warn. -Encourage. -Apologize. -Congratulate. - Discuss.	Idiomatic expressions. - Indirect style. - Reported speech. -The passive voice.	-The mall. -The bank. -The hospital and clinic. -Sports.	-Reading of paragraphs aloud.	-Consumption habits of Chileans . -Chile's economy -Health Systems in Latin America -Immigration in Chile and Argentina. -The religion in Chile.

Timetable	Lessons from Monday to Friday
First session	Homework correction and presentation of new information
Second session	Exercises: communicational activities , exercises of accuracy.
Third session	Oral practice and cultural session
Lunch	Teacher`s assistace session
Afternoon lessons	Same structure as in the morning
Activities	Oral practice

3.5 Assesement

3.5.1 **Placement test**

This is a very important test since it is the first approach we have towards our students. They do this test when starting their first week of lessons on Mondays at 8 in the morning. Its purpose is to classify each of our students who come to our school, so we can put them in the appropriate level.

In this test we evaluate the grammatical components acquisition, the writing skill as well as the listening and the oral production. Because of the lack of time, it is not possible to assess the reading skill at this point: students do this test, and then , when the test is corrected, they start their classes.

Because the objectives of this test, we classify it as level exam. Its results show the student's language level, without referring to the necessary process to reach that level. Moreover, this test is also a summative assessment, because it provides measurable results. When correcting it, it is used quantitative procedures and it is assessed objectively (closed questions) and subjectively (questions related to the evaluator's criteria).

This examination consists of three items: completion exercises of grammatical accuracy, writing a short paragraph, a listening comprehension exercise and the oral production (directed questions). The examination takes 50 minutes long

3.5.2 Evaluation activities in the first week.

At the end of the first week of classes, there will be an assessment that will be a formative assessment. Its purpose is pedagogical, teaching and feedback. This assessment may use quantitative procedures. This assessment would be in a task of greater extention than the taks given the previous days. This task would be delivered on Wednesday or Thursday, to be reviewed and evaluated on Friday. This activity will not be considered in the final score of the course. It will be used a time from 10 to 20 minutes in the correction of this assessment.

3.5.3 Written test in the second week.

On Friday of the second week will be a test. This test is a sumativa evaluation. The time used for this test will be about 25 and 35 minutes. The value of this test will be of a 10% of the final score. The teacher will correct this test and he will evaluate it quantitatively. The qualification of the test will be as subjective as objective, that is to say, it will be necessary the intervention of the teacher, so that he interprets the results of the test.

3.5.4 Final examination of each level.

This examination will have, necessarily, to evaluate the four skills of the language. It will use a period of time from 80 to the 100 minutes. This examination will use a quantitative procedure, and the teacher will use objective qualification as well as subjective. The final examination will be an evaluation of the process, by distinction to one of mastery, since it will be evaluated the fulfillment of language objectives after the course. The qualifications will be given in reference to the criteria of fulfillment of objectives. These objectives will be the same whenever the examination of a level is taken. The way of correction and qualification in this examination is susceptible. It can be evaluated subjectively or objectively at the same time since the examiner will evaluate the oral expression and the interaction with other students. Although the criteria used by the examiner are specific, all these criterion are susceptible to be interpreted, because the oral expression of a student and another one, never will be the same to each other. For this latter, it is not possible to establish a scale so that they can be evaluated differently. The correction and qualification can also be described like objective, because it will also use tests of multiple choice or cloze exercises (although to a lesser extent). The examination will be an analytical evaluation, that is to say, it will be separated the elements for the four skills to mark the student. This examination will consist of five ítemes: listening comprehension (use of an oral text with questions), reading comprehension, grammar and vocabulary, writing production, and oral production and interaction (interview). The time used will vary from 90 and 120 minutes.

3.5.5 Continuous evaluation Paginas 29

Although the evaluation will be taken place at two concrete moments, nevertheless, it does not imply not to apply other instruments of evaluation applied to qualitative procedures, like tasks and exercises, and their later correction as much in its house as in the classroom. This allows to speak us of a continuous evaluation.

3,6 Materials

The materials of the class play the most important role next to the professor and ours methodology. They are the base for a coherent curriculum and a productive class. We think that giving to our students original books of class and a support CD is essential. This policy emphasizes to us between the schools, since some prefer to use photocopied material. The materials that we used are the platform for the success that the student can take with himself to continue his studies of a personal way. Our package of direction includes:

- Original books (following the level) plus a complementary CD
- Note notebook
- Pencil
- Folder with complementary exercises