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AN EXPLORATORY RESEARCH ON THE NEW CURRICULUM DESIGN IMPLEMENTED IN THE PROVINCE OF BUENOS AIRES AS FROM 2008

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Dissertation

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Dedications

To my Heavenly Father who made all of this possible.

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Abstract

The province of Buenos Aires implemented a new curriculum design (NCD) for English Language Teaching (ELT) in 2008. This exploratory research paper attempts to assess whether both the NCD and yearly syllabus design may be considered as vehicles that foster English Linguistic Imperialism by analysing their underlying criteria and purposes. A secondary aim deals with the linkages between the language pedagogy that underlies the NCD, which seems to be mainly based on Task Based Language Teaching (TBLT), and English Linguistic Imperialism. This paper reports the results of an exploratory study of content analysis to the NCD and twenty fourth form yearly syllabus designs and interviews to five teachers of English. The analysed syllabi only include morning shift syllabi from twenty schools in San Miguel, Buenos Aires province, Argentina. The five respondents interviewed are graduated teachers of English who work at five different schools in San Miguel. Their ages range from 26 to 58 and they have from 5 to 20 years of experience. The content analysis as well as the interviews evince hidden messages implied in the proposed methodologies

and purposes. These results show that the NCD and the syllabi analysed as well as TBLT serve and propel English Linguistic Imperialism in state-run schools in San Miguel, in the province of Buenos Aires.

Keywords: curriculum design, syllabus design, English Linguistic Imperialism, English Language Teaching, Task-based Language Teaching.

Resumen

La provincia de Buenos Aires implementó un nuevo diseño curricular (NDC) para la enseñanza del idioma inglés en 2008. Este trabajo de investigación exploratorio intenta evaluar si tanto el NDC como el diseño de las planificaciones anuales pueden ser considerados como vehículos que favorezcan el imperialismo lingüístico del inglés por medio del análisis del criterio y los propósitos que los sustentan. Un objetivo secundario es buscar conexiones entre la pedagogía que sustenta el NDC, la cual parecería basarse principalmente en el enfoque de la enseñanza por medio de tareas, y el imperialismo lingüístico del inglés. Este ensayo se basa en los resultados de un estudio exploratorio de análisis de contenido del NDC y veinte diseños de planificaciones anuales de cuarto grado, así como también entrevistas a cinco profesores de inglés. Las planificaciones analizadas sólo incluyen el turno mañana de veinte escuelas de San Miguel, provincia de Buenos Aires, Argentina. Los cinco entrevistados son profesores graduados en inglés que trabajan en cinco escuelas diferentes en San Miguel. Sus edades oscilan entre 26 y 58 años y tienen entre 5 y

20 años de experiencia. Tanto los análisis de contenido como así también las entrevistas dan muestras de mensajes ocultos implícitos en las metodologías y propósitos expuestos. Los resultados muestran que el NDC y los diseños de las planificaciones anuales analizadas, así como también el enfoque de enseñanza por medio de tareas, sirven y promueven el imperialismo lingüístico del inglés en escuelas estatales en San Miguel, en la provincia de Buenos Aires.

Palabras clave: diseño curricular, diseño de planificación, imperialismo lingüístico del inglés, enseñanza del inglés, enfoque de enseñanza por medio de tareas.

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Introduction

The ongoing process of globalisation evinces the need for a lingua franca to allow worldwide communication (Gaffey, 2005.). “The spread of the English language is often portrayed as an inevitable consequence of global forces” (Gaffey, 2005: Introduction ¶1); hence, it might be argued that English as a lingua franca “plays a key role in facilitating a country’s international integration” (Phan Le Ha, 2005: 8). However, Gaffey (2005) brings to the fore the vital issue that English “can also be conceived as a subtle and insidious form of western imperialism” (Introduction ¶1) that has propelled the language through English Language Teaching (ELT). In fact, ELT is an instrumental part of this promotion that cannot be separated from economic, social and political interests because “teaching English to speakers of other languages, whether in a second or foreign language context, has become one of the major growth industries of the twentieth century” (Long and Richards, 1987: vii). Consequently, English as a lingua franca has intentionally been made a gatekeeper used to choose who to exclude from power through employment and education (Phan Le Ha, 2005).

ELT was founded and organised by the Core English speaking countries. This is the term used to refer to countries in which the dominant groups are native speakers of English while Periphery-English countries are those which need English as an international link language or countries on which English was imposed in colonial times (Phillipson, 1992). As a result, “the Centre arrogated to itself the right to decide what “needs” the Periphery had and how they should be met” (Phillipson, 1992: 178). In fact, the same author states that, “it was the Centre’s perception of the Periphery’s needs that served as the

justification for the expansion of ELT” (p. 179). This evinces an instrumental stance of ELT supported by the Core through arguments in favour of promoting English by linking the use of the language to the promise of economic success (Phillipson, 1992).

In tune with these views, English is not only seen as a commodity but it is also the gatekeeper of access to international trade and information, among other areas. Therefore, in order to be part of the growth of the global market controlled by the English speaking countries, Argentina might need to make some changes. Adjusting its educational policies may be regarded as one of the many ways the government can draw upon in getting this *social entrance ticket* considering that “schools are far greater agents of social reproduction than of social change” (Pennycook, 2001: 121). Hence, the government of the Province of Buenos Aires implemented the New Curriculum Design (NCD) in 2008. The NCD sets the criteria for the teaching of English in the second cycle of the primary school; that is from 4th form to 6th form.

Auerbach (1995) remarks that “pedagogical choices about curriculum development, content, materials, classroom processes, and language use, although appearing to be informed by apolitical professional considerations are in fact, inherently ideological in nature, with significant implications for learners’ socioeconomic roles” (p. 9). In this regard, Judd (1983) further maintains that “languages are chosen for their utility. The status of English and its relationship to other languages in a society is determined deliberately by those in power” (p. 3). Consequently, all forms of language instruction are ideological (Benesch, 1993).

Purposes of this Exploratory Research Paper

The primary purpose of the present paper is to explore the linkages between the NCD and English Linguistic Imperialism. The underlying criteria of both the NCD implemented in the province of Buenos Aires as from 2008 and fourth form yearly syllabus design of state-run schools in San Miguel may be considered as vehicles that foster English Linguistic Imperialism. This paper, therefore, is informed by the following research question:

- To what extent may the underlying criteria of both the NCD implemented in the province of Buenos Aires as from 2008 and fourth form yearly syllabus design of state-run schools in San Miguel be considered as vehicles that foster English Linguistic Imperialism?

It is the secondary purpose of this paper to examine the following basic hypotheses:

- Fourth form teachers in state-run schools in San Miguel design their yearly syllabi in accordance with the NCD criteria implemented in the province of Buenos Aires as from 2008.
- Through the NCD language pedagogy, which seems to be mainly based on Task Based Language Teaching (TBLT), the government of the province of Buenos Aires may be fostering English Linguistic Imperialism.

By reflecting upon the underlying beliefs about the central purposes and objectives of education proposed in the NCD, this research paper is aimed at analysing who the curriculum really serves and whose perspective it represents. It will also consider the intended audience, the nature of language learning, the

nature of language, the organisation and the content of the subject matter, the methodology, and the roles for learners and teachers proposed in the NCD. In this regard, curriculum content analysis is carried out considering it as a necessary step towards reflective professional development.

Research design and methodology.

1. NDC content analysis.
2. Fourth form yearly syllabus content analysis. As there are thirty nine state-run schools in San Miguel, twenty state-run schools were chosen (see Appendix A) through stratified random sampling¹ in order to analyse their morning shift fourth form yearly syllabi by contrasting them to the NCD.
3. Interviews. After analysing the syllabi five teachers were chosen through non-probabilistic convenience sampling² to take part in a semi-structured interview. The questions were related to the research question and the hypotheses in order to triangulate the data collected through the analyses carried out on both, the NCD and the yearly syllabi.

Context.

The study involved twenty state-run primary schools in San Miguel (province of Buenos Aires, Argentina). Fourth form was chosen because it is the first form children learn English at school. It should be pointed out that only the morning shift was considered in order to limit the number of variables to be taken into

¹ See page 60 for the definition of this term.

² See page 61 for the definition of this term.

account. Students generally receive 100 weekly minutes of instruction. The age range is between 9 and 11.

Organisation of this Paper

Chapter 1 explores English Linguistic Imperialism and looks at the background to the inclusion of English as a subject in the curriculum of the province of Buenos Aires.

Chapter 2 deals with the difference between curriculum and syllabus. It looks at some of the theoretical perspectives and components that are articulated in curriculum development in detail. The various elements in the curriculum are described and analysed.

Chapter 3 is concerned with the method suggested in the NCD: TBLT. This section explains key concepts in TBLT and explores its relationship with English Linguistic Imperialism.

Chapter 4 describes the research design and methodology and analyses the data collection procedures. It further includes an in-depth analysis of the characteristics of the instruments, aims and questions. It also provides a description of the participants interviewed.

Chapter 5 engages in a detailed analysis of the data and its results collected from the survey for NCD content analysis, the survey for syllabus content analysis as well as the interviews to teachers of English. It further crosses data obtained from the two surveys and the interviews.

Chapter 6 is devoted to the concluding discussions of the study, limitations and ideas for further research.

References for the works cited and the appendices mentioned throughout the paper are provided at the end of the study.

Chapter 1

ELT in the Province of Buenos Aires

Language Policy and the Rationale for Choosing English

The purpose of the present paper is to explore the linkages between the NCD and English Linguistic Imperialism. The NCD was implemented in the province of Buenos Aires as from 2008 and deals with the teaching of English in the second cycle of the primary school, that is from 4th form to 6th form. This paper seeks to assess to what extent the underlying criteria of both the NCD implemented in the province of Buenos Aires as from 2008 and fourth form yearly syllabus design of state-run schools in San Miguel may be considered as vehicles that foster English Linguistic Imperialism.

According to Posner (2004) “changes in educational aims reflect changes in societal values” (p. 78). Nowadays, it might be argued that one of the central educational aims is to be socially and economically empowered, this is achievable through learning English; being literate in English (an educational goal) is necessary for students to have access to better job opportunities (Phan Le Ha, 2005).

For the Core English-speaking countries, English is the language of all public discourse; for the outer English-speaking countries, English has been used as a second language specially in education and political administration; for the expanding circle English-speaking countries, English as a foreign language is used for specific purposes (Gaffey, 2005); or as Phan Le Ha (2005) suggests “whether learning English for good and practical concerns or for other reasons, everyone or every country wants to gain power” (p. 8).

The spread of English can be seen as the consequence of its penetration into economic and political institutions worldwide, which in turn arose from the growth in the global economic market controlled by the English-speaking countries. (Gaffey, 2005: The global spread of English ¶ 2)

It seems that power relations hinge on learning English because of the supremacy this language has gained through becoming the main language of books, newspapers, international business, academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising (Gaffey, 2005.). Thus, English offers access to information and international trade and has become a necessary requirement to gain access to further education in many countries.

Nevertheless, it is important to highlight that the increase in English language usage along with its international spread, results primarily from education policies that facilitate the development of English-speaking political and economic power (Gaffey, 2005). In the context of language development, education presents “English as the language best suited to the modern world” (Pennycook, 1999: 7) by constantly associating it with whatever is new and evincing in that way that the prevailing educational ideology has become essentially utilitarian. In this respect, Benesch (1993) stresses that “ideology is unavoidable” (p. 705); indeed, “far from being aloof from ideology ... all teaching and research ... [are] ideological whether or not we are conscious of the political implications” (p. 706). Consequently, “a way of teaching is never innocent. Every pedagogy is imbricated in ideology” (Berlin, 1988: 492, as quoted in Benesch, 1993: 706). Further, it might be worth considering that

teaching a language entails teaching its “cultural customs, values, and ways of thinking, feeling, and acting” (Brown, 1997: 13). Along these lines, Apple (2004) points out that “the knowledge that now gets into schools ... often reflects the perspectives and beliefs of powerful segments of our social collectivity” (p. 8).

English Linguistic Imperialism and Hegemony

Phillipson (1992) defines Core English-speaking countries as those countries in which the dominant groups are native speakers of English (Britain, USA, Canada, Australia). Moreover, he distinguishes two types of Periphery-English countries: countries which require English as an international link language (Argentina, Brazil, Japan), and countries on which English was imposed in colonial times (Jamaica, South Africa, India, Nigeria). As a result “it is the ‘leading’ English-speaking countries which know best how English should be taught” (Phillipson, 1992: 197) justifying, in turn, the expansion of ELT on the grounds of what the Core perceives that the Periphery needs (Phillipson, 1992). Thus, methods are laden with the interests of their proponents. “Recent work in the power and politics of English Language Teaching (see, especially, Pennycook, 1994; Tollefson, 1995; and Holliday, 1994) has demonstrated that methods, often the creations of the powerful “center”, become vehicles of a “linguistic imperialism” (Phillipson, 1992) targeting the disempowered periphery” (Brown, 1997: 10).

The privileged position of English in almost all spheres of life makes its relationship to other languages an unequal one. This may involve the suppression of other languages by promoting English as a lingua franca and reinforcing the dominant ideology “which presupposes that English is the most

eligible language for virtually all significant purposes” (Phillipson, 1992: 42). In keeping with this line of thought, Phillipson (1992) defines English linguistic Imperialism in the following way:

A working definition of English linguistic imperialism is that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. (p. 47 – Italics as in the original)

Thus, English Linguistic Imperialism legitimates an unequal division of power and resources (Phillipson, 1992).

The linkages between the benefits of being proficient in English and the influence, status, and power of the other languages, also ascribes to the concept of hegemony. According to Posner (2004):

The concept of hegemony is used to denote the domination of one class or group by another. In this view, the dominating group, the oppressor, either consciously, as in a conspiracy, or without conscious awareness, attempts to legitimise its interests at the expense of those of the oppressed. (p. 123)

In tune with this view, McLaren (2003) stresses that “hegemony refers to the maintenance of domination not by the sheer exercise of force but primarily through consensual social practices Hegemony is a struggle in which the powerful win the consent of those who are oppressed, with the oppressed unknowingly participating in their own oppression” (p. 76). In this respect:

The English language and English language teaching are hegemonic ... they uphold the values of dominant groups, and ... the pre-eminence of English is legitimated as being a ‘common sense’ social fact, thus

concealing whose interests are being served by the dominant ideology and dominant professional practice. (Phillipson, 1992: 76)

Albeit Auerbach (1995) affirms that “language acquisition is ... a tool ... to be used for whatever purposes the learner chooses” (p. 9), ELT facilitates the maintenance of English as a dominant language. In fact, the dominant role of English is maintained “through a system both of material or institutional structures (e.g., through English maintaining its current position as the dominant language of the Internet) and of ideological positions (arguments that promote English as a superior language)” (Pennycook, 2001: 61). There are cultural, political, social and economic implications in the language programmes which are not always observed, and that according to Phan Le Ha (2005) “despite its international status, English in different forms of uses is still used to exclude many of its users, to construct an inferior Other. As such, it celebrates globalisation yet limits integration, and strengthens the power of certain dominant forms of English” (p. 1).

Consequently, neither content selection is done at random, nor it is apolitical; on the contrary, “knowledge acquired in school is never neutral or objective but it is ordered and structured in particular ways Knowledge is a social construction deeply rooted in a nexus of power relations” (McLaren, 2003: 72). Due to the fact that politics underlie English and ELT, the official objectives in the curriculum “become an effective and direct means for controlling people, or at least what they study, serving as a means to reinforce a social order that serves the interests of those in power” (Posner, 2004: 123). In other words, the curriculum serves ideologically functions supporting the status of those with

power (Posner 2004) because “knowledge is always an ideological construction linked to particular interests and social relations” (McLaren, 2003: 83).

In addition, Phillipson (1992) asserts that “it is recognised that space on a school timetable indicates respect for the cultural, commercial, and political potential of the country where the language is spoken” (p. 34). Linguistic policy in the school is part of governmental decisions, it is a matter of administrative and political convenience (Phillipson, 1992). Therefore, if the NCD favours English over other languages, one may ask: “What knowledge is of most worth? Whose knowledge is it?” (Beyer and Apple, 1998: 5).

Apple (2004) propounds that “educational institutions provide one of the major mechanisms through which power is maintained and challenged” (p. vii). In fact, “education serves the State by fulfilling three functions. These are economic-reproductive (a process of qualification for work in the economy), ideological (the inculcation of attitudes and values), and repressive (the imposition of sanctions for not complying with the demands of school)” (Phillipson, 1992: 68). Teaching English is a political act (Judd, 1983) and its instrumental function guarantees that the demand for English will continue (White, 1995).

Chapter 2

Curriculum and Syllabus Design

Clearing the Ground: Curriculum and Syllabus

As it might be recalled, the present paper aims at exploring the linkages between the NCD implemented in Buenos Aires as from 2008 and English Linguistic Imperialism and, in turn, to assess to what extent the underlying criteria of both the NCD and fourth form yearly syllabus design of state-run schools in San Miguel may be considered as vehicles that foster English Linguistic Imperialism. To do so, it is necessary to start by addressing the question of what is understood by *curriculum* and by *syllabus*.

In order to narrow down the focus and to set the basic criteria for the terminology that will be used throughout the present paper, it is important to define some of the most relevant terms. As many authors agree (Finney, 1996; Nunan, 2004; Posner, 2004) both terms *curriculum* and *syllabus* are used in different ways. Finney (1996) maintains that “the term curriculum is open to a variety of definitions” (p. 70). She goes on to explain that curriculum might be considered a synonym with the term syllabus when it comes to content selection and organisation of what is to be taught. The same author further states that the term curriculum also refers to “all aspects of the planning, implementation and evaluation of an educational programme, the why, how and how well together with the what of the teaching-learning process” (p. 70). Van den Branden (2006), refers to *curriculum* as “an educational programme describing what is to be taught to, and/or what should be learnt by, a particular group of learners” (p. 2) while a *syllabus* is “a collection of tasks or activities

aimed to assist the teacher in organizing classroom activity” (p. 2). Richards and Rodgers (2005) also present a task-based syllabus as a “document that can be used as a basis for classroom teaching and the design of teaching materials ... [it] specifies content and learning outcomes” (p. 231). Therefore, in a narrow sense, both terms may be used as synonyms regarding content specification; however, in a wider sense, curriculum focuses on the entire teaching-learning process. The choice of the narrow sense or the wider one might be connected to what underlies the curriculum bearing in mind that Posner (2004) maintains that definitions are philosophically as well as politically-laden. Indeed, Dubin and Olshtain (1987) expressly state that “a curriculum provides a statement of policy reflecting an educational-cultural philosophy” (p. 40). In tune with these views, Posner (2004) examines seven common concepts of curriculum:

1. Scope and sequence: A scope and sequence document is a document listing the intended learning outcomes in each grade level, thereby giving the sequence of the curriculum; the outcomes are grouped according to topic, theme, or dimension, thereby giving the scope of the curriculum. By distinguishing curriculum from instruction, this concept places curriculum in the role of guiding both instructional and evaluation decisions.
2. Syllabus. The syllabus is a plan for an entire course. The plan typically includes the goals and/or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended.
3. Content outline. A list of topics covered organised in outline form.

4. Standards. Standards often describe what students should be able to do and, in some cases, describe processes towards achieving the learning outcomes.
5. Textbooks. Instructional materials used as the guide for classroom instruction.
6. Course of study. A series of courses that the student must complete.
7. Planned experiences. Many progressive educators contend that the curriculum is more than a set of documents. These educators argue that rather than being a description of student learning, whether intended or unintended, or content covered –whether decided by the state, district, textbook, or teacher- curriculum comprises all the experiences of the students planned by the school. (pp. 6, 11 – 12)

A curriculum may refer to any of the above definitions depending on the course developers' focus. It may also be worth considering that a position in one of these concepts is reflected in the curriculum design due to the fact that the definition may determine the model of the curriculum adopted. Ralph Tyler, who is referred to as the 'father' of modern curriculum study, "proposed a curriculum model that is developed by firstly identifying goals and objectives (syllabus), then, listing, organizing and grading learning experiences (methodology), and finally finding means for determining whether the goals and objectives have being achieved (assessment and evaluation)" (Nunan, 2004: 4).

In the mid-1970s Stenhouse (1975, as cited in Nunan, 2004) maintained that a curriculum should offer the following:

In planning:

1. Principles for the selection and content what is to be learned and taught.

2. Principles for the development of a teaching strategy –how it is to be learned and taught.

3. Principles for the making of decisions about sequence.

4. Principles on which to diagnose the strengths and weaknesses of individual students and differentiate the general principles 1, 2 and 3 above to meet individual cases.

In empirical study:

1. Principles on which to study and evaluate the progress of students.

2. Principles on which to study and evaluate the progress of teachers.

3. Guidance as to the feasibility of implementing the curriculum in varying school contexts, pupil contexts, environments and peer-group situations.

4. Information about the variability of effects in differing contexts and on different pupils and an understanding of the causes of the variations.

In relation to justification:

A formulation of the intention or aim of the curriculum which is accessible to critical scrutiny. (p. 4)

In contrast to Tyler's mechanistic systematic curriculum model, Stenhouse's model emphasised process as well as product, regarded the teacher as curriculum developer, and stressed the significance of studying a curriculum in action (Nunan, 2004).

Taking into account both models, as well as the different stages in the teaching-learning process, Nunan (2004) refers to the curriculum as:

- Plan in the planning stage;
- Action in the implementation stage;
- Outcome in the evaluation stage.

Posner (2004) also distinguishes the following concurrent curricula:

- Official curriculum: The curriculum described in formal documents.
- Operational curriculum: The curriculum embodied in actual teaching practices and tests.
- Hidden curriculum: Institutional norms and values not openly acknowledged by teachers or school officials that contribute towards the reproduction of culture.
- Null curriculum: The subject matters not taught.
- Extra curriculum: The planned experiences outside the formal curriculum. (p. 14)

The present paper aims at exploring the official curriculum, i.e. the curriculum as plan because it focuses on the planning and syllabi that are drawn up prior to the instructional process. In addition, it will also address the linkages between the official curriculum and the hidden curriculum considering how the hidden curriculum might affect the official curriculum.

In the light of what has been reviewed in this section, it is necessary to stress that both terms *curriculum* and *syllabus* hinge on the course designers' focus to be defined. However, Posner's (2004) definitions of both terms will be adopted in this paper: a curriculum as a standard describing "what students should be able to do and, in some cases, ... [describing] processes towards achieving the learning outcomes" (Posner, 2004: 6) and a syllabus defined as a plan for a course including "the goals and/or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended" (Posner, 2004: 6).

Curriculum Analysis

According to Posner (2004) “a curriculum analysis is an attempt to identify the beliefs and ideas to which the developers were committed and which either explicitly or implicitly shaped the curriculum, and to examine the implications of these commitments and beliefs for the quality of the educational experience” (p. 14). Clearly, curriculum analysis needs to be addressed in the context of decision-making due to the fact that there are no value-free decisions; curriculum developers “are guided and constrained by their own personal belief system” (Posner, 2004: 33). A theory of language; a theory of language learning; content choice and organisation; teacher, material and learner roles; as well as historical, political, cultural, and economic implications explicitly or implicitly inform approaches and methods in language teaching (Posner, 2004) and thus need to be addressed in any curriculum analysis.

Nature of language and nature of language learning.

White (1995) stresses that curriculum design “encompasses philosophy and value systems” (p. 19); and thus, “different models of curriculum represent the expression of different value systems and, consequently, of quite divergent views on education” (p. 24). Any decision about a course design reflects the assumptions and beliefs of the course designer. Therefore, the choice and definition of what a curriculum is and what a syllabus is “will be influenced by policy” (White, 1995: 109). The same author concludes that there may not be such a thing of an apolitical course design, “decisions about syllabus will, therefore, be subject to the values and aims of the learning system itself based on customs, belief, and convenience” (p. 109).

Implicit in all the decisions made regarding methodology, purposes, presentation of the subject-matter, content selection, evaluation and organisation there is a theory about the nature of language and the nature of language learning (Nunan, 1996a). Therefore, curriculum and syllabus design “reflect different theories of the nature of language and language learning” (Long and Richards, 1987: 73) which are implied in the curriculum development process.

The approach informs the language teaching focus.

“Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (Richards and Rodgers, 2005: 20). Consequently, depending on the chosen approach the course design may include a needs analysis or not. Additionally, the approach will shape the goals or objectives that specify the planned outcomes of the language programme which in turn affect the content to be covered, the instructional procedures to be used as well as the evaluation of the programme (Richards and Rodgers, 2005).

Course designers used to start out “by drawing up lists of grammatical, phonological, and vocabulary items which were then graded according to difficulty and usefulness” (Nunan, 1996b: 11). The learner was expected to master those items. However, during the 1970s, the view of language and the nature of language proficiency that informed language teaching evolved and focused on what the learner wanted/needed to do with the target language rather than on what linguistic elements the learner needed to master (Nunan, 1996b). The functional skills needed to communicate effectively were specified.

Therefore, Nunan (1996b) suggests that “content might be specified in terms of learning tasks and activities” (p. 11) taking into account that communication is a process rather than a set of products.

Dubin and Olshtain (1987) point out that course designs will vary according to whether they stress:

- a. Language content, or the specific matter to be included topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language.
- b. Process, or the manner in which language content is learned Process results from three major areas: the organization of language content which brings about certain activities, the roles that teachers and learners take on during the learning process, the types of activities and tasks in which learners are engaged.
- c. Product, or outcomes such as the language skills learners are expected to master. (pp. 45-46)

Dubin and Olshtain (1987) also state that course outcomes may be classified as knowledge-oriented or skill-oriented. On the one hand, a content/knowledge-oriented outcome focuses on what the learners are expected to know by the end of the course. This type of outcomes expects proficient learners in linguistic forms; therefore, the elements of content that learners are required to master are listed without taking into account the learners’ specific needs. On the other hand, a skill-oriented outcome refers to the actual use learners are expected to make of the new language based on the needs analysis of the particular student population (Dubin and Olshtain, 1987). It is worth pointing out that Richards and Schmidt (1983) criticise knowledge-oriented approaches on the grounds that

proficiency is not enough, and that “they fail to provide learners with the opportunities and experience in handling authentic communication situations in the second language, and thus fail to help learners to master the necessary skills in using knowledge” (p.14).

Theoretical perspectives.

The format of the curriculum and the diverse emphasis placed on the different components reflect, to some extent, the curriculum developers’ assumptions (Posner, 2004). These assumptions about education may be inferred by considering:

- Nature of learning: How does learning occur, and how is it facilitated?
- Objectives: What objectives are worthwhile, and how should they be expressed?
- Content: What kinds of content are most important, and how should the contents be organised for instruction?
- Evaluation: How should educational progress be evaluated?
- Society: What is and should be the relationship between schools and the society at large? (Posner, 2004: 44)

Posner (2004) proposes five theoretical perspectives. Each perspective chooses which of these questions it will address. The following table summarises the main characteristics of each perspective.

Table 1

Main characteristics of the five theoretical perspectives proposed by Posner (2004)

	Traditional	Experiential	Structure of the Disciplines	Behavioural	Constructivist
Purposes	Transmission of cultural heritage. Setting common values that constitute good citizenship.	Individual's general development.	Development of the intellect.	The educator determines the purposes to which behavioural principles will be applied.	Development of the mind.
Nature of learning	Learners are passive recipients of information.	Learners learn by relating curriculum to their experience.	Students engage in inquiry that approximates the way scholars conduct their own research	Learning is a change in behaviour which is under the control of the external environment.	The construction of knowledge is based on what students already know through purposeful activities that require decision making, problem solving and judgments.
Objective	To master the basic literacy skills as well as the basic facts that all educated people should know.	To focus on practical subjects to help students become better citizens.	To focus on the subject matter, on the disciplines of knowledge and on the way scholars in those disciplines understand their structure.	To practise each skill to the point of mastery.	To help students to think more effectively and to make sense of the world by encouraging them to develop understandings of the world that are sensible and useful to them.
Content	It is selected from the cultural heritage and represents what educators believe to be the most timeless, established and accepted facts, concepts, principles, laws, values and skills known to humankind.	It is derived from ordinary life experience.	It is emphasised from the fundamental ideas of the disciplines.	Any subject matter can be reduced to a set of discrete behaviours termed skills or competencies that can be expressed as observable measurable behaviours.	Body of knowledge about what to think, a form of thinking, reasoning, or problem-solving.

Framework for curriculum analysis.

Posner (2004) suggests different frameworks for curriculum analysis:

1. It may focus on the components, and how they relate, and the kinds of topics the curriculum addresses.
2. It may examine the context of the curriculum development; social, economic, political or educational problems that influence it and how the curriculum deals with them.
3. It may study the curriculum in use, issues considered for its implementation.
4. It may focus on “political and ideological questions regarding whether the curriculum has a hidden agenda as well as whose knowledge is included in it” (p. 18).

The present paper aims at exploring the official curriculum addressing the linkages between the official curriculum and the hidden curriculum considering how the hidden agenda might influence the official curriculum.

Planning elements.

According to Finocchiaro and Brumfit (1987), a curriculum should provide:

1. Aims or behaviours to be achieved by students at the end of the course.
2. Aspects of the language to be focused on.
3. A list of items to be dealt with in each unit.
4. Tasks through which language items and skills will be introduced and practised.
5. Recommendations for evaluation.
6. Sources and references.

Posner (2004) proposes the following basic planning elements:

1. Objectives: knowledge, skills or attitudes that students should acquire.
2. Educational philosophy behind the curriculum: way students should learn this.
3. Content: topics, skills, concepts to be covered.
4. Characteristics of the target audience: interests, abilities, background knowledge, culture.
5. Activities: what students should do.
6. Materials: resources.
7. Sequencing principles
8. Schedule.
9. Teacher training and attitudes: what teachers need to know, be able to do, be committed to.
10. Evaluation: what counts as success.
11. Administrative structure, school facilities, and financial constraints: implementation.
12. Other parts of curriculum: how it relates to other subjects. (p. 41)

Brown (1997) further suggests the study of the context in which the curriculum is developed: “the country, the institution, the socioeconomic and educational background of the students, the specific purposes the students have in learning a language, and institutional constraints that are imposed on a curriculum” (p. 14).

Content.

A curriculum reflects a conception of the subject-matter which derives from an emphasis on certain features as well as the approach to language teaching. “By identifying a curriculum’s conception of the subject-matter, we find out one reason why the curriculum has developed a particular emphasis and also find out how students may think about the subject matter after exposure to the curriculum” (Posner, 2004: 88).

Regarding content selection and grammar grading, Finocchiaro and Brumfit (1987) explain that they depend on the age of the learners, their needs, the difficulty of the grammatical item, as well as on the previous knowledge of their mother tongues and of the target language.

Three approaches to curriculum organisation.

Posner (2004) and Nunan (1991a) describe three approaches to curriculum organisation:

1. Top-down approach: “simply stated, a top-down view is based on the assumption that the curriculum should be organised around fundamental concepts, themes, or principles, and that from an understanding of these fundamental concepts the student develops the ability to derive particular facts and applications” (Posner 2004: 163). A top-down approach assumes that knowledge can be deductively derived from a small set of general ideas (Posner, 2004). Nunan (1991a) further points out that top-down strategies focus on the purpose or the topic of the message.

2. Bottom-up approach: Instruction proceeds from the vocabulary and grammar knowledge that is required in order to understand the purpose or the topic of the message (Nunan, 1991a).

3. Project approach: Curricula are organised around students' activities, interests, needs, and previous experiences (Posner, 2004).

Chapter 3

Task-based Language Teaching

Task-Based Language Teaching: An Overview

As stated before, the purpose of the present paper is to explore the linkages between the underlying criteria of both the NCD and fourth form yearly syllabus design of state-run schools in San Miguel and English Linguistic Imperialism. Due to the fact that the NCD language pedagogy seems to be mainly based on TBLT, the present section of the paper will be devoted to TBLT; its relationship with the Centre will be addressed at the end of the section.

Richards and Renandya (2003) state that a curriculum and a syllabus reflect a view of language and a view of language learning which determine the curriculum and syllabus design and development. According to the adopted design, the processes of development in language teaching usually start by assessing the needs of learners, developing goals and objectives, selecting materials, and deciding on assessment procedures and criteria (Richards and Renandya, 2003). Therefore, the above-mentioned authors contend that a communicative view of language may inform a communicative syllabus leading to a task-based syllabus.

Interestingly, Widdowson (1978) propounds that “there is no such thing as a communicative syllabus: there can only be a methodology that stimulates communicative learning” (p. 26). Following this line of thought, Williams and Burden (2004) maintain that:

Arising from the notion of task-based methodology is an approach to syllabus design which takes the task as its basic unit. A task-based

syllabus is one that is based on the process of learning, that is, on how individuals learn a language rather than a pre-selection of language items to be taught. This type of syllabus consists of a series of tasks, and it is in carrying out these tasks that learners are engaged in meaningful communication in the target language, thereby acquiring the language. (p. 168)

TBLT is an approach designed mainly for second language learning and teaching that is also applied in foreign language learning and teaching contexts. TBLT syllabi are organised around tasks rather than in terms of grammar (Van den Branden, 2006).

Modern research in second language acquisition as well as in foreign language acquisition suggest that “a learner’s language system develops through communicating meaningfully in the target language” (Williams and Burden, 2004: 168). In other words, learners need meaningful interaction and negotiation of meaning in order to acquire a foreign language. Thus, these authors propound that it is through a task ensuing interaction that the learner’s knowledge of the language system develops. In tune with these views, Willis (1998) even encourages the use of tasks as the main focus in language classrooms because tasks create a supportive methodological framework. In fact, tasks represent the main focus of instruction and they are goal-oriented, content-focused and reflect real-life language use having a real outcome to fulfill a need.

Brief historical background.

Throughout the history of ELT, professionals have striven for efficient methods for teaching and learning the English language which implies that

there are many critics to ongoing procedures. Sánchez (2004) affirms that changes in methodology were more frequent in the second half of the 20th century and Richards and Renandya (2003) assert that “by the twenty-first century there has been a movement away from a preoccupation with generic teaching methods towards a more complex view of language teaching which encompasses a multifaceted understanding of the teaching and learning processes” (p. 5). In addition, globalisation has “put pressure on people to learn languages more quickly and efficiently ... learning a new system of communication is also substantially different from what it used to be in previous centuries: we have more need to communicate orally” (Sánchez, 2004: 40). In keeping with these views, Nunan (2004) argues that “these days ... language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorised” (p. 7). Therefore, in the search for methods that foster fluid efficient communication, TBLT has gained popularity since the end of the 20th century when most of the research into TBLT took place (Sánchez, 2004) triggered by Prabhu’s *Second Language Pedagogy* published in 1987. Indeed, “for the past 20 years, task-based language teaching (TBLT) has attracted the attention of second language acquisition (SLA) researchers, curriculum developers, educationalists, teacher trainers and language teachers worldwide” (Van den Branden 2006: 1). Savignon (1993: 37 as quoted in Nunan, 2004) traces the roots of the communicative view of language:

In Europe, during the 1970s, the language needs of a rapidly increasing group of immigrants and guest workers, and a rich British linguistic tradition that included social as well as linguistic context in description of

language behavior, led to the Council of Europe development of a syllabus for learners based on functional-notional concepts of language use and ... a threshold level of language ability was described for each of the languages of Europe in terms of what learners should be able to do with the language. Functions were based on assessment of learners needs and specified the end result, the product, of an instructional program. The term communicative was used to describe programs that used a functional-notional syllabus based on needs assessment, and the language for specific purposes was launched. (pp. 7-8)

By placing communication at the centre of the curriculum, the curriculum is underpinned by the belief that “learners learn to communicate by communicating” (Nunan, 2004: 8). To achieve this goal, proponents of TBLT affirm that “classroom tasks which involve negotiation of meaning should form the basis of the language teaching curriculum” (Richards, 2003: 20).

Defining method and approach.

In order to understand why TBLT may be viewed as a method (Richards, 2003; Williams and Burden, 2004) as well as an approach (Richards and Rodgers, 2005; Larsen-Freeman, 2000), it is worth considering that terms like *method* and *approach* may be wrongly used interchangeably. Thus, in order to establish the difference between them it is necessary to provide some definitions. Stern (1994) distinguishes between theoretical assumptions (that is, an approach) and teaching strategies (i.e. methods). Following this line of thought, an approach deals with the general theories that inform classroom practices, and “a method is theoretically related to an approach, is organisationally determined by a design, and is practically realised in

procedure” (Richards and Rodgers, 2005: 20). Brown (1997) further explains that on the one hand, an approach is a set of assumptions, beliefs and theories about the nature of language and the nature of language learning. Moreover, “an approach is an ideological set of concepts” (Stevens, 1987: 18) “which operates as axiomatic constructs or reference points and provides a theoretical foundation for what language teachers ultimately do with learners in classrooms” (Richards and Rodgers, 1982: 146). On the other hand, “a method is an overall plan for systematic presentation of language based on an approach which can be applied to different contexts as well as audiences” (Brown, 1997: 9). In this respect, Richards and Renandya (2003) state that “methods are typically top-down impositions of experts’ views of teaching Methods are prescriptive ... imply a static set of procedures” (p. 6).

Brown (1997) explains that “most researchers and practicing teachers” (p.9) affirm that methods fail to address different contexts of teaching and learning because they are “too prescriptive, assuming too much about a context before the context has even been identified. They are therefore overgeneralised in their potential application to practical situations” (p. 10).

Communicative Language Teaching (CLT) “draws on theory and research in linguistics, anthropology, psychology and sociology” (Nunan 2004: 10). TBLT, in turn, reflects CLT at the levels of syllabus design and methodology:

TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (e.g., Willis 1996) present it as a logical development of Communicative Language Teaching since it draws on several principles

that formed part of the communicative language teaching movement from the 1980s. (Richards and Rodgers, 2005: 223)

In the light of what has been reviewed in this section, TBLT might be presented as an approach as well as a method. TBLT may be considered as an approach because it accounts for a theory of language together with a theory of language learning that inform classroom practice (Long and Richards, 1987). It may also be presented as a method because it provides the design for systematic teaching regarding objectives, content choice and organisation as well as teachers and students' roles (Brown, 1997; Richards and Renandya, 2003). It could further be observed that like all methods constructed by experts in the field, TBLT is normative.

Theory of language and theory of language learning.

Assumptions and beliefs about language and language learning are specified at the *approach level* that in turn, leads to a method; at the *method level*, those theories are put into practice and inform the content selection and organisation (Richards and Rodgers, 2005).

Theory of language.

A task-based syllabus is informed by the Communicative Approach, consequently it views language as communication. The task is the basic building block used in this type of language curriculum (Nunan, 1996a) that promotes learning through tasks that involve real communication (Richards and Rodgers, 2005). "Language is used for carrying out meaningful tasks Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than

merely mechanical practice of language patterns)” (Richards and Rodgers, 2005: 161). The same authors further explain that TBLT emphasises the process of communication, rather than the mastery of language forms.

According to Nunan (2004):

These days it is generally accepted that language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorised. It is a dynamic resource for creating meaning. Learning is no longer seen simply as a process for habit formation. Learners and the cognitive processes they engage in as they learn are seen as fundamentally important to the learning process. Additionally, in recent years, learning as a social process is increasingly emphasised, and socio-cultural theories are beginning to be drawn on in addition to (or even in preference to) cognitive theories. (pp. 6-7)

Richards and Rodgers (2005) list several assumptions about the nature of language that may inform present approaches to TBLT:

- Language is primarily a means of making meaning. (p.226)
- Advocates of task-based draw on structural, functional, and interactional models of language (p. 226)
- Lexical units are central in language use and language learning. (p. 227)
- “Conversation” is the central focus of language and the keystone of language acquisition. (p. 228)

Theory of learning.

Richards and Rodgers (2005) stress that TBLT is prompted mainly by a theory of learning rather than a theory of language; and they also maintain that TBLT “shares the general assumptions about the nature of language learning

underlying Communicative Language Teaching” (p. 228) and they list the following learning principles:

- Tasks provide both the input and output processing necessary for language acquisition.
- Task activity and achievement are motivational.
- Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes. (pp. 228-229)

Method analysis.

In order to analyse a method, Richards and Rodgers (2005) propose to consider the following features in the design:

- (a) what the objectives of a method are;
- (b) how language content is selected and organised within the method, that is, the syllabus model the method incorporates;
- (c) the types of learning tasks and teaching activities the method advocates;
- (d) the roles of learners;
- (e) the roles of teachers;
- (f) the role of instructional materials. (p. 24)

According to Taylor (1987) and Nunan (1996c) TBLT is process-oriented not content-oriented because “task-oriented activities are mediated through language, but not focus on it” (Taylor, 1987: 52). Nevertheless, “the degree to which a method has process-oriented or product-oriented objectives may be revealed in how much emphasis is placed on vocabulary acquisition and grammatical proficiency and in how grammatical or pronunciation errors are treated in the method” (Richards and Rodgers, 2005: 24-25).

Task rationale.

Nunan (1996a) points out that a communicative curriculum resorts to tasks as its basic building block in order to empower learners to deal with real-world tasks that they might be required to handle outside the classroom. As a result, Nunan (1996a) propounds TBLT rationale “on the grounds that they [tasks] will help the learners develop the skills they will need for carrying out real-world communicative tasks beyond the classroom” (p. 38). This regards language use in context as a pivotal element in TBLT due to the fact that language used in context “determines and constrains the choices that language users make with respect to purpose, style, register, and topic” (Graves, 1996: 21). Furthermore, Graves (1996) goes on to explain that “learners must use the language and have purposes for using it” (p. 21). In other words, tasks performance should be both “communicatively useful and relevant to the students’ own particular language needs” (Taylor, 1987: 47); the task should be meaningful to learners in order to motivate them to accomplish the goal by exposing them to real communication. In fact, “real communication is a shared activity which requires the active involvement of its participants ... true communication to which students are committed will only take place if we also have engaging content that will involve the participants and in which those participants have a stake” (Taylor, 1987: 49).

Nunan (2004) asserts that TBLT reinforces the following principles and practices:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.

- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language outside the classroom. (p. 1)

Thus, TBLT selects content regarding the communicative tasks learners may need to cope with outside the classroom (Nunan, 1991b). Moreover, tasks should encourage “collaboration, autonomy, negotiation of meaning, active decision-making, problem-solving, critical thinking, reflection, responsibility” (Nunan, 2004: 4). Willis (1998) expressly states that TBLT aims at stimulating real communication in the target language and at providing opportunities to speak and experiment with the language. According to the abovementioned author, in order to do so, teachers need to create a real purpose for language use, to expose learners to real spoken interaction and to offer a natural context for language study. In this respect, Larsen-Freeman (2000) affirms that TBLT “does not focus on a particular function or even a particular form of the language ... teachers use a wide variety of linguistic forms, which the context makes clear” (p. 146). Moreover, Long and Crookes (1993, as quoted in Larsen-Freeman, 2000) state that the “departure from CLT [in such lessons] ... lay not in the tasks themselves, but in the accompanying pedagogic focus on task completion instead of on the language used in the process” (p. 146).

Foster (1999) explains that TBLT gives “learners tasks to transact, rather than items to learn” (p. 69) considering that the language is used for genuine

purposes and integrates the four skills. Furthermore, the focus is on the outcome of the activity which serves as the real purpose for learning. Tasks should allow students to speak, read, understand and write in the target language in order to solve real-life communicative situations; thus, they result in the organising unit of the objectives, contents, evaluation, and communicative competence (Foster, 1999).

Candlin (1987, as cited in Nunan, 1996b) suggests that tasks should:

- Promote attention to meaning, purpose, negotiation.
- Encourage attention to relevant data.
- Draw objectives from the communicative needs of learners.
- Allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures.
- Allow for different solutions depending on the skills and strategies drawn on by learners.
- Involve learner contributions.
- Be challenging, but not threatening, to promote risk-taking.
- Require input from all learners in terms of knowledge, skills, participation.
- Define a problem to be worked through by learners, centred on the learners but guided by the teacher.
- Involve language use in the solving of the task.
- Provide opportunities for language practice.
- Promote learner-training for problem-solving.
- Provide monitoring and feedback, of the learner and the task.
- Promote a critical awareness about data and the process of language

learning. (p. 45)

Defining a task.

Richards and Renandya (2003) define a task as “an activity which learners carry out using their available language resources and leading to a real outcome” (p. 94). Nunan (1996a) goes deeper by distinguishing between real-world tasks from pedagogic-tasks. On the one hand, real-world tasks refer to language use outside the classroom; on the other hand, pedagogic-tasks are those that take place in the classroom (Nunan, 1996a). Albeit pedagogic-tasks “require learners to do things which it is extremely unlikely they would be called upon to do outside the classroom ... the tasks are stimulating internal processes of acquisition ... and they are valid because they put language to use” (Nunan, 1996a: 40).

Nunan (2004) thus defines a pedagogical task as:

A piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. Pedagogical tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form. (p. 4)

In the rest of the paper, the term pedagogical task will be used in the same way as Nunan (2004) does considering likewise the following characteristics listed by Skehan (1998):

- Meaning is primary;

- There is some communication problem to solve;
- There is some sort of relationship comparable to real-world activities;
- Task completion has some priority;
- The assessment of the task is in terms of outcome. (p. 95)

Approaches to syllabus design.

Wilkins (1985) incorporates the functional dimension of the nature of language into ELT by contrasting synthetic syllabi to analytic ones.

- Synthetic approaches: segment the target language, “different parts of the language are taught separately and step by step” (Wilkins, 1985: 2). Nunan (2004) states that in this kind of approach:

Acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. Such approaches represent the traditional way of organizing the syllabus, and reflect the common-sense belief that the central role of instruction is to simplify the learning challenge for the student. One way to simplify learning is to break the content down into its constituent parts, and introduce each part separately and step by step. (p.11)

Long and Crookes (1992) also point out that “the synthetic syllabus relies on learners’ assumed ability to learn a language in parts, which are independent of one another, and also to integrate, or synthesise, the pieces when the time comes to use them for communicative purposes” (p. 28).

- Analytical approaches: “The learner is presented with holistic chunks of language and is required to analyse them, or break them down into its constituent parts. TBLT belongs to this second category” (Nunan, 2004: 11). “[tasks] are organized in terms of the purposes for which people are learning a

language and the kinds of language performance that are necessary to meet those purposes ... real-life communication” (Wilkins, 1985: 13). TBLT takes the learner’s personal experience as the point of departure for the learning experience emphasising “the process of learning rather than the subject matter” (Long and Crookes, 1992: 29).

Task-based syllabi.

Van den Branden (2006) proposes three questions for designing a second language curriculum or syllabus:

1. What particular learning goals need to be reached by the learner?
2. How can educational activities be designed and organized in order to stimulate and support learners into reaching these language learning goals?
3. How will the students’ learning processes and outcomes be assessed and followed up? (p. 2)

Regarding learning goals, it might be argued that curricula/syllabi may formulate goals in terms of linguistic content (words or grammar rules learners need to acquire) or in terms of language use. TBLT syllabi aim at reflecting real-language use, thus, they formulate goals considering “the purposes for which people are learning a language i.e. the tasks that learners will need to be able to perform” (Van den Branden, 2006: 3). Hence, according to Van den Branden (2006), defining language learning goals, “is basically a matter of describing the tasks the language learner needs to be able to perform and of describing the kind of language use that the performance of these tasks necessitates” (p. 4).

In tune with this language usage-oriented learning goals, activities “should be related to, or derived from, what learners are supposed to be able to do with the

target language in the real world” (Van den Branden, 2006: 6). Therefore, in order to establish course content in terms of what learners will need to be able to do in the target language, a preliminary needs analysis is required. Assessment of learners’ progress, in turn, is carried out through “meaningful tasks that elicit natural language use” (Van den Branden, 2006: 11).

With its emphasis on goal-oriented, content-focused meaningful tasks, real-life language use, and a preliminary needs analysis; a task-based syllabus “consists, not of a list of items determined through some form of linguistic analysis, nor of a description of what learners will be able to do at the end of a course of study, but of the specification of the tasks and activities that learners will engage in class” (Nunan, 1996b: 42). In tune with this view, Long (1985: 91, as quoted in Nunan, 1996b) proposes the following steps for developing a task-based syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks that in turn, will determine the content of the syllabus.
2. Classify the target tasks into task types.
3. From the task types, derive pedagogical tasks.
4. Select and sequence the pedagogical tasks to form a task-based syllabus. (p. 47)

Task components.

Nunan (1996a) advocates the following elements: goals and outcomes; input; activities; roles for teachers and learners.

Goals and outcomes.

They guide the learners and provide them with a purpose. Willis (1998) maintains that tasks are goal-oriented because they have a “specific objective

that must be achieved, often in a given time ... the emphasis is on understanding and conveying meanings in order to complete the task successfully. While learners are doing tasks, they are using language in a meaningful way All tasks should have an outcome” (p. 24). Besides, the goals that tasks have “are ideally to be determined by the specific needs of particular learners” (Richards and Rodgers, 2005: 230).

Input.

Willis (1998) argues that “input of real spoken and written language in use” (p. 7) is presented as the trigger of the learning task and topic. In fact, this author also stresses that input is needed in order to expand students’ “repertoire of useful words and phrases” (p. 7). Additionally, input prepares learners and provides them with the necessary tools to work on the topic. Selection of input “should be based on a careful analysis of the real-world needs of learners” (Long and Crookes, 1993 as cited in Richards and Rodgers, 2005: 230).

Activities.

They specify what learners will do with the input. “There are many competing descriptions of basic task types in TBLT and of appropriate classroom activities [and several attempts] have been made to group tasks into categories, as a basis for task design and description” (Richards and Rodgers, 2005: 233-234). Therefore, without the intention of being conclusive, Willis and Willis (2007) stress the main characteristic of task-based activities:

Proponents of task-based teaching (TBT) argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This is done by designing tasks –discussions, problems,

games, and so on— which require learners to use the language for themselves. (p. 1)

Roles for teachers and learners.

“Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants” (Nunan, 1996a: 79). Through TBLT teacher and learners negotiate the different ways of carrying out the task (Fernández, 2001).

Learner roles.

Nunan (2004) explains that “by using task as a basic unit of learning, and by incorporating a focus on strategies, we open to students the possibility of planning and monitoring their own learning” (p. 15). Thus, students have an active role which entails that they are responsible for their own learning (Nunan, 1996a). Richards and Rodgers (2005) list the main roles for learners that are implied by task work:

- Group participant.
- Monitor.
- Risk taker and innovator. (p. 235)

Teacher roles.

“The role of the teacher will ultimately reflect both the objectives of the method and the learning theory on which the method is predicated” (Richards and Rodgers, 2005: 29). The teacher acknowledges the linguistic needs of students, motivates them, gives clues to help them induce rules and to clear doubts (Richards and Rodgers, 2005). The teacher also suggests new ways of doing and is an attentive observer of the learning process and the communicative interaction (Fernández, 2001).

According to Wright (1997) teachers have two major roles in the classroom which complement each other:

1. To create the conditions under which learning can take place:
the social side of teaching;
2. To impart, by a variety of means, knowledge to their learners:
the task-oriented side of teaching. (pp. 51-52)

Mainly, the teacher is a facilitator and an assessor, setting up tasks and providing the instructional materials (Wright, 1997; Willis, 1998) due to the fact that “where the target language will be taught as a foreign language, the teacher alone will have to prepare intensive continual listening, speaking, and reading activities which the learner will not find outside the classroom” (Finocchiaro and Brumfit, 1987: 56). Littlewood (1995) also views the teacher as a facilitator, coordinator, manager, instructor, adviser, monitor.

Although the role the teacher plays varies through the different stages of the task implementation according to the different aims, the teacher is always in control (Willis, 1998). Additionally, it is important to stress that, when designing tasks; “the teacher needs to consider how to focus on grammatical forms” (Richards, 2003: 164).

Willis (1998) argues that the teacher’s most important general priorities when working with beginners are:

- Establishing a relaxed, anxiety-free atmosphere in the classroom;
- Providing a lot of exposure that learners can make approximate sense of;
- Building on what they know;
- Not forcing them to speak at first if they prefer not to;

- Reassuring them of their progress, and generally boosting their confidence. (p. 118)

TBLT framework and skill practice.

Willis (1998) states that “it is rare for anyone to use one skill in isolation for any length of time. Teachers following a TBLT cycle naturally foster combinations of skills depending upon the task. The skills form an integral part of the process of achieving the task goals; they are not being practiced singly” (p. 25). Language is used for genuine purposes integrating the four skills to solve real-life communicative situations (Foster, 1999).

Willis (1998) points out that the TBLT cycle has three main phases:

1. Pre-task: Introduction to topic and task. The teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instruction, activates topic-related words and phrases.

2. Task cycle:

- Task: Students do the task, in pairs or small groups. Teachers monitor from a distance.
- Planning: Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.
- Report: Some groups present their reports to the class, or exchange written reports, and compare results.

3. Language focus

- Analysis: Students examine and discuss specific features of the text or transcript of the recording.
- Practice: Teachers conduct practice of new words, phrases and patterns occurring in the data, either during or after the analysis. (p. 38)

Grammar and vocabulary.

Taking into account the emphasis TBLT places on real language use and negotiation of meaning, the importance of vocabulary cannot be ignored. Indeed, Nunan (1991a) stresses that the acquisition of vocabulary plays a key role in language learning. In this respect, the same author also remarks that “language reflects the contexts in which it is used and the purposes to which it is put” (p. 121). Accordingly, tasks are required to offer a rich exposure to the target language in order to provide comprehensive opportunities to learn vocabulary in context (Nunan, 1991a).

By drawing on the particular stress placed on vocabulary, it may seem that grammar is left aside. However, by arguing that the exclusion of grammar was never a goal of CLT, Thompson (1996) sheds some light on the need for grammar for communication to take place efficiently. In fact, he asserts that “the focus has now moved away from the teacher covering grammar to the learners discovering grammar” (p. 11). Nunan (1996a) adopts a virtually identical stance by arguing that “it now seems to be widely accepted that there is value in classroom tasks which require learners to focus on form. It is also accepted that grammar is an essential resource in using language communicatively” (p. 13). In this respect, Savignon (1991) states that communication requires attention to form due to the fact that it “cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning” (p. 268). Additionally, she brings to the fore the fact that “grammar is important; and

learners seem to focus best on grammar when it relates to their communicative needs and experiences” (p. 269).

After completing the task and understanding language function and meaning, learners may examine the grammatical forms that were used to convey meaning (Thompson, 1996; Harmer, 1998) considering that “learning is likely to be more efficient if the learners have an opportunity to talk about what they are learning” (Thompson, 1996:11).

TBLT engages learners in meaningful interaction and negotiation in order to complete a task. Hence, “learners’ grammar needs are determined on the basis of task performance rather than through a determined grammar syllabus” (Richards, 2003: 153). Since grammar study can be addressed at different stages during task performance, Skehan (1996, in Richards, 1999) proposes the following principles as the basis of an overall communicative approach to teaching focusing on form:

- Exposure to language at an appropriate level of difficulty.
- Engaging in meaning-focused interaction in the language.
- Opportunities for learners to notice or attend to linguistic forms while using the language.
- Opportunities to expand the language resources learners make use of (both lexical and syntactic) over time. (p. 160-161)

Skehan (1996, in Richards, 1999) also distinguishes between a strong and weak form of TBLT:

A strong form sees tasks as the basic unit of teaching and as driving the acquisition process. A weak form sees tasks as a vital part of language instruction but as embedded in a more complex pedagogical context.

[Tasks] ... may be preceded by focused instruction, and, after use, may be followed by focused instruction which is contingent on task performance. (p. 155)

The main difference between these two forms seems to be that grammar instruction is incidental in the strong form of TBLT; while the weak interpretation acknowledges the need for a focus on form (Richards, 2003). According to Howatt (1984: 279 as quoted in Nunan 1996c):

The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching. (p. 25)

In the light of what has been presented in this section, it may be acknowledged that formal grammar instruction and a communicative view on language “can be integrated through the use of grammar tasks designed to promote communication about grammar” (Fotos and Ellis, 1991: 611). These authors also contend that grammar tasks should develop explicit knowledge of the target language’s grammatical features.

Error treatment.

It has been argued that TBLT boosts communication, and that it encourages learners to experiment with the language. Consequently, “learners need to regard their errors in a positive way, to treat them as a normal part of learning If their message is understood, then they have been reasonably successful” (Willis, 1998: 24). In tune with this view, errors may be regarded as “a necessary part of learning a language” (Norrish, 1983: 6). Teachers, then,

need to find a balance between giving the necessary feedback and over-correcting so that “students do not become over-aware of making mistakes but regard the language as a tool for expression” (Norrish, 1983: 4). On the one hand, feedback is necessary; students are willing to receive it because it shows them that the teacher is listening to them, or that the teacher has read their work. On the other hand, “pointing out mistakes and thereby interrupting the flow of an activity could be counterproductive” (Norrish, 1983: 3), in the same way that a paper full of teacher’s corrections may discourage students. “Overcorrection can have a very demotivating effect” (Harmer, 1998: 84). In order to find the correct balance, it is necessary to acknowledge that there are different types of errors. In a seminal paper written in 1967, Corder distinguishes between non-systematic and systematic errors. Non-systematic errors are errors of performance also called mistakes. Corder (1967) describes them as:

Errors which are random due to memory lapses, physical states, such as tiredness and psychological conditions such as strong emotion We are normally immediately aware of them when they occur and can correct them with more or less complete assurance Mistakes are of no significance to the process of language learning. (p. 166-167)

Corder (1967) reserves “the term error to refer to the systematic errors of the learner from which we are able to reconstruct his [sic] knowledge of the language to date, i.e. his [sic] transitional competence” (p. 167). Errors are, then, “evidence of the student’s ability to use the language” (Norrish, 1983: 4). Therefore, after analysing errors, the teacher is acquainted with the student’s progress and the student, in turn, uses “the making of errors as a device ... in order to learn” (Corder, 1967: 167).

According to Richards and Rodgers (2005), TBLT emphasises communication and meaning, and it focuses on whether students are able to fulfill the task (Van den Branden, 2006). Therefore, teachers should “point out errors selectively” and only correct errors “that obscure meaning” (Willis, 1998: 58) in order to avoid interrupting the flow of the interaction. In addition, Willis (1998) further suggests that teachers should encourage learners to correct themselves. In fact, “making a learner try to discover the right form could often be more instructive to both learner and teacher” (Corder, 1967: 168). Understanding and conveying meaning in order to achieve the purpose of the task (Willis, 1998) as well as empowering students to spot the mistakes on their own are main goals in TBLT.

Assessment and evaluation.

Assessment and evaluation play a vital role in education. They are informed by the designers’ views of the nature of language and language learning, thus, they are “tightly linked to learning goals on the one hand, and the educational programme on the other” (Colpin and Gysen, 2006: 151). Considering that both terms are often used interchangeably, it may be necessary to point out that Nunan’s (1996c) definitions of the terms will be adopted in this paper. According to this author:

Assessment is taken to refer to the set of processes by which we judge student learning. It is generally assumed that such learning has come about as the result of a course of instruction.... The term refers to procedures for measuring the extent to which students have achieved the objectives of a course.

Evaluation, on the other hand, is a wider term, entailing assessment, but including other processes as well. These additional processes are designed to assist us in interpreting and acting on the results of our assessment. The data resulting from evaluation assist us in deciding whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively. If certain learners are not achieving the goals and objectives set for a course, it is necessary to determine why this is so.... Evaluation, then, is not simply a process of obtaining information; it is also a decision-making process. (p. 118)

Richards and Renandya (2003) stress that there has been a shift in the application of assessment procedures in the last decades. They suggest that “more authentic forms of assessment, such as portfolios, interviews, journals, project work, and self- or peer assessment have become increasingly common in the ESL classroom” (p. 335). These authors compare the paradigms:

Table 2

Assessment procedures paradigms.

Old paradigm	New paradigm
<ol style="list-style-type: none"> 1. Focus on language. 2. Teacher-centred. 3. Isolated skills. 4. Emphasis on product. 5. One answer, one-way correctness. 6. Tests that test. 	<ol style="list-style-type: none"> 1. Focus on communication. 2. Learner-centred. 3. Integrated skills. 4. Emphasis on process. 5. Open-ended, multiple solutions. 6. Tests that also teach. (p. 335)

This new form of assessment places emphasis on communication and functional language use and is carried out constantly (Richards and Renandya, 2003; Van den Branden, 2006). Testing grammar rules “in an artificial void ... have to make way for tests in which functional language use, including its sociolinguistic and pragmatic aspects, as well as the context in which it takes place, are taken into consideration” (Colpin and Gysen, 2006: 152).

While evaluation is now seen as a “formative process within language curriculum development as an integral part of language curriculum development [that] occurs at all stages” (White 1995: 148), task-based assessment “can be defined as an approach that attempts to assess as directly as possible whether test takers are able to perform specific target language tasks in particular communicative settings” (Colpin and Gysen, 2006: 152).

The performance of the task is what is now evaluated (Van den Branden, 2006), “not their [students’] ability to complete discrete-point grammar items” (Long and Crookes, 1992: 45). Consequently, “teachers may structure their classroom activities so that they can assess their students while the students participate” (Graves, 1996: 30). In tune with these issues Finocchiaro and Brumfit (1987) stress that:

We should measure the learning of everything we have considered important enough to teach. That means that we should teach the students’ use of communicative functions in actual conversation; their ability to use formal or informal speech when the factors in the situation require it; their skill in encoding and decoding language in integrated listening, speaking, reading and writing tasks. (p.188)

Notwithstanding this, it is important to consider that “task-based assessment has the danger of eliciting performances that depend on abilities or knowledge unrelated to language *per se*, nor can it hope to stimulate all of the factors that define actual language use in communicative situations” (Colpin and Gysen, 2006: 153). For this reason, it is important to relate directly the testing procedures to the objectives, in order to respect “a key curriculum principle, which is that assessment should reflect what has been taught” (Nunan 2004: 138).

Limitations of TBLT.

One of the major limitations of TBLT relates to the exclusion of the socio-cultural setting of language teaching and learning considering that it was designed for second language learning contexts. “Their authors do not concern themselves with what applicability or appropriateness the techniques will hold for differing audiences of teachers/learners in various instructional settings. They ... see all teachers as the same” (Dubin and Olshtain, 1987: 64). This assertion supports what has been stated in the previous sections; that is, that the appropriateness of TBLT for foreign language learning contexts has not been considered.

A common objection to TBLT is that much of the research “has been conducted under laboratory conditions or in tightly controlled settings” (Van den Branden, 2006: 1). Equally important is the fact that research has been carried out by second language researchers in order to find out how people acquire a second language but “does TBLT work for teachers and learners in the classroom as well as it does for SLA researchers?” (Van den Branden, 2006: 1).

Another limitation refers to the lack of language grading. Learners are exposed to language which has not been linguistically graded. In fact, language items are not pre-selected because language and content selection take into account what the learner is required to do in order to accomplish the task (Nunan, 1996b). In other words, learners build up their linguistic knowledge by solving a communication problem (Nunan, 1996b). Therefore, “a shortcoming of task-based approaches is that they make it difficult to specify syllabus content” (Willis, 1990: 129). Task sequencing is also at stake in TBLT due to the fact that “the selection of tasks depends on the daily needs of the students, so that it is not possible to have a list of them in advance. If such a list is not possible, what can you expect to sequence?” (Sánchez, 2004: 56). Notwithstanding this, as a planned sequencing of activities is necessary, “the challenge is to offer a sequencing scheme without seriously hindering the linguistic potential of the learner and his capacity for getting himself involved in the learning process” (Sánchez, 2004: 59).

TBLT and the Centre

In order to understand the origins of TBLT as well as where it gets its influences from, and, more importantly, to understand the real role TBLT plays and whose interests it serves, it is necessary to analyse its relationship with the Centre. The present section of the study will, therefore, be devoted to exploring this issue.

“The Council of Europe specified what language users might want to do with languages used within the European Community” (Nunan, 1996c: 25). Indeed, according to Savignon (1993), the Centre determined what learners should be

able to do with the language during the 1970s. The literature that has been reviewed in the previous sections lends support to the idea that, since those days, the Centre has been designing the curriculum, the syllabi, the methods, the approaches, as well as the techniques, to inform the Periphery what practices might be considered as acceptable when it comes to ELT. In fact, “the history of language teaching has been dominated by a Eurocentric version of the upward progression of teaching methods ... ignoring large domains of language teaching, such as ... what the cultural and ideological content of language teaching may be” (Pennycook, 1999: 14). In other words, “methods are the creations of the Center that become vehicles of a linguistic imperialism targeting the disempowered periphery” (Brown, 1997: 10). Therefore, one of the major issues to consider is the linkage between language learning and political policies. Savignon (1991) advocates “understanding language learning as both an educational and a political issue Language teaching is inextricably tied to language policy” (p. 265) through which, the hidden curriculum “attempts to inculcate uniformity and western cultural values in the guise of language education rather than empowerment of the individual ... it denies access, guarding the status quo and maintaining existing power structures” (Master, 1998: 717-718).

In tune with these issues, it may be argued that the Centre bases its decisions on well-informed theories and research that it carries out. Following this line of thought, it may be stated that TBLT is a research-based method designed by the Centre through which the Centre communicates to the

Periphery what it should do and how to do it. In fact, the Centre dictates what and how is to be done step by step; this is exemplified by Richards (2003):

A more recent example of attempts to develop a teaching methodology from learning research is referred to as TBLT. Proponents of TBLT point out that second language acquisition research shows that successful language teaching involves learners in negotiation of meaning. In the process of negotiating with a speaker of the target language, the learner receives the kind of input needed to facilitate learning. It is proposed that classroom tasks which involve negotiation of meaning should form the basis of the language teaching curriculum, and that tasks can be used to facilitate practice of both language forms and communicative functions. (p. 20)

By drawing on the insights that have been presented in this chapter, it could be affirmed that TBLT is a method as well as an approach developed by and for second language researchers designed for second language settings but also applied to foreign language contexts (Thompson, 1996; Van den Branden, 2006). Thus, like all methods, TBLT is prescriptive, imposing experts' views of teaching which fail to address the different contexts of teaching and learning (Richards and Renandya, 2003). Additionally, Brown (1997) argues that "a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts and audiences" (p. 9). As a result, the Centre seems to obviate the language-culture connection: teaching a language means teaching customs, values, ways of thinking and acting. Therefore, it may be undeniable that "methods are laden with the quasi-political or mercenary agendas of their proponents" (Brown, 1997: 10).

In the light of what has been presented in this section, it may be acknowledged that even though TBLT is research-based, it serves its designer, the Centre. In this way, TBLT seems to be value-laden serving the Centre's interests.

Chapter 4

Research Design and Methodology

Organisation of this Chapter

In order to describe how the exploratory research was carried out, this chapter deals with:

- a. A review of the purpose of the paper.
- b. Data collection procedures.
- c. An analysis of the instruments used in the investigation.
- d. A description of the participants interviewed.

Purpose

As it may be recalled, the present paper purports to explore the linkages between the NCD and English Linguistic Imperialism. The NCD was implemented in the province of Buenos Aires as from 2008 and it describes the methodology for the teaching of English in the second cycle of the primary school. In addition, this paper attempts to assess to what extent the underlying criteria of both the NCD and fourth form yearly syllabus design of state-run schools in San Miguel may be considered as vehicles that foster English Linguistic Imperialism.

Data Collection Procedures

Data collection procedures need to be addressed in the context of qualitative and quantitative research designs. For that reason, it may be worth examining

the definitions of the terms that have been adopted in the present paper.

According to Glesne (1992), while:

Quantitative researchers seek explanations and predictions that will generalize to other persons and places ... aimed at producing generalizable results Qualitative researchers [in turn] deal with multiple, socially constructed realities or qualities that are complex and indivisible into discrete variables, they regard their research task as coming to understand and interpret how the various participants in a social setting construct the world around them. (p. 6)

Guided by the above definitions, it is contended that content analysis might be regarded as being embedded in a qualitative design. However, it is further maintained that content analysis may also “be done in a quantitative research framework with variables that are specified a priori and numbers that are generated to enable the researcher to draw conclusions about these specified variables” (Ary et. al. 1996: 485). Therefore, a qualitative research paper based on content analysis might be combined with a quantitative research design. Thus, on the one hand, a qualitative content analysis aims at a depth of understanding of a situation by focusing on the study of the content of a written document (Ary et al., 1996). On the other hand, this qualitative content analysis might be supported by a quantitative research by collecting data from groups of subjects through instruments such as surveys and interviews.

Considering these characteristics, the methodology for fieldwork of the present paper is qualitative as well as quantitative in order to achieve triangulation. Triangulation is defined by Denzin (1978) as “the combination of methodologies in the study of the same phenomenon” (p. 291). The research

design is descriptive. Thus, the instrument designs consist of surveys and interviews. Surveys are carried out considering that “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events” (Cohen and Manion, 1994: 83). Interviews, in turn, are adopted due to the fact that they are:

Used by researchers to convert into data the information given by a person (subject) [interviews] make it possible to measure what a person knows (knowledge or information), what person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs) This information can be transformed into numbers or quantitative data by ... counting the number of respondents who give a particular response, thus generating frequency data. (Tuckman, 1994: 216)

In the light of what has been previously asserted, the data collected are obtained through:

1. Survey for NCD content analysis.
2. Survey for syllabus content analysis: twenty state-run schools were chosen (see Appendix A) through stratified random sampling in order to analyse their morning shift fourth form yearly syllabus by contrasting them to the NCD.

Stratified random sampling allows the researcher to “include parameters of special interest and to control for internal validity in terms of selection factors through the use of moderator or control variables” (Tuckman, 1994: 239). In the present exploratory research, the following control variables were considered:

- Location: San Miguel, province of Buenos Aires.
- Form: 4th form.
- Shift: Morning.
- Number of periods: Two, equivalent to 100 minutes per week.

3. Semi-structured interviews administered to five teachers of English: After analysing the syllabi, five teachers were chosen through non-probabilistic convenience sampling to take part in a semi-structured interview.

In this case, convenience sampling was adopted because it enables the researcher to delimit “the nearest individuals to serve as respondents and [to continue] that process until the required sample size has been obtained” (Cohen and Manion, 1994: 88).

Instruments and Design

Characteristics of the survey for NCD content analysis.

The survey administered to analyse the content of the NCD (see Appendix B) contains a total of 13 questions of which questions 1 and 4 enclose sub-items (a, b, c, d, e). In general terms, questions 1 to 12 are closed questions which require the choice of one or more options while questions 1a to 1e, 4a to 4e and 13 are open questions. The closed questions have checklists items as possible answers. Questions 1, 10, 11 and 12 offer in the last checklist item the possibility of including other aspects that have not been listed. When one of the listed items in question 2 is chosen, the participant is required to account for his/her choice.

Aims of the questions used in the survey for NCD content analysis.

The survey is intended to seek out whether the underlying criteria of the NCD may foster English Linguistic Imperialism. In this regard, the questions aim at exploring:

- The language policy behind the NCD: questions 1 to 1.e.
- The different aspects of students' culture and backgrounds that may be taken into consideration in the NCD: questions 2 and 3.
- The theory of language and language learning that inform the planning elements included in the NCD as well as its organisation: questions 4 to 13.

Analysis of the questions used in the survey for NCD content analysis.

Questions 1, 1.a and 1.b are intended to ascertain whether the NCD provides a rationale for the choice of the teaching of English in the province of Buenos Aires.

Questions 1.c, 1.d and 1.e concentrate on possible implications of socio-economic roles of ELT as a political act as well as of any possible suggestion of English as being superior to the learners' mother tongue.

Question 2 is meant to find out whether the NCD considers that teaching a language entails teaching its culture. For this question, the following checklist is given: cultural customs, values, ways of thinking, ways of feeling, ways of acting. When one of the listed items is chosen, the participant is required to specify what is included in the NCD: the native language aspects, the target language aspects or both of them.

Question 3 focuses on whether the NCD takes into account the students' cultural, ethnic and/or social background.

Question 4 lists possible planning elements included in the NCD. The options provided are: objectives; educational philosophy; content; characteristics of the target audience; activities; materials; resources; sequencing principles; teacher training and attitudes; evaluation; administrative structure, schools facilities, and financial constraints; relationship to other subjects, teacher and learner roles, error treatment.

Questions 4.a and 4.b enquire about what planning elements, purposes, content, and educational goals are emphasised by the NDC.

Question 4.c focuses on how language content is selected and organised.

Question 4.d regards the primary ways in which the NCD presents the subject matter to students.

Question 4.e enquires whether error treatment is included in the NCD.

Question 5 offers different definitions for the term curriculum.

Question 6 offers a checklist for principles in planning and in empirical study that the NCD may account for.

Questions 7 to 12 aim at discovering the nature of language and nature of language learning through the main features informing the NCD, its organisation, and the process of development and design.

Question 13 looks for any linkages between the NCD (official curriculum) and the hidden curriculum.

Characteristics of the survey for syllabus content analysis.

The survey (see Appendix C) consists of 5 questions; all of them are closed questions which require the choice of one option except for question 4 which admits the choice of more than one option. In fact, questions 1, 2, 3 and 5 require a categorical response, i.e. they offer only two possibilities for each item (yes/no). In case the answer is yes in questions 1 to 3 the participant has to give his/her own response; while if the answer is yes in question 5, the respondent has to select one of the options provided. Question 4 presents a checklist response that offers in the last checklist item the possibility of including other aspects that have not been listed. Moreover, if goals/objectives or topics/themes checklist items are selected, the respondent is required to specify which ones are included in the syllabus.

Aims of the questions used in the survey for syllabus content analysis.

The questions are intended to reveal:

- Teachers' rationale for the teaching of English in San Miguel: question 1.
- Syllabi references to the NCD: question 2.
- The theory of language and language learning that inform the planning elements included in the syllabi as well their organisation: questions 3 to 5.

Analysis of the questions used in the survey for syllabus content analysis.

Question 1 inquires whether the teacher includes a rationale for the teaching of English in San Miguel.

Question 2 looks for any reference made to the NCD.

Questions 3 to 5 deal with the theory of language and language learning underlying the syllabus design: content selection, goals/objectives, topics/themes, grammar structures, vocabulary items, resources, activities/tasks; evaluation strategies, functions, organisation.

Characteristics of the interview administered to teachers of English.

The interview (see Appendix D) was administered in Spanish; it consists of a semi-structured questionnaire that contains a total of 14 questions. Questions 4, 6 and 7 enclose sub-items (a, b; only question 4 also enclose c, d). In general terms, questions 1, 3, 4a, 4c, 6a, 7a, and 10 are closed questions that require a categorical response, i.e. they offer only two possibilities for each item (yes/no). In case the answer is yes in questions 4b, 4d, 6b and 7b the participant has to answer an open-ended question. Question 2 is also open-ended. Questions 5, 8, and 11 are closed-questions which require the choice of one or more options; these questions also offer in the last checklist item the possibility of including other aspects that have not been listed. It is important to mention that only in case the answer to question 3 is yes, the participant is asked questions 4a to 4d; otherwise, these sub questions are omitted.

Aims of the questions used in the interview administered to teachers of English.

The questions aim at gathering the following information:

- Personal information (sex, age, graduate/non-graduate teacher, seniority in the teaching profession): questions 1 and 2.
- Considerations regarding the NCD: questions 3 and 4.

- ELT rationale in the province of Buenos Aires: questions 5 to 9.
- Planning elements (context, content, objectives, organisation, and priorities): questions 10 to 14.

Analysis of the questions used in the interview administered to teachers of English.

Question 1 queries participants whether they are graduate teachers.

Question 2 asks participants about their seniority in the teaching profession.

Question 3 is intended to know whether the teacher has read the NCD. Only in case the answer is positive, the respondent is asked question 4; if the answer is negative, the participant is asked question 5.

Questions 4a and 4b aim at finding out whether the teacher agrees with the teaching methodology proposed by the NCD.

Questions 4c to 4d seek to elicit whether the teacher considers that the NCD is prescriptive and the participant is asked to account for his/her answer.

Question 5 asks the respondent to choose from the checklist items the ones that account for the rationale of the teaching of English as from 4th form.

Question 6 inquires the respondent whether the checklist items from the previous question justify the elimination of other language from the curriculum but English. Again, the participant is asked to justify his/her answer.

Question 7 aims at considering any political implications of ELT while question 8 deals with who may profit from the compulsory teaching of English as from 4th form.

Question 9 asks whether the respondent thinks he/she teaches a language, a culture or both.

Question 10 aims at finding out if the teacher adjusts the syllabus according to his/her teaching context.

Question 11 provides the respondent with a checklist of possible aspects the teacher might consider when selecting content. The respondent is asked to select the ones he/she takes into consideration when selecting content and the participant is also asked to mention any other aspect that has not been listed.

Question 12 offers a list of objectives taken from the twenty syllabi analysed and asks the respondent to choose the ones he/she agrees with.

Question 13 looks for what aspects the teacher takes into consideration when organising the syllabus.

Question 14 enquires about whether the teacher prioritises *what* to teach over *how* to teach. It also allows the participant to provide other options.

Participants.

Five volunteer participants working at five different schools in San Miguel were chosen through non-probabilistic convenience sampling. The respondents are in-service teachers of 4th form primary schools in San Miguel. All of them are graduated teachers of English. The teachers' ages range from 26 to 58 years, the mean being 40,6. The years of experience range from 5 to 20 years, the mean being 10,8.

Chapter 5

Data Analysis

NCD Content Analysis

As explained in the previous chapter, the survey aimed at exploring possible linkages between the NCD and English Linguistic Imperialism and, in turn, to assess to what extent the underlying criteria of the NCD may promote English Linguistic Imperialism. To do so, it was necessary to disentangle the component parts of the NCD, and to scrutinise them in order to identify the ideas which shaped the curriculum. For the purposes of this exploratory research paper, the NCD analysis was guided by a survey whose answers were classified into four categories attempting to aid in the identification of any informing implications:

- The language policy behind the NCD: questions 1 to 1.e.
- The different aspects of students' culture and backgrounds that may be taken into consideration in the NCD: questions 2 to 3.
- The theory of language and language learning that inform the planning elements included in the NCD as well as its organisation: questions 4 to 12.
- The possible linkages between the official curriculum and the hidden curriculum: question 13.

The language policy behind the NCD.

The curriculum of the province of Buenos Aires does not mention any of the options provided in the survey (Country's international integration; International trade; Employment requirement; Better job opportunities; Further education requirements; Technology access) in order to account for the choice of the

teaching of English, it does not explicitly argue why the government has chosen English and not other languages. Nevertheless, curriculum designers seem to try to justify the teaching of English in the following lines³:

Nowadays, many children have a daily and highly significant contact with the English language, the child experiments the English language in different and multiple contexts and lives with those experiences on a daily basis. (Dirección General de Cultura y Educación [DGCyE], 2008: 319)⁴

Through the examples and illustrations taken from everyday life, the curriculum designers presuppose that children read the wrapping papers, that they read video games instructions, that they visit websites in English, that they come to school “with a significant background in relation to this foreign language” (DGCyE, 2008: 319)⁵. In fact, curriculum designers claim that children’s interaction with the English language in their everyday life is *meaningful*. However, “it is the learner who controls ... his [sic] intake” (Corder, 1967: 165); it is the learner who determines what is meaningful and what is not. Therefore, it might be inferred that the presence of English in Argentinean everyday life seems to be enough to include English as a subject in the curriculum.

As it has been stated before, the Core English-speaking countries affirm the global role of English due to the political, economic, cultural pressures that

³ All translations in this dissertation are mine.

⁴ En la actualidad, el contacto de muchos niños con el inglés en la vida cotidiana es altamente significativo el niño experimenta el inglés en contextos múltiples y variados y convive con dichas experiencias día tras día. (Dirección General de Cultura y Educación [DGCyE], 2008: 319).

⁵ “con un bagaje significativo en relación con esta lengua extranjera” (DGCyE, 2008: 319).

propel it forward. Thus, through the NCD language pedagogy, the government seems to support its spread and promotion. It seems that the presence of English in Argentinean everyday life creates the need for learning it. It would not be useful to teach Guaraní or Quechua simply because these languages are not required to be a skilled worker in the Capitalist socioeconomic system. A language is chosen for its utilitarian position (Judd, 1983). Consequently, the dominance of English is affirmed and preserved by the role the language plays internationally (Phillipson, 1992).

In tune with these issues, the goals of ELT in the province of Buenos Aires aim:

To encourage the full development of children, providing for their linguistic, cognitive, meta-cognitive and sociocultural needs ... To promote the development of their intercultural competence and to strengthen their own cultural identity fostering social integration processes. (DGCyE, 2008: 320)⁶

The NCD tries to show education as “a powerful tool for self-development and social integration ... as the great equalizer” (Bowles and Gintis, 1976: 26) that also “promotes student empowerment and self-transformation” (McLaren, 2003: 70). Indeed, the NCD presents ELT as the answer to children’s needs that also helps them to be part of society (DGCyE, 2008). It might be important to highlight that the NCD does not state the sources from which children’s needs have been culled from. Nonetheless, ELT is shown as a pivotal element in children’s inclusion in society.

⁶ Propiciar el desarrollo integral de los niños atendiendo a sus necesidades lingüísticas, cognitivas, metacognitivas y socio-culturales Promover el desarrollo de la competencia intercultural y fortalecimiento de la propia identidad cultural favoreciendo los procesos de integración social. (DGCyE, 2008: 320).

Considering that it might be stated that socio-economic roles and linguistic policy may go hand in hand as a political convenience, the NCD maintains that it is part of the school's core objective to encourage the children's full development, so that they "become independent, active and critical thinkers, as well as tolerant and responsible citizens" (DGCyE, 2008: 319)⁷. Hence, school aids in the reproduction of the skills of labour power provided by the capitalist educational system. Not only does it reproduce skills, but it also reproduces submission to the rules of the established order: The NCD seems to help to reproduce the socioeconomic system of capitalism favouring the dominant group, hailing pupils to the need to learn English in order to be responsible citizens and competent workers, qualified to get better job opportunities. Indeed, schools provide "students with the skills and attitudes necessary for becoming patriotic, industrious, and responsible citizens" (McLaren 2003: 70). In this respect, Phillipson (1992) expressly advocates that "schools contribute to the continuation of a mode of production by allocating learners to different occupational roles, that is, by distributing and producing knowledge which is useful and marketable" (p. 68).

Students are called into a social subject position in which they have no option, they are at the mercy of the capitalist system exploitation; they have to study English as from 4th form. Hence, there is no possibility of individual resistance. English is a compulsory subject from primary to secondary and even a further education requirement to get a degree at many state-run institutions.

⁷ "su transformación en personas independientes, pensadores críticos y activos, y ciudadanos tolerantes y responsables" (DGCyE, 2008: 319).

Not sitting or passing all the levels of English frequently implies not getting the degree.

The different aspects of students' culture and backgrounds that may be taken into consideration in the NCD.

It might be interesting to note that according to McLaren (2003) culture is “intimately connected with the structure of social relations within class, gender, and age formations that produce forms of oppression and dependency” (p. 74). Nevertheless, the NCD does not seem to include cultural customs, values, ways of thinking, ways of feeling, or ways of acting in a *direct* way. In this respect, the NCD asserts:

Contact with a foreign language confronts children with different perspectives, and this enables them to experience the Other, the different, the diverse. Teaching English to children implies giving them opportunities to interact with texts and/or people from other cultures and thus enrich the children's outlook on the world, on their social and cultural environment, and their role in it, strengthening their own identity.

(DGCyE, 2008: 319)⁸

It can be observed that the NCD encourages a permanent comparison between the students' reality and culture and the target language culture; presupposing that by doing that, students will strengthen their identities. All this is suggested without mentioning any characteristic of the province of Buenos

⁸ El contacto con la lengua extranjera confronta a los niños con la diferencia y permite el abordaje y la vivencia inevitable de lo otro, lo diferente, lo ajeno, lo diverso. Enseñarle inglés al niño es brindarle oportunidades para interactuar con textos y/o personas de otras culturas y así enriquecer su mirada del mundo, de su entorno socio-cultural y de su lugar en dicho contexto, fortaleciendo su propia identidad. (DGCyE, 2008: 319).

Aires and nothing is said about Argentinean culture. “The disconnection of ELT from its general educational context is a clear weakness” (Phillipson, 1992: 250). In fact, he stresses that “familiarity with local culture and teaching context is crucial” (p. 252). However, it might be argued that the NCD advocates that it is the teacher’s responsibility to consider students’ cultural, ethnic and social backgrounds. The NCD proposes three different contexts for the teacher to work with as thematic backbones for the English lessons:

Table 3

Three contexts proposed by the NCD⁹.

Daily life and school contexts	Literary and popular contexts	School content contexts
<p>Me</p> <p>My school</p> <p>My friends</p> <p>My family and home</p> <p>My pet</p> <p>My everyday life</p> <p>My neighborhood/ town/city/country</p>	<p>Songs and poems</p> <p>Rhymes and riddles</p> <p>Stories and fables</p> <p>Novels</p> <p>Comics</p> <p>Slogans and graffiti</p>	<p>Space</p> <p>The care of the environment</p> <p>Changes in nature</p> <p>The living things</p> <p>Extinct animals</p> <p>Human activities</p> <p>Social organisation</p>

(DGCyE, 2008: 321)

Contextos de la vida cotidiana y escolar	Contextos de contenidos escolares
<p>Yo</p> <p>Mi escuela</p> <p>Mis amigos</p> <p>Mi familia y mi hogar</p> <p>Mi mascota</p> <p>Mi día a día</p> <p>Mi barrio / ciudad / provincia / país</p>	<p>El espacio</p> <p>El cuidado del medio ambiente</p> <p>Los cambios en la naturaleza</p> <p>Los seres vivos</p> <p>Animales extintos</p> <p>Las actividades humanas</p> <p>La organización social</p>
	<p>Contextos literarios y populares</p> <p>Poemas y canciones</p> <p>Rimas y adivinanzas</p> <p>Cuentos y fábulas</p> <p>Novelas</p> <p>Historietas</p> <p>Slogans y Graffities</p>

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(DGCyE, 2008: 321).

Furthermore, the NCD only mentions the Argentinean social context in the following lines:

The English lesson is probably the only context in which most children can “use” the language to communicate with others in a systematic way. This is why oral work is of the uttermost importance in the class. The English lesson should be carried out mainly in English, restricting teacher’s interventions in the mother tongue to those that are considered absolutely necessary. In the context of our province, exposure and oral production of the foreign language will, in most cases, take place only during the lesson, consequently, the teacher needs to create the appropriate environment in the classroom. (DGCyE, 2008: 333)¹⁰

In spite of the fact that there are no direct hints that may suggest that English is superior to the students’ mother tongue, implicit in these lines is the idea that “English is best taught monolingually an exclusive focus on English will maximise the learning of the language” (Phillipson, 1992: 185). This methodology “is highly functional in inducing a colonized consciousness” (Phillipson, 1992: 187). Consequently, the underlying criteria of the NCD propel the native speakers of the target language’s culture and ways of thinking. There is no room in the English lesson for students’ mother tongue. However, learners

¹⁰ La clase de inglés constituye quizá el único contexto en el que la mayoría de los niños puede “hablar” inglés con otros de manera sistemática. Por eso es necesario promover en el aula un fuerte trabajo sobre la oralidad. La clase de inglés debe desarrollarse en inglés, restringiendo las intervenciones docentes en lengua materna a las que se consideren absolutamente indispensables. En nuestro contexto provincial, la exposición y producción oral en lengua extranjera es posible casi exclusivamente cuando el niño se encuentra en clase, por lo que el docente debe construir este espacio en el aula. (DGCyE, 2008: 333).

should be informed that both a language and a culture are being taught and that English is not superior to their own language (Brown, 1997; Pennycook, 2001).

Topics are also used to legitimise dominance:

- Comparing Spanish and English: “Genuine opportunity to reflect upon their mother tongue” (DGCyE, 2008: 319)¹¹. If the use of learners’ mother tongue in the English class is forbidden, it appears that curriculum designers suppose that pupils are going to compare the languages on their own, outside the English class.
- Speaking about national identity: “Enrich the children’s outlook on the world, on their social and cultural environment, and their role in it, strengthening their own identity” (DGCyE, 2008: 319)¹². The NCD seems to tell students who they are and where they belong. If the underlying criteria foster a *colonised* way of thinking (Phillipson, 1992), it might be worth pondering what place the NCD is asking students to occupy.
- Insisting on democracy and submission to the ruling class: “Tolerant and responsible citizens” (DGCyE, 2008: 319)¹³. The NCD seems to delimit what is expected from students. This shows schools as “economic, cultural and social sites that are inextricably tied to the issues of power and control” (Giroux, 1988: 126). In tune with these views, the NCD serves the government by inculcating the attitudes and values that satisfy the dominant group (Phillipson, 1992).

¹¹ “oportunidad genuina de reflexionar sobre su propia lengua” (DGCyE, 2008: 319).

¹² “enriquecer su mirada del mundo, de su entorno socio-cultural y de su lugar en dicho contexto, fortaleciendo su propia identidad” (DGCyE, 2008: 319).

¹³ “ciudadanos tolerantes y responsables” (DGCyE, 2008: 319).

- Fostering “reflective activities that involve linguistic, cultural, affective, attitudinal, cognitive and meta-cognitive aspects, which will arouse the children’s interest for learning the language and will also lead to the development of their autonomy” (DGCyE, 2008: 343)¹⁴. The NCD seems to inform students what is socially accepted and what is rejected. In order to *belong to* their society students have to do as they are told in every area: linguistically (how to speak, how to express themselves), culturally (how to live, how to act), affectively, attitudinally (how to react, how to view reality), cognitively (how to think). Besides, according to the NCD, all this should be presented in a way that triggers the desire to learn the target language.

- Requiring the teacher to provide “feedback so that the child can keep on learning and developing positive attitudes towards the language and its users” (DGCyE, 2008: 343)¹⁵. The NCD wants students to have a positive view towards the Centre. Moreover, it seems to tell students that if they speak the target language, they will have the same positive characteristics and be like the native speakers of the target language.

The theory of language and language learning that inform the planning elements included in the NCD as well its organisation.

According to Posner (2004):

¹⁴ “actividades de reflexión ... que involucran aspectos lingüísticos, culturales, afectivos y actitudinales, cognitivos y metacognitivos en tanto posibilitarán el interés por aprender la lengua y el desarrollo de la autonomía de los niños” (DGCyE, 2008: 343).

¹⁵ “información de retroalimentación para que el niño siga aprendiendo y desarrollando actitudes positivas respecto de la lengua y de quienes la usan” (DGCyE, 2008: 343).

The format of the curriculum and the emphasis given to each of the format categories in the curriculum documents reflect, to some extent, the planning elements to which the developers attended ... each planning element can function as a focus for planning. (p.40)

Considering the planning elements listed in the survey, the NCD includes:

- Objectives: knowledge, skills or attitudes that students should acquire.
- Educational philosophy behind the curriculum: why students should learn this.
- Content: topics, skills, concepts to be covered.
- Evaluation: what counts as success.
- Teacher roles.
- Error treatment.

The NCD allots an inordinate amount of space to the way students should learn content, placing, in turn, special emphasis on this as the teachers' major responsibility. The NCD delimits clearly *what* students are supposed to learn through "language practices" (DGCyE, 2008: 322)¹⁶. However, the stress is placed on *how* to teach those learning objectives and content. That is, the NCD determines how teachers are supposed to teach. Instruction is emphasised and justified according to the expected learning outcomes.

Planning begins with defining what the NCD views as content: "everything that takes place during the lesson constantly intermingles with contexts,

¹⁶ "prácticas del lenguaje" (DGCyE, 2008: 322).

linguistic exponents, tasks and language practice” (DGCyE, 2008: 321)¹⁷. Then, the curriculum proposes three contexts: “daily life and school context, school content context, literary and popular contexts” (DGCyE, 2008: 321)¹⁸. It goes on to list several strategies to carry out the different tasks as well as the uses of English during the second cycle. It devotes six pages to illustrating how to integrate the different contexts, how to sequence the linguistic exponents through different tasks and for what purposes (from page 326 to page 331). It also provides extensive “didactic guidelines” (DGCyE, 2008: 333)¹⁹ regarding how teachers should approach ELT.

As it has been stressed above, the NCD accentuates teachers’ responsibility in carrying out what it proposes. In fact, while teachers’ roles are described in more than four pages, students’ roles are scarcely mentioned. Teachers are mainly required to:

- Be models;
- Sequence activities;
- Be active: giving examples, interacting, orienting;
- Provide opportunities for permanent revision and recycling;
- Be facilitators. (DGCyE, 2008)

Teachers are expected to tell children how the English language works, how to use it; in what context and with what tools.

¹⁷ “todo lo que se produce en el aula, en interjuego permanente entre contextos, exponentes lingüísticos, tareas y prácticas del lenguaje” (DGCyE, 2008: 321).

¹⁸ “Contexto de la vida cotidiana y escolar; Contextos de contenidos escolares; Contextos literarios y populares” (DGCyE, 2008: 321).

¹⁹ “orientaciones didácticas” (DGCyE, 2008: 333).

Every curriculum is shaped by the way it chooses to approach education. This approach is revealed through the emphasis placed on certain planning features. In its design, the NCD highlights:

- The importance of meaning: “To develop language practices based on the creation and interpretation of meanings that take into account children’s communicative needs” (DGCyE, 2008: 320)²⁰. Surprisingly, how curriculum designers get acquainted with students’ communicative needs is not mentioned. Nevertheless, students are expected to learn the conventions to carry out the intended meaning. In order to be understood by the audience, students should bear in mind that different discourses imply different interactions, roles, topics and functions (DGCyE, 2008). In other words, students are expected to learn how native speakers of the target language act and think in order to avoid being misunderstood.
- The significance of contexts: “the child’s daily life and school contexts (the child’s home, school, and the world that surrounds them); School content contexts (contents introduced by the curriculum from other subjects); Literary and popular contexts where the language is used (those that constitute the imaginary and fantasy world as the central and transversal axis” (DGCyE, 2008: 338)²¹. Through them, the NCD

²⁰ “Desarrollar prácticas del lenguaje centradas en la creación e interpretación de significados (*meanings*) atendiendo a las necesidades comunicativas de los niños” (DGCyE, 2008: 320).

²¹ “Contextos de la vida cotidiana o escolar del niño (aquellos que se refieren al niño, su hogar, su escuela, el mundo que los rodea); Contextos de los contenidos escolares (aquellos que aportan contenidos curriculares de otras áreas); Contextos literarios y populares en los que se usa la lengua (aquellos que integran el mundo de la imaginación y la fantasía como un eje central y transversal” (DGCyE, 2008: 338).

allows teachers to design institutional projects attending to their students' needs and considering the context in which the school is immersed. Additionally, according to the NCD, everything done in the English class should be derived from the chosen context.

The list of contents is given, the purposes are settled, the goals and aims are established. It seems that the curriculum designers' knowledge is of the most worth simply because teachers are expected to follow this prescriptive curriculum. Indeed, the NCD does not state how language content has been selected or organised but it argues that it is the teachers' responsibility to sequence content for their students:

The selection and organisation of the linguistic contents will take place from the contexts and contents provided in this curriculum design. It will be necessary to alternate the previously selected contexts and/or to distribute the suggested activities of each context throughout the second cycle of the primary school, and to recycle what has been taught the previous year during the following year. This process will also require the incorporation of new, more complex and wider contexts The suggested contents are the raw material from which the teacher can plan the work to be done throughout the second cycle. (DGCyE, 2008: 323)²²

²² A partir de los contextos y contenidos previstos en este diseño curricular, se realizará la selección y secuenciación de los contenidos lingüísticos. Será necesario alternar los contextos seleccionados y/o distribuir las propuestas de cada contexto a lo largo del ciclo; retomar lo que se ha enseñado en un año al año siguiente incorporándolo a nuevos contextos y ofreciendo variantes, ampliaciones y complejizaciones ... Los contenidos sugeridos son la materia prima a partir de la cual el docente debe prever el recorrido de un grupo de alumnos a lo largo de todos los años del segundo ciclo. (DGCyE, 2008: 323).

The NCD emphasises the *educational philosophy* behind the curriculum, that is, how students should be presented with the subject matter. The NCD is also concerned with what learners should be able to do at the completion of the cycle. Consequently, two theoretical perspectives may inform the NCD: the experiential and the behavioural.

The experiential theoretical perspective may underlie the NCD since through the three proposed contexts, it relates content to students' daily life experiences because "the different contexts should allow children to draw on their background knowledge of everyday and school life, and of stories, poems, rhymes, etc." (DGCyE, 2008: 338)²³.

The NCD also emphasises the learning process. "In experiential curricula, the experiences students have as they engage in purposeful activities, typically in the form of projects, serve as the organizing elements of the curriculum" (Posner, 2004: 147). Regarding the experiential perspective, its educational main goal works towards the individual's general development as better citizens, or to quote the NCD, "complete development ... tolerant and responsible citizens" (DGCyE, 2008: 319)²⁴.

The behavioural perspective, in turn, also nurtures the NCD considering that the strategies, objectives and purposes for using the target language are expressed in terms of observable measurable behaviours. "Behavioural curricula are organised around behaviours, described by written behavioural objectives ... terminal behaviours toward which the curriculum is designed to

²³ "los diferentes contextos deben permitir que los niños recurran a sus conocimientos de la vida cotidiana y escolar, de las historias, poemas, rimas, etc." (DGCyE, 2008: 338).

²⁴ "desarrollo integral ... ciudadanos tolerantes y responsables" (DGCyE, 2008: 319).

lead” (Posner, 2004: 147). Indeed, “such achievements will be measured ... according to what the children are capable of doing” (DGCyE, 2008: 345)²⁵. Therefore, students are able to work towards what is expected from them.

In addition, the NCD affirms that teachers should recycle linguistic items. It emphasises that “the didactic guidelines in this document foster the teaching of the language in a comprehensive way where constant recycling and revising are needed” (DGCyE, 2008: 323)²⁶.

Regarding error treatment, the NCD maintains that:

It is necessary to acknowledge degrees of appropriacy ... and to abandon the idea of correct or incorrect use of the language so as to encourage children to take risks and dare to use it ... Linguistic accuracy in oral and written communication will depend on what is being communicated, to whom and why. (DGCyE, 2008: 333)²⁷

Thus, errors are viewed as an essential part of the learning process in which certain mistakes may not be corrected immediately so as to avoid intimidating students. Consequently, clear, fluent and effective communication of ideas is the goal.

Mistakes ... should be interpreted by the teacher as elements that show the hypotheses that each child is developing at a specific moment of the

²⁵ “dichos logros se medirán ... en función a lo que los niños pueden hacer” (DGCyE, 2008: 345).

²⁶ “en las orientaciones didácticas de este documento se plantea la enseñanza de la lengua en forma integrada donde la reutilización y la revisión constantes son necesarios” (DGCyE, 2008: 323).

²⁷ Es necesario reconocer grados de adecuación ... y distanciarse de la idea del uso correcto o incorrecto de la lengua de modo de permitir que los niños tomen riesgos y se atrevan a usarla. ... La exactitud y la precisión lingüística en la comunicación oral y escrita dependerán de qué se está comunicando, para quién y por qué. (DGCyE, 2008: 333).

process... To be effective, correction should aim at making the child reflect upon the use of the language. (DGCyE, 2008: 344)²⁸

Errors, then, evince the student's knowledge of the language (Norrish, 1983) and are a valuable part of the learning process. When spotted by students, errors are more useful for learners since correcting their own mistakes enables them to amend their wrong hypotheses (Corder, 1967).

Taking into account the preponderance given to some planning elements in this curriculum design -that reflects the curriculum developers' focus-, it is necessary to contrast the definition of this model of curriculum with the one adopted in this paper. Posner's (2004) defines a curriculum as a standard that "describes what students should be able to do and, in some cases, describes processes towards achieving the learning outcomes" (p.6). Likewise, the NCD describes what is to be taught –content– and what should be learnt –learning outcomes– that "can be used as a basis for classroom teaching" (Richards and Rodgers, 2005: 231). Thus, the NCD determines what is to be taught and how it is to be taught (Stenhouse, 1975 as cited in Nunan, 2004).

According to the results of the survey, these are the main features informing the curriculum:

□ The curriculum specifies the functional skills needed to communicate: "language practices" (DGCyE, 2008: 322)²⁹. It identifies the knowledge and skills that students are expected to acquire by performing different tasks and activities.

²⁸ El error ... debe ser interpretado por el docente como un elemento que muestra las hipótesis que va construyendo cada niño en un momento específico del proceso ... Para que sea efectiva, la corrección debe apuntar a que el niño reflexione sobre el uso de la lengua. (DGCyE, 2008: 344).

²⁹ "prácticas del lenguaje" (DGCyE, 2008: 322)

□ The curriculum emphasises the process of communication rather than the mastery of language forms: “assessment will focus on the process It will consider the child’s attempts to communicate successfully” (DGCyE, 2008: 344)³⁰.

□ The curriculum emphasises the role of meaning in language use; it is not concerned with language display: the teaching “will be centred on communicative contents and not on isolated grammatical or lexical aspects” (DGCyE, 2008: 345)³¹.

□ The curriculum fosters speaking and trying to communicate with others through the spoken language drawing on the learner’s available linguistic and communicative resources: “the main focus is set on what I want to say and not on how I say it” (DGCyE, 2008: 339)³².

Considering those main features and the recommendations for error treatment, it might be inferred that the curriculum focuses on:

□ Process, or the manner in which language content is learned

Process results from three major areas:

1. The organisation of language content which brings about certain activities.
2. The roles that teachers and learners take on during the learning process.

³⁰ “la evaluación seguirá un enfoque centrado en el proceso Considerará los intentos del niño para comunicarse satisfactoriamente” (DGCyE, 2008: 344).

³¹ “se centrarán en el contenido comunicativo y no en aspectos gramaticales/lexicales aislados” (DGCyE, 2008: 345).

³² “la atención esta puesta en lo que quiero decir y no cómo lo digo” (DGCyE, 2008: 339).

3. The types of activities and tasks in which learners are engaged.

(Dubin and Olshtain 1987: 45-46)

The process of development and design in language teaching proposed by the curriculum starts with the pre-selection of language items to be taught. The vocabulary and grammar knowledge that is required in order to understand the purpose or the topic of the message is provided by the context in which activities are carried out. Therefore, the curriculum is organised around students' activities (see Appendix E).

The curriculum presents tasks as:

The unit of class work will be the *task*. It is an activity with a communicative purpose, a clear beginning and end; it is coherently related to the topic that is being developed, to the final product and to the child's needs. The teacher should consider the task as an activity with a clear linguistic objective from a discursive perception of the language. In other words, the language used in the task takes place in a context, it has a purpose and a specific addressee and the interaction it generates helps the development of the child's interlanguage ... the topic provides the context in which the language will be used ... creating the communicative situation ... the teacher will suggest tasks and problems to be solved ... the language will be used as a means to do something ... the children will not be using the language per se, but they will be doing something they might do every day with the English language learnt. (DGCyE, 2008: 336-337)³³

³³ La tarea (task) será la unidad de trabajo de la clase. Se trata de una actividad con un propósito comunicativo, con un inicio y un final claros, con coherencia y unidad en relación con el tópico que se está desarrollando, el producto que genera y lo que demanda el niño. Para el docente, la tarea deberá ser una actividad con un objetivo lingüístico claro desde una concepción discursiva de la lengua. Es decir, la lengua

Tasks presented by the NCD share the same characteristics outlined by Nunan (2004) when defining pedagogical tasks. Indeed, the NCD emphasises the need for genuine communicative contexts and uses for the learning of English. Tasks, then, are described in the NCD as activities that have the following features:

- Goal-oriented.
- Content-focused.
- Real-life language use.
- Language use in context.
- Language use for a real outcome; a problem to solve.
- Real purpose for language use.
- Meaningful interaction in the target language.
- Negotiation of meaning.
- Active involvement of the participants.

The NCD presents an eclectic design, analytic and synthetic at the same time. Throughout the NCD the stress has been placed on how to teach –the way children learn– rather than what to teach –the subject matter. This may mean that the NCD presents an analytic design which focuses on how the language is learnt. However, analytic designs do not pre-select items or objectives; they are developed after teachers carry out a needs analysis. In fact, the NCD, like all synthetic designs, selects language in advance by determining

utilizada en la tarea ocurre en un contexto, tiene un propósito y destinatarios particulares y la interacción que se genera ayuda al desarrollo de la interlengua del niño... el tópico genera el contexto en el que se utilizará la lengua ... creando la situación comunicativa ... el docente propondrá tareas o problemas a resolver ... la lengua se usa como un medio para hacer algo ... los niños no estarán usando la lengua per se, sino que estarán haciendo aquello que podrían hacer en su vida cotidiana con el inglés que han aprendido. (DGCyE, 2008: 336-337)

objectives. Therefore, not only does the NCD focus on how to teach but it also pre-determines language as well as objectives in advance. Consequently, it may be argued that the NCD is concerned with the learning process and the product or expected outcomes. Thus, the NCD stresses the learners' activities and the skills needed to perform these communicatively engaging tasks.

As regards the theories of language and language learning informing this curriculum design, the NCD views language as a system for communication and it views learning as a process that is nurtured by constant recycling. In this way, the NCD combines the formal system of the language and its functional system fostering the processes of negotiation of meaning and experimentation. In this respect, the outcomes of the NCD seem to be knowledge-oriented and skill-oriented at the same time.

Even though it might appear that the NCD proposes a task-based syllabus, it may be argued that the design presented corresponds to an eclectic syllabus. This may be supported taking into account the analysis of its planning elements. The NCD, like all task-based methodology, takes tasks as its basic unit for instruction and it views language as communication. It is asserted that language should be used in contexts and aim at motivating students to achieve a particular goal.

Although the focus of the NCD seems to be on the process of learning, a needs analysis to determine course content in terms of what students need to do in the target language is not carried out. In fact, this shows a clear contradiction because the language items to be taught are pre-selected. As a result, learners' roles, needs and interests are pushed to the background.

Possible linkages between the official curriculum and the hidden curriculum.

In the previous sections the language policy behind the NCD, the different aspects of students' culture and backgrounds that were taken into consideration in the NCD as well as the theory of language and language learning that inform and organise the NCD planning elements have been analysed. It is the purpose of the present section to consider any possible linkages between the NCD and a hidden curriculum. According to Posner (2004):

Conceptions of learning, objectives, curriculum, and instruction may lead to particular implicit messages to students about their roles as students; how they learn; the potential meaningfulness of the subject matter; ... their own capacity to create or discover new knowledge; the authority of the teacher; ... the potential utility of the subject matter. The curriculum is likely to send these messages to students through the dominant types of teaching method it employs, its use of stereotypes, and the focus of its approach to evaluation and testing. (pp.125-26)

There are "explicit and implicit values, beliefs, purposes, and activities which characterize the ELT profession and which contribute to the maintenance of English as a dominant language" (Phillipson, 1992: 73). However, it is the hidden curriculum that contributes towards the reproduction of the target language culture and its prevailing role in the maintenance its international status quo (Master, 1998). Through what has been exposed in the previous

sections, it may be argued that the following messages are implied in the NCD³⁴:

- English is present in Argentinean everyday life and students' interaction with the English language is highly meaningful.
- English nurtures students' world, it tells them who they are.
- English is necessary for integral self-development.
- English helps children to become better, responsible and tolerant citizens who reflect upon what makes democratic life possible.
- English favours the process of social integration.
- English allows students to acquire the target language content.
- English helps students to know how conventions work and makes them aware of the necessity to get acquainted with the target language native speakers' way of thinking and acting in order to avoid misunderstandings.
- ELT is intended to develop positive attitudes towards the English language and its users.

Syllabus Content Analysis

For Tabulation of Results, see Appendix F.

This section is devoted to a detailed analysis of the results of the survey carried on twenty yearly syllabus designs which has been presented in Chapter 4. To facilitate its scrutiny, this section is divided into four subtitles that engulf the questions respecting their order in the survey:

- ELT rationale: question 1.

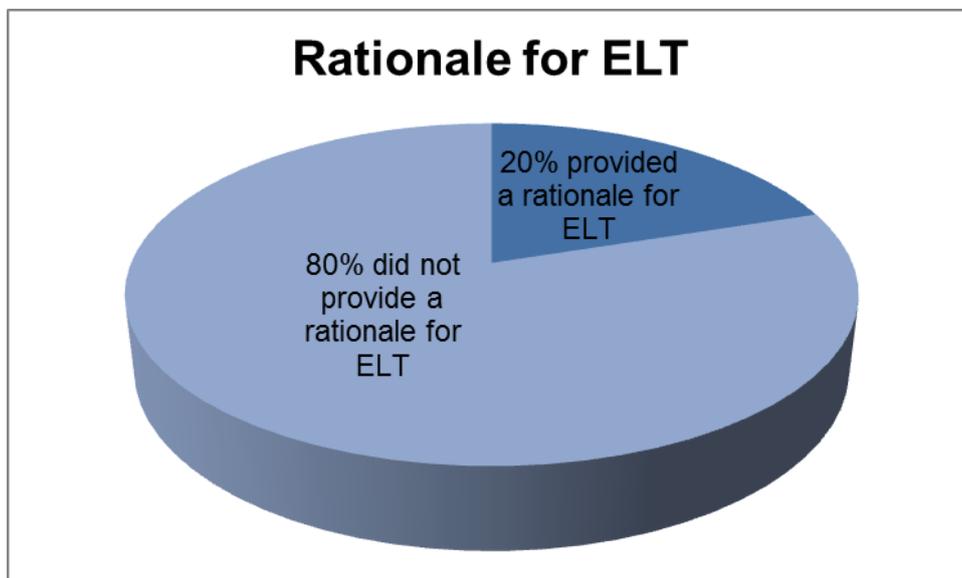
³⁴ These ideas will be further explained and expanded in Chapter 6.

- References made to the NCD: question 2.
- Content selection: question 3.
- Planning elements: questions 4 and 5.

ELT rationale.

As shown in the pie-chart below, only 20% of the teachers in the sample provide a rationale for ELT in their syllabi.

Graph 1. *Percentages of syllabi that include/do not include a rationale for ELT*



Syllabus N° 1 includes the introduction of the NCD as its rationale for ELT.

Syllabus N° 4 provides the following rationale:

Nowadays children are exposed to a constant input of vocabulary in English and this is the reason why the English language is not completely unfamiliar to them, whether they are aware of this fact or not. The objective of teaching English as a subject is to provide students with tools that will allow them to use this language. Moreover, learning English gives children the opportunity to reflect upon their own language,

considering that experiencing diversity and opening their minds to different points of view will enrich their own world³⁵.

Syllabus N°6 provides the following rationale:

The issue of not knowing English represents the biggest communication gap these days. Outside English-speaking countries, it is the second language used after their mother tongue, and there is a need to learn it in many areas. English is considered to be an access code to telecommunications, commerce, information, technology, the virtual world of the Internet and in pedagogical and entertainment multimedia. Likewise, the presence of the English language in everyday life is highly significant and unquestionable. Advertisements in the streets sweet wrappings, video games instructions, sports, television, etc; they all allow us to experiment the English language in multiple and varied contexts day after day³⁶.

Syllabus N° 13 provides the following rationale:

This project sets forth as its main goal to make students develop long-lasting intellectual and moral abilities to succeed in facing the

³⁵ En la actualidad los niños tienen un estímulo constante de vocabulario en lengua inglesa por lo tanto no resulta desconocido para ellos ya sea consciente o inconscientemente. Por supuesto, el objetivo de enseñar la materia es darles las herramientas para poder usarlo. Además les ofrece una oportunidad para reflexionar sobre su propia lengua y los enfrenta a la diversidad, ya que vivenciando la mirada del otro enriquecerá su propio mundo. (Syllabus N°4)

³⁶ El Inglés constituye en este momento la mayor brecha comunicativa. Fuera de los países angloparlantes es el segundo idioma y existe una necesidad, en todo orden de aprenderlo. Es considerado como código de acceso a las telecomunicaciones, en el comercio, en la energía que proviene de la tecnología de la información, en el mundo virtual de Internet y en la multimedia pedagógica y de entretenimiento. De igual manera, la presencia del Inglés en la vida cotidiana es altamente significativa e indiscutible. La publicidad en la vía pública los envoltorios de las golosinas, las instrucciones de los video juegos, los deportes, la televisión, etc.; permiten que experimentemos con el Inglés en contextos múltiples y variados día tras día. (Syllabus N°6)

unprecedented challenge that the relevance of the English language means to our current society³⁷.

The rationale provided by syllabus nº 1 that transcribes the introduction of the NCD is not going to be discussed here considering that its analysis is included in the previous section. Regarding the other three syllabi, it may be worth highlighting that the three justify ELT on the grounds that English is part of Argentinean everyday life. They claim that there is a “constant stimulus” (Syllabus N°4)³⁸ that generates the “need to learn it” (Syllabus N°6)³⁹. Therefore, students need to be literate in English (Phan Le Ha, 2005) and schools appear to be responsible for fulfilling this need. According to these rationales, schools have to equip students with the necessary tools to use English as well as to develop “long-lasting intellectual and moral abilities” (Syllabus N°13)⁴⁰ to allow students to cope with the challenge presented by English in the modern society. In other words, it might be understood that in order to be part of this society in which “the presence of English is unquestionable and highly significant in our daily life” (Syllabus N° 6)⁴¹, students need to master this “access code” (Syllabus N° 6)⁴² gained by those who are literate in English.

³⁷ A través de este proyecto intentamos lograr que los alumnos comiencen a desarrollar facultades duraderas, tanto en lo intelectual como en lo moral, para enfrentar exitosamente el desafío sin precedentes que representa la importancia del idioma Inglés en nuestra sociedad actual. (Syllabus N°13)

³⁸ “estímulo constante” (Syllabus N°4).

³⁹ “necesidad de aprenderlo” (Syllabus N°6).

⁴⁰ “facultades duraderas, tanto en lo intelectual como en lo moral” (Syllabus N°13).

⁴¹ “la presencia del Inglés en la vida cotidiana es altamente significativa e indiscutible” (Syllabus N° 6)

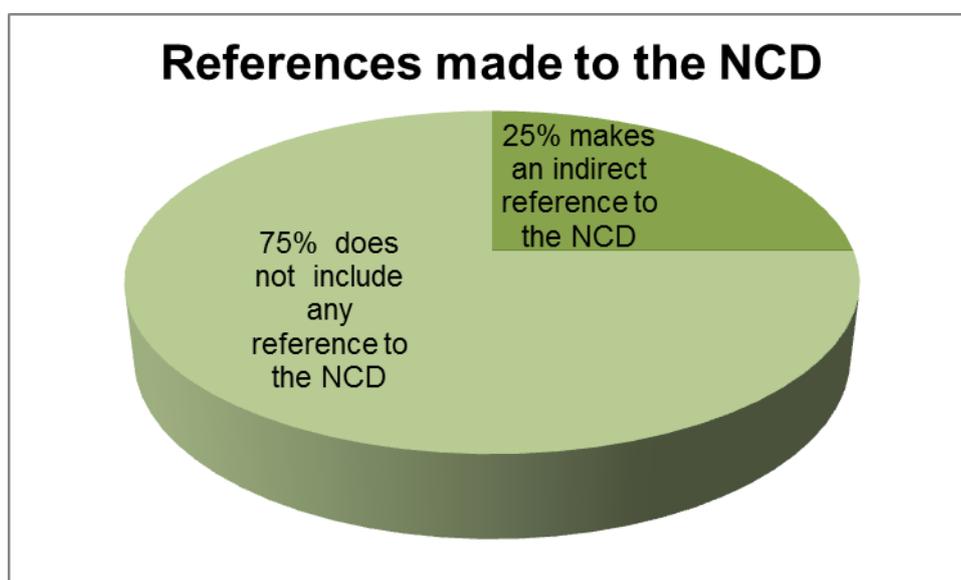
⁴² “código de acceso” (Syllabus N° 6).

Another of the assertions in support of ELT that is also included in the NCD, is that students learn to respect and accept diversity by reflecting upon the target language (Syllabus N°5).

References made to the NCD.

Even though none of the syllabi analysed (0%) mentions directly the NCD in any way, 25% of the syllabi makes an indirect reference to it. The references have been defined as indirect because despite the fact that the syllabi include transcriptions of some of the purposes as well as the introduction of the NCD, they do not state that they have been taken from the NCD.

Graph 2. *Percentages of syllabi that make/do not make any indirect reference to the NCD*



Syllabus N° 1 includes the introduction of the NCD as the rationale for ELT and it also transcribes the “specific purposes”⁴³ of the NCD (see Appendix G).

⁴³ “propósitos específicos”

Syllabus N° 6's rationale expresses some ideas that are part of the introduction of the NCD:

The presence of the English language in everyday life is highly significant. ... Through advertisements in the streets we are confronted daily with words such as sale, outlet, taxi, among many others sweet wrappings, video games instructions, sports, television, etc., allow us to experiment with the English language in multiple and varied contexts day after day... To teach English is to teach how to use it⁴⁴.

Syllabus N° 6 and syllabus N° 11 further include the three contexts suggested by the NCD.

Syllabus N° 11 and syllabus N° 16 transcribe the general and specific purposes of the NCD (see Appendix G).

Syllabus N° 18 transcribes the general purposes of the NCD (see Appendix G).

Content selection.

Considering that there are no apolitical syllabus designs (White, 1995), content selection, objectives and purposes are value-laden (McLaren, 2003). Even though none of the syllabi analysed (0%) specify how teachers select content, the linguistic items to be mastered by students by the end of the course are listed. These lists legitimise English as a “common sense social fact” (Phillipson, 1992: 76) that serve the interests of the dominant group.

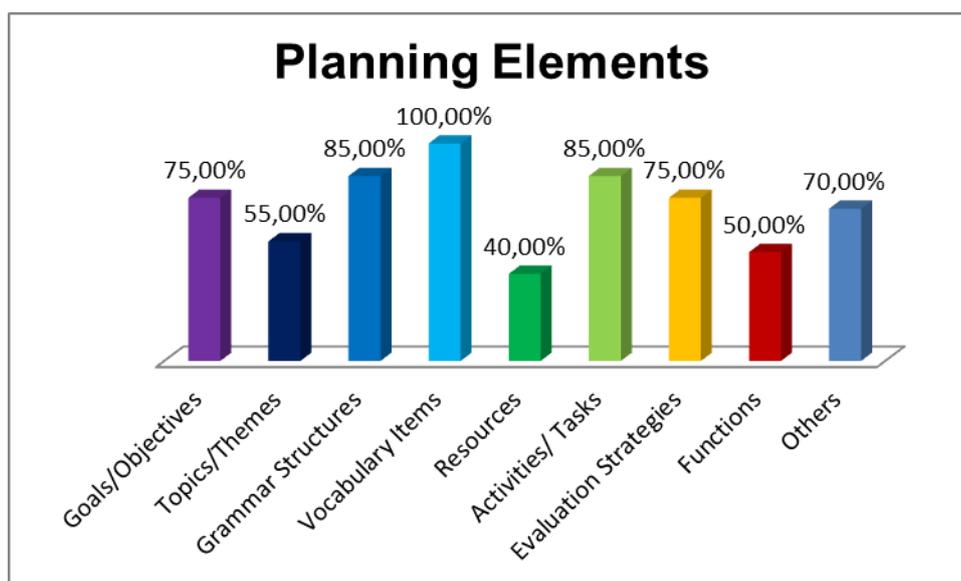
⁴⁴ La presencia del Inglés en la vida cotidiana es altamente significativa ... La publicidad en la vía pública nos enfrenta diariamente con palabras como *sale*, *outlet*, *taxi*, entre muchas otras. Los envoltorios de las golosinas, las instrucciones de los video juegos, los deportes, la televisión, etc.; permiten que experimentemos con el Inglés en contextos múltiples y variados día tras día ... Enseñar Inglés es enseñar a usarlo. (Syllabus N°6)

Planning elements included in the syllabi analysed.

While all the syllabi analysed (100%) include vocabulary items, and 85% state grammar structures as well as the activities/tasks; only 5% state how classroom work is organised.

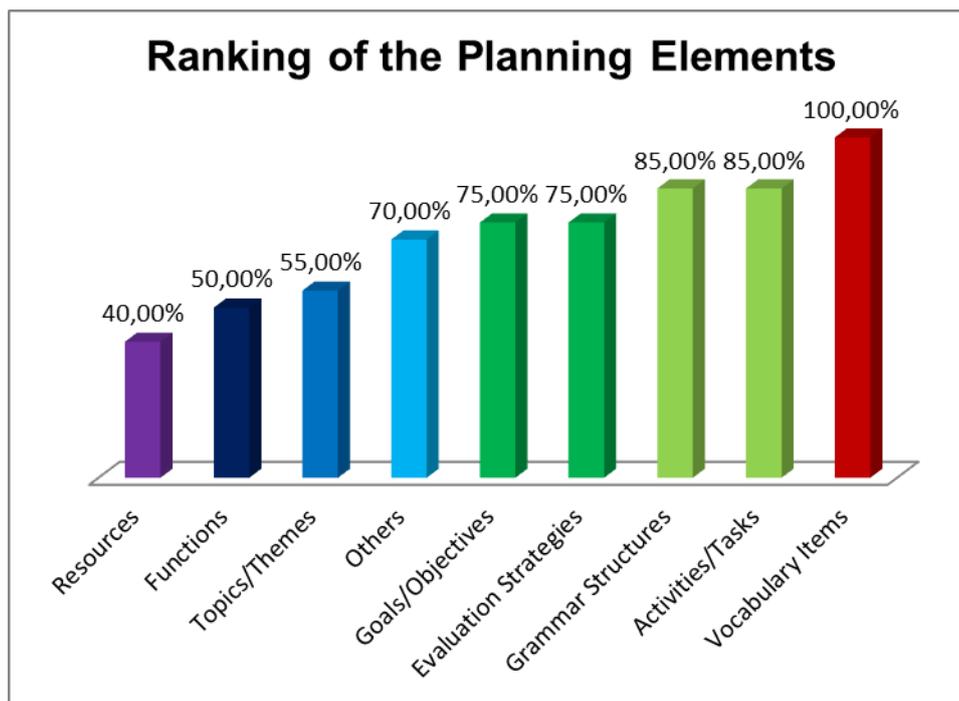
75% of the syllabi analysed include goals/objectives as well as evaluation strategies; however, 55% of the syllabi analysed state the topics/themes that provide the context for task work. Moreover, half of the syllabi analysed, that is 50%, specify the functions to be used while only 40% list the resources to be used.

Graph 3. Percentages of the planning elements included in the syllabi analysed.



According to these results, teachers' priority seems to be *what* to teach followed by *how* to teach and how to evaluate what they expect from students.

Graph 4. Ranking of the planning elements included in the syllabi analysed from the less used to the most used ones.



Taking into account the ranking of the planning elements, the syllabi analysed could be interpreted following Posner's (2004) definition of a syllabus as a plan for a course. Even though the syllabi do not include all the elements listed, it is necessary to stress that the author contends that a syllabus might specify "the goals and/or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended" (p. 6).

Goals/objectives.

For a complete transcription of the goals/objectives included in the syllabi, see Appendix H.

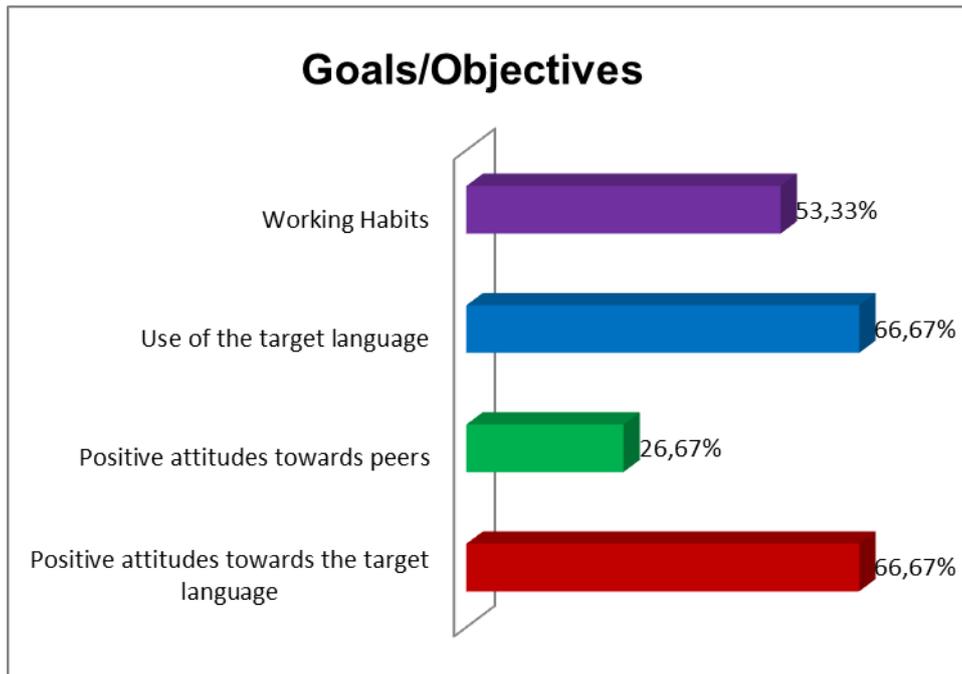
Taking into account the aim of the goals/objectives, they have been classified into:

- Positive attitudes towards the target language.
- Positive attitudes towards peers.
- Use of the target language

- Working habits.

It is interesting to note that nearly 70% of the syllabi analysed propel positive attitudes towards the use of target language, while almost 30% of the syllabi in this study foster positive attitudes towards peers.

Graph 5. *Percentages of goals/objectives.*



Considering that the present exploratory research paper seeks to assess whether the underlying criteria of fourth form yearly syllabus design of state-run schools in San Miguel may foster English Linguistic Imperialism, the goals/objectives that are aimed at developing a positive attitude towards the target language are transcribed in this section:

- To develop [sic] and learn about other languages and cultures. (Syllabus N°5).
- To create awareness of the presence of English in everyday life. (Syllabus N°5).
- To respect social codes. (Syllabus N°5).

- To appreciate the value of the English language as a means of communication, to express affection. (Syllabus N°5).
- To acknowledge the value of the foreign language in its environment, here and now. (Syllabus N°10).
- To reflect upon the value of learning a foreign language. (Syllabus N°13).
- To perceive one's identity through the contrast between the foreign language and the mother tongue in a socio-cultural dimension. (Syllabus N°13).
- To value the foreign language for the development of communicative competence. (Syllabus N°20).
- To value the knowledge of the language for the development of one's own social context. (Syllabus N°20)⁴⁵.

Even though it is not known how teachers can *develop* other languages and cultures, the first objective implies that teaching a language and teaching a culture are two different issues. One objection to this is supported by Phillipson (1992) and Brown (1997) who maintain that both a language and a culture are taught at the same time.

Almost all the syllabi analysed aim at making students aware of the presence of English in their everyday life. By doing this, they aim at developing a positive attitude towards English. This positive attitude seems to be necessary for students to acknowledge why English is important in our country and,

-
- ⁴⁵ Desarrollar y aprender la existencia de otras lenguas y culturas.
 - Crear conciencia de la presencia del Inglés en la vida cotidiana.
 - Respetar códigos sociales.
 - Apreciar el valor del idioma como medio de comunicación, expresar afecto.
 - Reconocer el valor de la lengua extranjera en su entorno aquí y ahora.
 - Reflexionar sobre el valor del aprendizaje de la lengua extranjera.
 - Percibir la propia identidad a través del contraste entre la lengua extranjera y la materna en su dimensión sociocultural.
 - Apreciar la lengua extranjera para el desarrollo de la capacidad comunicativa.
 - Apreciar el conocimiento del idioma para el desarrollo del contexto social propio.

consequently, why it is relevant to learn English. The message sent by the majority of the syllabi is explicitly found in syllabus nº 20: learning English is necessary for the development of our society. In addition, syllabus nº 13 claims that students know who they are after contrasting the two languages. Through these stances, teachers try to legitimise the predominant role played by English (Posner, 2004): its hegemony.

Topics/themes.

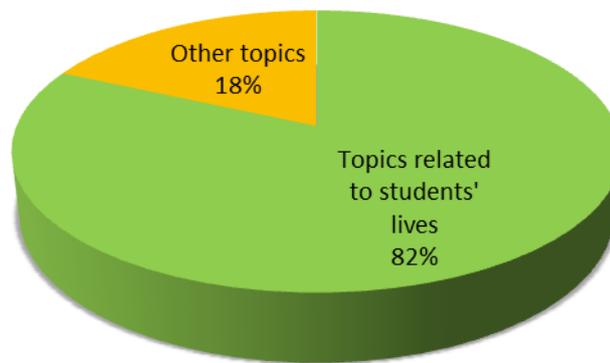
For a complete transcription of the goals/objectives of the syllabi, see Appendix I.

Syllabus Nº 3 and syllabus Nº 8 share the same list of topics, syllabus Nº 4 and syllabus Nº 16 also share the same list of topics. Even though the teachers do not mention it, it can be inferred that they have transcribed them from a book they might be using.

Topics in the syllabi analysed differ greatly. However, as much as 81,82% relate their topics to the students' personal life: *I can do that, I like spaghetti, my family, ourselves, our bodies, our/my home, my school, my family, my friends, my pet, my father, happy birthday, my interests.*

Graph 6. *Percentages of syllabi that relate their topics/themes to students' personal life.*

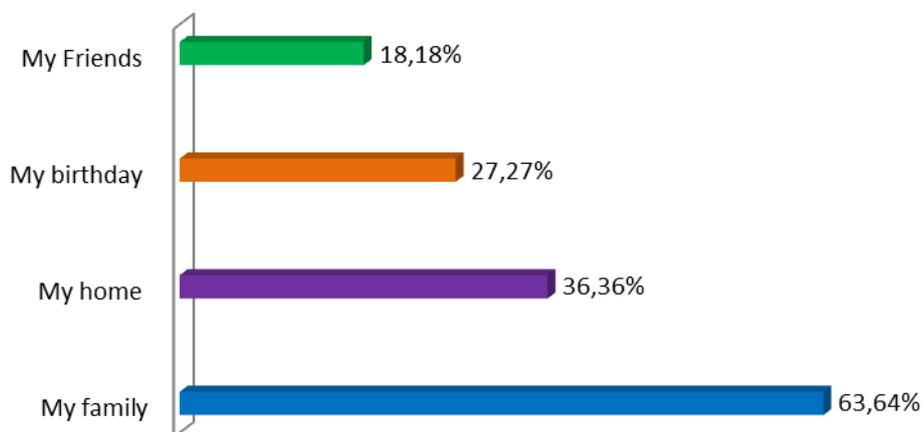
Syllabi's Topics/Themes



From the above list of topics, it is interesting to mention that the four most frequently used ones are: my family, my home, my birthday and my friends. Indeed, nearly 70% of the syllabi include “My family” as a thematic unit. Almost 40% deal with “My home” while 20% work on “My friends”.

Graph 7. *Most frequently used topics/themes related to students' personal life included in the syllabi analysed.*

The Most Used Topics/Themes



Organisation.

Only syllabus N° 19 specifies how it approaches organisation. It advocates a top-down approach presenting content through dialogues provided in the course book.

Others.

The following planning elements were not listed in the survey but were part of some of the syllabi analysed:

Phonological Aspect (10%)

Affective Goals (20%)

Timing (55%):

- Syllabus N° 9 expresses timing in hours.
- Syllabi N° 2, 4, 7, 11, 16 and 18 express timing in months.
- Syllabi N° 8, 12, 15, and 19 express timing in terms.

Diagnostic report (10%)

Teaching procedures (5%).

The following syllabi include other planning elements that have not been listed in the survey:

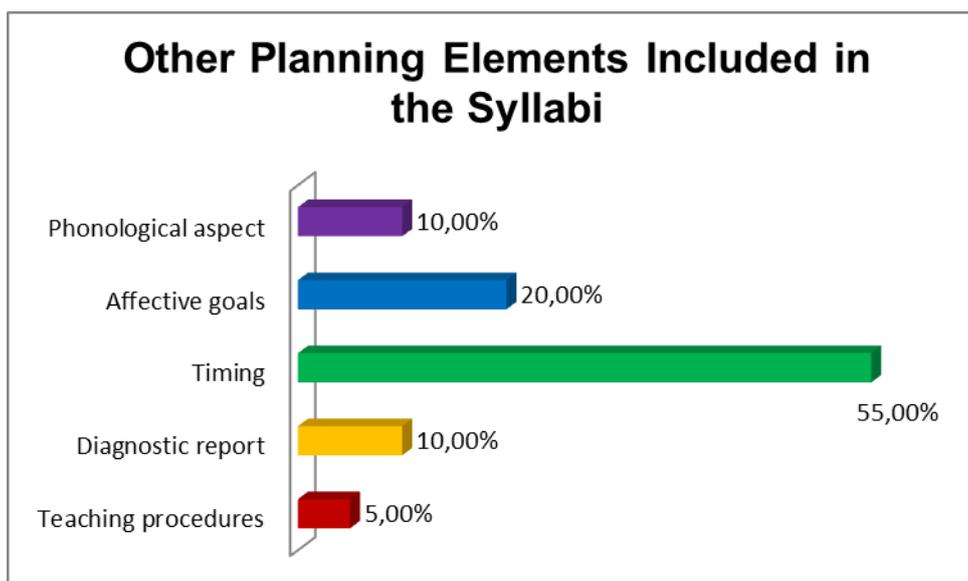
Syllabus N° 1 and 20 include the phonological aspect of the language.

Syllabi N° 2, 7, 13 and 20 include affective goals.

Syllabi N° 13 and 19 include a diagnostic report on the group of students.

Syllabus N° 6 includes teaching procedures.

Graph 8. *Other planning elements included in the syllabi.*



Interview to Five Teachers of English

This section is devoted to the analysis of the data obtained through the interviews administered to five teachers of English. To facilitate its study, this section is divided into four subtitles that engulf the questions respecting their order in the interview:

- Personal information: questions 1 and 2.
- Considerations regarding the NCD: questions 3 and 4.
- ELT rationale in the province of Buenos Aires: questions 5 to 9.
- Planning elements (context, content, objectives, organisation, and priorities): questions 10 to 14.

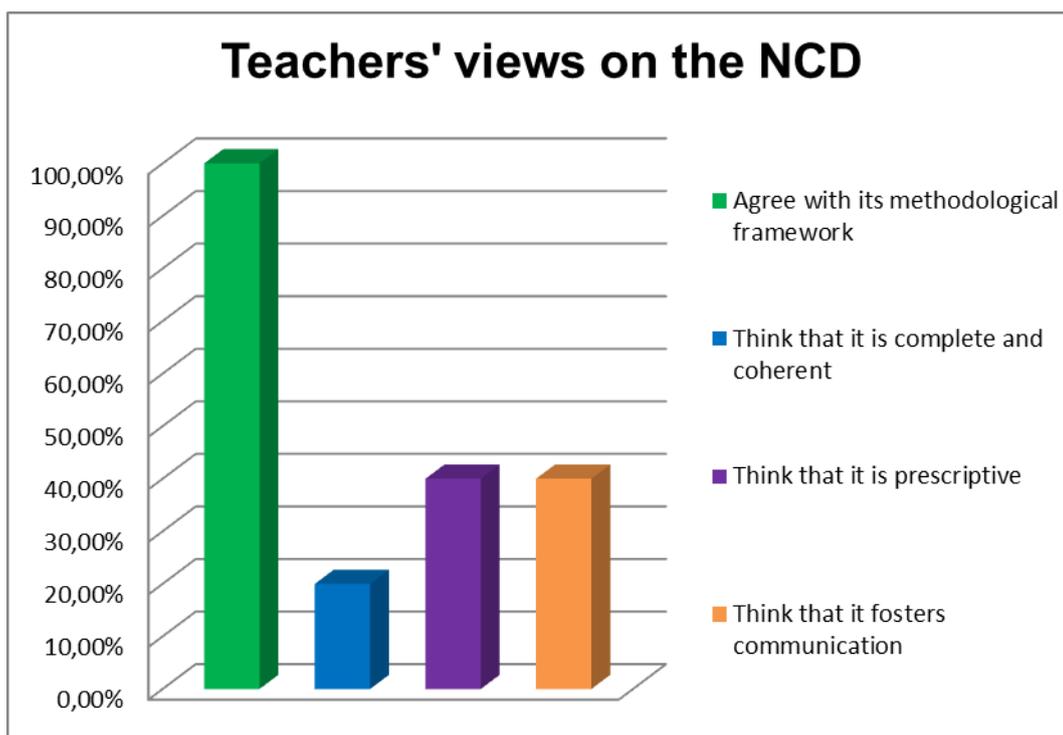
Sample characteristics.

All the respondents are graduated teachers of English working in San Miguel. Four female teachers and one male teacher took part in the interview. The

teachers' ages range from 26 to 58 years, the mean being 40,6. The years of experience range from 5 to 20 years, the mean being 10,8.

Considerations regarding the NCD.

Graph 9. *Teachers' views on the NCD.*



All the teachers interviewed (100%) state that they have read the NCD and that they agree with its methodological framework. 40% of them argue that the most salient aspect of the NCD is that it fosters communication. 40% agree with the NCD in general, stating that they work in a similar way. 20% maintain that the NCD is coherent and complete.

60% of the participants believe that the NCD is not prescriptive because it is a general guide that gives certain freedom to teachers to adapt it to their own teaching context. However, teacher N° 2 states that it is prescriptive and further

complains that it is not applicable to the different contexts faced by children in San Miguel.

ELT rationale.

80% of the teachers interviewed affirm that all the characteristics listed in the survey justify the compulsory teaching of English in Buenos Aires as from 4th form; however, teacher N^o 5 does not agree with any of the characteristics listed.

80% of the participants provide another characteristic that was not listed, but each teacher refers to different aspects regarding teaching the language:

- ELT shows children different cultures.
- ELT helps when travelling.
- ELT gives the possibility of contrasting the mother tongue with the foreign language.
- ELT empowers children to look at things from a different perspective.

60% of the respondents consider that the characteristics listed justify the exclusion of other languages on the grounds that English is the only international language required by globalisation. Indeed, they argue that other languages would not function as well as English does. These teachers also admit that the teaching of English has political implications. They suggest that ELT depends on the government which fosters ELT because, according to teacher N^o 1, the most powerful countries speak English. Teacher N^o 5 even maintains that “the American culture *obliga* the world to use its language”.

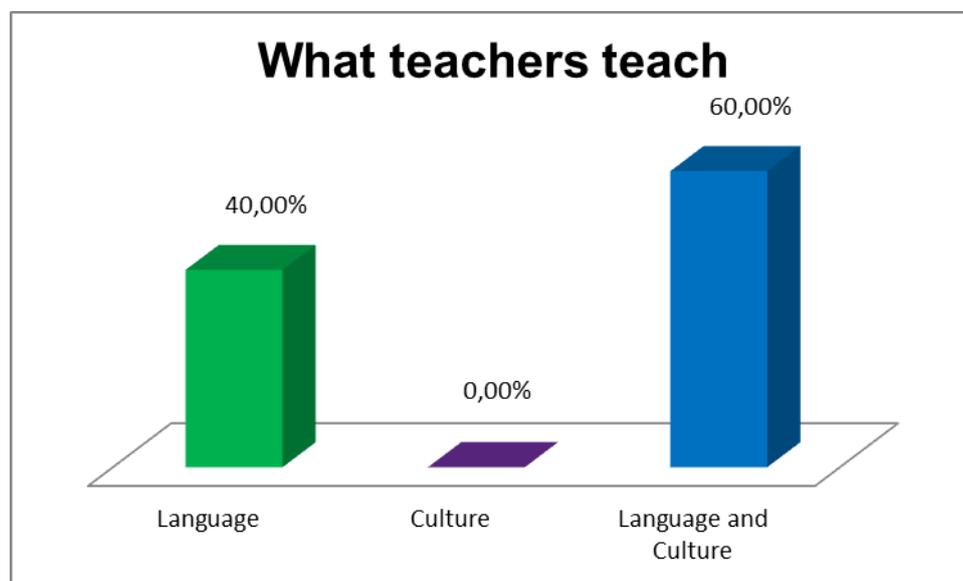
40% of the teachers interviewed advocate that any language could be chosen considering, as teacher N^o 2 argues, that Argentina is part of the

Mercosur and that, according to teacher N° 5, any other language could play the role performed by English. These two teachers also affirm that the teaching of English has not got political implications because they believe that the reasons for teaching English are not political; for them, “ELT just helps to open the society up” (Teacher N°2).

60% of the respondents contend that students, society, and the government profit from the compulsory teaching of English as from 4th form; 20% believe that only students profit from it and 20% assert that only publishing houses profit from it.

60% of the participants express that they teach both a language and a culture while 40% of the teachers manifest that they only teach a language.

Graph 10. *What the teachers interviewed state they teach.*



Planning elements.

While only teacher N° 1 states that he/she does not adapt his/her syllabus to the context in which the school is immersed, the rest manifest that they adapt it.

As regards content selection, 60% of the teachers interviewed argue that they list the vocabulary and grammar structures that they believe students should learn in 4th form. 20% of the respondents select content regarding the topics he/she considers relevant to 4th formers. Only teacher N° 1 affirms that she asks students directly about what television programmes they watch, what games they play, and what stories they know in order to get acquainted with their interests. This teacher manifests that she selects the content after meeting the group and finding out about their interests. In this respect, it is important to highlight a contradiction: this teacher states that she selects content according to her students' interests, but she also manifests that she does not adapt her syllabus to the teaching context.

Considering that the present exploratory research paper aims at assessing whether the underlying criteria of fourth form yearly syllabus design of state-run schools in San Miguel may propel English Linguistic Imperialism, the goals/objectives of the syllabi that are aimed at developing a positive attitude towards the target language are part of the interview. From these objectives, it should be highlighted that 100% of the teachers interviewed state to encourage their students to:

- Respect social codes.
- Appreciate the value of the English language as a means of communication, to express affection.
- Acknowledge the value of the foreign language in its environment, here and now.
- Reflect upon the value of learning a foreign language.

The following teachers do not agree with the objectives in the syllabi listed below:

- To create awareness of the presence of English in everyday life. (Teachers N° 4 and 5)
- To perceive one's own identity through the contrast between the foreign language and the mother tongue in a sociocultural dimension. (Teachers N° 2 and 4)
- To value the foreign language for the development of communicative competence. (Teachers N° 1 and 5)
- To value the knowledge of the language for the development of one's own social context. (Teachers N° 2 and 5)

60% of the teachers interviewed state that they organise their syllabi around vocabulary and grammar structures while 40% argue that they organise their syllabi around topics.

40% of the respondents affirm that they prioritise *how* to teach while 40% argue that they prioritise *what* teach. Only 20% provided another option, they prioritise how students learn.

Crossed Data

Crossed data within the NCD and syllabus content analyses.

Both the NCD and the syllabi analysed seem to justify ELT by the presence of English in Argentinean everyday life. What they are acknowledging is the instrumental function that the English language plays internationally. As has been stated in chapter 1, the English language maintains its privileged position

in the world compared to other languages due to the different policies that promote its usage; in fact, it is seen as the *entrance ticket* to any country's international integration. Regarding the NCD and the syllabi analysed, they aid in the maintenance of English as a dominant language by arguing that children need to be literate in English. When the government of the province of Buenos Aires decided to make it a compulsory subject as from 4th form, it might have been implicitly acknowledging that children need to be literate in English. This educational policy serves the interests of the dominant group by training students to be qualified workers and by inculcating in them the attitudes and values, ways of thinking and acting (Phillipson, 1992) that those in power consider to be adequate.

Syllabus or curriculum designs are influenced by policy, they are not apolitical, they reproduce the status quo because knowledge is rooted in the interests and values of power relations (White, 1995; McLaren, 2003; Phan Le Ha, 2005). Therefore, the fact that both the NCD and the syllabi analysed select content arbitrarily is not irrelevant. There are no references made as to *how* they have selected content. Furthermore, needs analyses are not mentioned. Indeed, the target audience, their interests or needs are not considered. Even syllabus N° 13 and syllabus N° 19 that include a report on the group do not deal with needs analysis. Both the NCD and the syllabi analysed present a list of vocabulary items and grammar structures to be taught. These arbitrary lists do not ignore learners' interests or needs by an unaware omission; on the contrary, they demonstrate that it is the Centre who decides what needs the Periphery has, how they should be met and why the Periphery has to be literate in English

(Phillipson, 1992). Thus, ELT is hegemonic in that the English language has the oppressed willingly participating in their own oppression (McLaren, 2003).

It is not a mere coincidence that both the NCD and the syllabi analysed seek to develop a positive attitude towards the target language; in fact, this is a central issue in the NCD. In this regard, almost 70% of the syllabi analysed (that is 10 out of the 15 syllabi that state goals/objectives) also aim at propelling this positive attitudes towards the target language.

The only references made to the NCD in the syllabi analysed are the transcriptions of the introduction and the purposes of the NCD. Moreover, only 10% of the syllabi in the sample refer to the three contexts proposed by the NCD.

The most important difference is that the NCD primarily concentrates on *how* to deal with the teaching of the subject matter providing specific evaluation strategies; whereas the syllabi analysed focus on *what* to teach, that is, the list of vocabulary items and grammar structures.

The NCD also highlights purposes and functions so that students know clearly what is expected from them and what they are going to use the language for. However, it should be noted that 75% of the syllabi analysed state goals/objectives whereas only half of the syllabi analysed state functions, that is, purposes for which the target language will be used. While the NCD regards language as a system of communication, half of the syllabi analysed view language as a formal system and the other half view it as a functional system.

Both the NCD and the syllabi analysed fail to acknowledge that teaching a language entails teaching its culture. They seem to be unaware of the fact that

when they are teaching a language, they are also teaching a way of thinking and acting. However, they manifest that by reflecting upon the target language students will be able to respect and accept diversity, that the target language helps them to strengthen their own identities. By doing this, teachers are promoting English Linguistic Imperialism –i.e. reproducing the cultural inequalities between English and students’ mother tongue. In fact, the NCD and many syllabi indirectly suggest that students need to be literate in English to gain access to better opportunities in their own society and to be part of the globalised world we live in.

Crossed data within syllabus content analyses and interviews to five teachers of English.

Both the syllabi analysed and the teachers interviewed argue that children need to learn English because of the benefits that derive from knowing English. For this reason, the syllabi analysed as well as the teachers interviewed place a special emphasis on fostering a positive attitude towards the target language.

It is important to highlight that the syllabi analysed show a disconnection between teaching a language and teaching a culture. Interestingly, 60% of the teachers interviewed acknowledge that they teach both a language and a culture.

Even though the analysis of the ranking of the planning elements in the syllabi shows that more than 90% of the teachers prioritise what to teach over how to teach, 40% of the teacher interviewed state that they prioritise what to teach, 40% how to teach whereas 20% prioritises how children learn.

Crossed data within the NCD content analysis and interviews to five teachers of English.

Both teachers and the NCD justify the teaching of English on the grounds of “its ‘extrinsic’ qualities (what English *has* –material and personal resources), and the use to which English is put (what English *does*)” (Phillipson, 1992: 74). In fact, 60% of the teachers interviewed affirm that English is the language that best fits the demands of the modern world. Thus, teachers and the NCD justify ELT stressing the inequalities between English and other languages. In keeping with these views, all the teachers interviewed aim at propelling a positive attitude towards English. Teachers want students to acknowledge the importance of learning a foreign language and also to appreciate the language. In this way, as it has been previously mentioned, teachers support the hidden curriculum by propelling a colonised way of thinking that contributes to the maintenance of the status quo.

Even though all the teachers interviewed agree with the methodological framework proposed by the NCD, teacher N° 2 highlights that the NCD is not applicable in the different contexts in which schools are immersed. Regarding the methodological framework, the NCD places special emphasis on the importance of the use of the three contexts proposed in this document. However, 60% of the teachers organise their syllabi around vocabulary and grammar structures, while only 20% plan it according to the topics thought to be relevant to fourth formers. The remaining 20% state that they plan their syllabi taking students’ interests into account.

Chapter 6

Conclusions

Discussions and Implications

As stated in the research question, the primary purpose of this study pursues to explore any linkages between both the NCD and fourth form yearly syllabus design and English Linguistic Imperialism. Therefore, this paper essentially seeks to assess to what extent the underlying criteria of both the NCD and fourth form yearly syllabus design may be considered as vehicles that foster English Linguistic Imperialism. By examining the underlying beliefs in the curriculum about the fundamental purposes and objectives of ELT, this paper further attempts to assess who the curriculum really serves and whose perspective it represents.

The secondary purposes are stated in two hypotheses. Hypothesis number one aims at exploring whether fourth form teachers in state-run schools in San Miguel design their yearly syllabus in accordance with the NCD criteria. Hypothesis number two, in turn, is concerned with whether TBLT promotes English Linguistic Imperialism.

By drawing on insights from the analysis of the data collected, which it should be emphasised, consisted in content analyses⁴⁶ of both the NCD and yearly syllabus designs; the official curriculum is presented as a standard plan. According to Posner (2004) this standard plan elucidates what is to be taught, what students should be able to do, and how teachers should lead them towards achieving the proposed learning outcomes. Syllabi, in turn, are defined

⁴⁶ See Chapter 5 for detailed information.

as plans for courses (Posner, 2004). The NCD presents an eclectic design that leads to a prescriptive mix-focus curriculum that does not consider where the teaching and learning take place. Indeed, the design is shaped and constrained by its own predetermined objectives, and the list of contents is given even though the NCD does not state how they have been selected or organised. Regarding the syllabi, 100% of the syllabi analysed are guided by prelisted vocabulary items, 85% of the syllabi list activities/tasks and grammar structures, and 75% include evaluation strategies and goals/objectives. In fact, almost 77% of the goals in the syllabi analysed stress the benefits of the use of the target language and foster positive attitudes towards the target language. In this respect, all the teachers interviewed also aim at promoting a positive attitude towards the foreign language.

Despite the fact that teaching a language implies teaching culture, the culture of the native speakers of the target language is not included in a direct way in the NCD. Notwithstanding this, the NCD encourages a permanent comparison between students' culture and the culture of the target language on the grounds that this contrast strengthens students' identities and enriches their view of the world. However, in its methodological framework, the NCD explicitly argues that English should be the only language spoken during the lesson while the use of the pupils' mother tongue should be restricted to the minimum. As it has been shown in chapter 5, this methodology implies a colonised way of thinking used to perpetuate hegemony and submission to the ruling class.

Hegemony is also supported by the key role English plays in globalisation through maintaining an unequal relationship with other languages. Therefore,

considering that English may be regarded as the entrance ticket to technology, politics, science and international trade, among other areas; it might be acknowledged that the government of the province of Buenos Aires has chosen the English language for its utility. In fact, the nub of the argument is that Linguistic Imperialism is defined by this unequal relationship between languages. For these reasons, the Core English-speaking countries are interested in promoting and maintaining ELT. Consequently, the Core brings to the fore the vital issue of legitimating its power and control; to ensure the successful achievement of this aim, the Centre develops approaches and methods that act as vehicles of Linguistic Imperialism. In tune with these issues, education policies of the government of the province of Buenos Aires support the teaching of English as a foreign language due to the fact that the government seems to want to *gain the social entrance ticket* provided by the utilitarian function the English language plays internationally⁴⁷. Therefore, ELT policies of the government of the province of Buenos Aires ease the maintenance of English as a dominant foreign language.

It is important to mention that it is not a coincidence that the NCD does not explicitly state why the government has chosen English and not other languages. By emphasising the significance of English in Argentinean everyday life and stating that students' interaction with the English language is highly meaningful, the NCD is acknowledging the relevant role English plays internationally. In this respect, the presence of the English language in Argentinean everyday life seems to be enough to presuppose that children interact with the language in a significant way; thus, education integrates

⁴⁷ See Chapter 1 for detailed information.

children socially because there is a need to be literate in this foreign language. In fact, the NCD and the teachers interviewed validate the teaching of English on the grounds of its extrinsic qualities and the uses to which the language is put. This undoubtedly shows that the prevailing educational ideology in the province of Buenos Aires stresses the utilitarian reasons for fostering ELT. Moreover, despite the fact that the syllabi analysed in chapter 5 do not provide a rationale for ELT, nearly 70% of them seek to propel a positive attitude towards the English language. In addition, equally important is the fact that the teachers interviewed also justify ELT on the grounds of pointing at the inequalities between English and other languages and stressing the benefits derived from ELT. Thus, even though fourth form teachers do not design their syllabi in accordance with the NCD criteria, like the NCD, teachers focus on the profits gained by being literate in English, i.e. on the instrumental function of the language.

These issues shed some light on the fact that ELT and politics are strongly bonded; approaches and methods are not applied in a neutral way; on the contrary, everything is imbricated by ideology. These statements need to be addressed considering that education appears to be in charge of disseminating the modes of thought that unquestioningly support hegemony.

As seen in the analysis of the data, one of the objectives in the NCD is to empower students socially. Through this educational aim, the government tells students what is accepted linguistically, culturally, attitudinally, and cognitively in order to become responsible citizens. In fact, citizens are characterised in accordance to the dominant group's considerations in order to legitimate power

and control entailing the endorsement of the status quo. The NCD presents the English language as a necessary tool to achieve integral self-development and social integration by helping children to become better, responsible and tolerant citizens. Consequently, what is done during the English lessons is not value-free, on the contrary, it is interest-bound, designed to prepare citizens that serve the dominant group and diminishing the importance of students' needs.

As stated by Savignon (1991), ELT educational policies are inextricably tied to political issues. In this respect, a hidden agenda or hidden curriculum is attached to the official curriculum. The NCD highlights the meaningfulness of the subject matter. Moreover, through what has been exposed in the previous chapter, the NCD implies that students' interaction with the English language should be highly meaningful and stresses the benefits derived from ELT. However, child-language interaction may not be considered genuine because it is controlled by the teacher. In addition, the NCD also implies that English is necessary for self-development because it tells students who they are, and ELT provides children with the necessary knowledge to avoid misunderstandings as well as to develop positive attitudes towards the English language and its users. Hence, the Core controls content because knowledge serves its interests.

Drawing on insights from what has been discussed, it is concluded that there is compelling evidence to maintain that the underlying criteria of both the NCD implemented in the province of Buenos Aires as from 2008 and fourth form yearly syllabus designs of state-run schools in San Miguel are well-set vehicles that foster English Linguistic Imperialism. Therefore, it is acknowledged that the research question is proved to be true; both the yearly syllabus designs as well

as the design of the curriculum and its methodology serve and represent the Core English-speaking countries in order to unquestioningly sustain hegemony.

The fact that the only references made to the NCD in the syllabi analysed are the transcriptions of the purposes of the NCD and that only 10 % of the syllabi resort to the three contexts proposed by the NCD, may evince that teachers have decided not to adopt the methodological framework proposed by the NCD. Consequently, the first hypothesis is proved to be false; that is, fourth form teachers in state-run schools in San Miguel do not design their yearly syllabi in accordance with the NCD criteria.

The government of the province of Buenos Aires has chosen TBLT as the proposed language pedagogy. However, the curriculum designers fail to consider that, like all methods, TBLT is a prescriptive set of systematic teaching procedures over-generalisable across different socio-cultural settings. In addition, curriculum designers do not consider the appropriateness of the methodology of TBLT in Argentinean foreign language instructional setting. The government of the province of Buenos Aires unquestioningly presents TBLT asking teachers to apply it regardless of the learning context simply because it was designed by experts in the Core. In other words, the perspectives underlying the NCD place emphasis on the subject matter and the way children learn. As a consequence, issues related to teachers and to the social contexts of the schools are diminished. In this context, the NCD fulfills ideological purposes supporting the dominant status of the English-speaking countries. Schools serve the interests of educational ideologies rooted in a nexus of power relations that are performed to maintain the existence of dominant cultures.

Consequently, the second hypothesis that deals with the language pedagogy underlying the NCD and which affirms that the government of the province of Buenos Aires may be fostering English Linguistic Imperialism in state-run schools in San Miguel by the implementation of TBLT is proved to be true.

It is important to stress that the decisions taken by the government of the province of Buenos Aires are not completely determined by the Centre. Curriculum designers are not passive recipients, they choose to reproduce and maintain hegemony. Indeed, curriculum developers and policy makers may be aware of the linkages between knowledge, status, and power and, therefore, base their decisions on the utilitarian functions of education.

Limitations of the Present Study

The number of analysed syllabi and of teachers interviewed is a clear limitation. Considering that only twenty morning shift syllabi and five teachers from San Miguel took part in this exploratory research paper, it is necessary to acknowledge that this paper is not exhaustive. Indeed, this limited number of participants, as well as the area in which the research was carried out, cannot be taken as representative of the complete context of the province of Buenos Aires. Moreover, this paper is difficult to replicate due to the fact that teachers may hand in different syllabi every year.

As established in the research design, the discussions and implications in the present exploratory research paper have been mostly construed from content analyses. Therefore, other types of data collection methods including larger samples are needed in order to obtain more reliable findings.

Ideas for Further Research

Considering that this is just an exploratory research, other types of research design are recommended and, as mentioned in the previous section, other types of data collection methods are also advised.

Different focuses for analyses may also enrich the research. Hence, a study of the historical context that shaped the NCD is suggested due to the fact that it might shed some light on the link between culture and power.

An in depth analysis of the relationship among the five curriculums -official, null, hidden, operational, extra- would be necessary in order to have the complete vision of ELT in the province of Buenos Aires.

It is important to make teachers of English aware of what English Linguistic Imperialism entails and to provide them with the necessary tools to know how to deal with it. Furthermore, teachers should be told that ELT is a political enterprise that they cannot ignore.

A thorough research on the implementation of TBLT considering the Argentinean context and its appropriacy is needed in order to make ELT more suitable to our reality.

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APPENDIX A

Table 4: Primary Schools in San Miguel

Primary School Nº	Morning Shift 4 th forms	Number of morning shift 4 th form Teachers
1	2	1
2	1	1
3	1	1
4	2	2
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	2	1
11	2	2
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	2	2
18	3	1
19	Secondary School in the morning shift, primary school in the afternoon shift.	
20	Secondary School in the morning shift, primary school in the afternoon shift.	
21	5 (there's no afternoon shift)	1
22	2	1
23	2	1
24	1	1
25	2	1
26	2	1
27	2	1
28	1	1
29	1	1
30	1	1
31	1	1
32	2	2
33	1	1
34	2	1
35	1	1
36	1	1
37	1	1
38	2	1
39	2	1
Total	57	41

APPENDIX B

Survey for NCD Content Analysis

1. How does the Curriculum of the province of Buenos Aires account for the choice of the English language? Draw an X inside the relevant box/es to show the selected option/s.

- Country's international integration
- International trade
- Employment requirement
- Better job opportunities
- Further education requirement
- Technology access

Others: _____

1. a. Can you find any instances that suggest why English (and not other language) was chosen?

1. b. Does the Curriculum account for a rationale for ELT in the province Buenos Aires. What does it say about ELT?

1. c. Can you find any instances of implications for socio-economic roles?

1. d. Can you find any instances where the teaching of English can be considered as a political act?

1. e. Is there any hint that suggests that English is superior to the learner's mother tongue?

2. Tick the aspects included in the Curriculum.

- Cultural customs
- Values
- Ways of thinking
- Ways of feeling
- Ways of acting

If one of the above listed items is included, does the Curriculum deal with the native language aspects, the target language aspects or both of them?

3. Does the curriculum take into account the students'... Draw an X inside the relevant box/es to show the selected option/s.

- Cultural background?
- Ethnic background?
- Social background?

4. What planning elements does the Curriculum include? Draw an X inside the relevant box/es to show the selected option/s.

- Objectives: knowledge, skills or attitudes that students should acquire.
- Educational philosophy behind the curriculum: way students should learn this.
- Content: topics, skills, concepts to be covered.
- Characteristics of the target audience: interests, abilities, background knowledge, culture.
- Activities: what students should do.
- Materials: resources.
- Sequencing principles
- Teacher training and attitudes: what teachers need to know, be able to do, be committed to.
- Evaluation: what counts as success.
- Administrative structure, school facilities, and financial constraints: implementation.
- Other parts of curriculum: How it relates to other subjects⁴⁸.
- Teacher and learner roles.
- Error treatment.

4. a. What planning elements does it emphasise? What theoretical perspective entails this choice? What are the purposes and content of the curriculum⁴⁹?

4. b. What educational goals and educational aims are emphasised⁵⁰?

⁴⁸ Posner (2004: 41)

⁴⁹ Posner (2004: 20)

4. c. How is language content selected / organised? On what grounds? What knowledge is of most worth? Whose is it?

4. d. What are the primary ways in which the curriculum represents the subject matter to students?⁵¹

4. e. Does it specify how errors should be treated?

5. Which of the seven concepts of curriculum proposed by Posner (2004) defines the Curriculum that is being analysed? Account for the choice taking into account the planning elements listed in Question 3. Draw an X inside the relevant box/es to show the selected option/s.

- Scope and sequence: A scope and sequence document is a document listing the intended learning outcomes in each grade level, thereby giving the sequence of the curriculum; the outcomes are grouped according to topic, theme, or dimension, thereby giving the scope of the curriculum. By distinguishing curriculum from instruction, this concept places curriculum in the role of guiding both instructional and evaluation decisions.
- Syllabus. The syllabus is a plan for an entire course. The plan typically includes the goals and/or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended.
- Content outline. A list of topics covered organised in outline form.
- Standards. Standards often describe what students should be able to do and, in some cases, describe processes towards achieving the learning outcomes.
- Textbooks. Instructional materials used as the guide for classroom instruction.
- Course of study. A series of courses that the student must complete.
- Planned experiences. Many progressive educators contend that the curriculum is more than a set of documents. These educators argue that rather than being a description of student learning, whether intended or unintended, or content covered –whether decided by the state, district,

⁵⁰ Posner (2004: 20)

⁵¹ Posner (2004: 20)

textbook, or teacher- curriculum comprises all the experiences of the students planned by the school⁵².

6. Which of Stenhouse's⁵³ principles does the Curriculum comply with? Draw an X inside the relevant box/es to show the selected option/s.

In planning:

- Principles for the selection and content –what is to be learned and taught.
- Principles for the development of a teaching strategy –how it is to be learned and taught.
- Principles for the making of decisions about sequence.
- Principles on which to diagnose the strengths and weaknesses of individual students and differentiate the general principles 1, 2 and 3 above to meet individual cases.

In empirical study:

- Principles on which to study and evaluate the progress of students.
- Principles on which to study and evaluate the progress of teachers.
- Guidance as to the feasibility of implementing the curriculum in varying school contexts, pupil contexts, environments and peer-group situations.
- Information about the variability of effects in differing contexts and on different pupils and an understanding of the causes of the variations.

7. According to the planning elements chosen in Question 3, what would be the main features informing the Curriculum? Draw an X inside the relevant box/es to show the selected option/s.

- The Curriculum lists grammatical, phonological and vocabulary items. It grades them according to difficulty and usefulness.
- The Curriculum focuses on what the learner wants/needs to do with the target language rather than on what linguistic elements the learner needs to master.
- The Curriculum specifies the functional skills needed to communicate.
- The Curriculum specifies content in terms of activities.
- The Curriculum views communication as a set of products.

⁵² Posner (2004: 6, 11 – 12)

⁵³ Stenhouse (1975, as cited in Nunan, 2004: 4)

- The Curriculum emphasises the process of communication rather than the mastery of language forms.
- The Curriculum emphasises the role of meaning in language use; it is not concerned with language display.
- The Curriculum presents vocabulary as central in language use and language learning.
- The Curriculum fosters speaking and trying to communicate with others through the spoken language drawing on the learner's available linguistic and communicative resources.
- The Curriculum acknowledges the need for a focus on grammatical forms that are used to convey meaning.

8. What does the Curriculum emphasise? Draw an X inside the relevant box to show the selected option.

- Language content, or the specific matter to be included; topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language.
- Process, or the manner in which language content is learned. Process results from three major areas: the organisation of language content which brings about certain activities, the roles that teachers and learners take on during the learning process, the types of activities and tasks in which learners are engaged.
- Product, or outcomes such as the language skills learners are expected to master⁵⁴.

9. How does the Curriculum approach organisation? Draw an X inside the relevant box to show the selected option.

- Top-down approach.
- Bottom-up approach.
- Project approach.

10. How does the process of development and design in language teaching proposed by the Curriculum start? Draw an X inside the relevant box to show the selected option.

- Pre-selection of language items to be taught.

⁵⁴ Dubin and Olshtain (1987: 45-46)

- Assessment of the learners' needs.
- Other: _____

11. Is the Curriculum organised around... Draw an X inside the relevant box to show the selected option.

- Tasks to be carried out?
- Grammar items to be mastered?
- Other: _____

12. In case the Curriculum is organised around tasks. How are the tasks presented in the Curriculum characterised? Draw an X inside the relevant box/es to show the selected option/s.

- Goal-oriented.
- Content-focused.
- Real-life language use.
- Language use in context.
- Language use for a real outcome; a problem to solve.
- Real purpose for language use.
- Meaningful interaction in the target language.
- Negotiation of meaning.
- Active involvement of the participants.
- Other: _____

13. Can you find any instances where the hidden curriculum may be implied?

APPENDIX C

Survey for Syllabus Content Analysis

1. Does the teacher provide a rationale for ELT? Draw an X inside the relevant box to show the selected option.

- Yes.
- No.

If so, what does he/she say?

2. Is there any reference made to the New Curriculum Design? Draw an X inside the relevant box to show the selected option.

- Yes.
- No.

If so, what does he/she say?

3. Is there any reference made to how the teacher selects content? Draw an X inside the relevant box to show the selected option.

- Yes.
- No.

If so, what does he/she say?

4. Planning elements stated in the syllabus. Draw an X inside the relevant box/es to show the selected option/s.

- Goals/objectives.

If so, which ones?

- Topics/themes.

If so, which ones?

- Grammar structures.
- Vocabulary items.
- Resources.
- Activities/tasks.
- Evaluation strategies.
- Functions.
- Others: _____

5. Is there any reference made to how the teacher approaches syllabus organisation? Draw an X inside the relevant box to show the selected option.

- Yes.
- No.

If so, does it correspond to... Draw an X inside the relevant box to show the selected option.

- Top-down approach?
- Bottom-up approach?
- Project approach?

APPENDIX D

Interview to Teachers of English

Conteste el cuestionario con absoluta libertad y recuerde que todas sus respuestas son anónimas y confidenciales. Indique con una X la opción que se adecúe más a su forma de pensar o actuar y agregue cualquier comentario que crea útil. Gracias por su colaboración.

Sexo: _____

Edad: _____

1. ¿Es usted profesor/a graduado/a?

Si

No

2. ¿Cuántos años de antigüedad docente tiene? _____

3. ¿Ha leído el Nuevo Diseño Curricular para la enseñanza de inglés en el segundo ciclo de la provincia de Buenos Aires?

Si

No

4. En caso de haberlo leído:

a. ¿Está de acuerdo con las orientaciones didácticas allí sugeridas?

Si

No

b. ¿Por qué?

c. ¿Considera que es prescriptivo?

Si

No

d. ¿Por qué?

5. ¿Cuáles de estas características cree usted que justifican la enseñanza obligatoria del inglés a partir de 4^{to} grado? Puede marcar más de una opción.

- Integración internacional del país
- Comercio internacional
- Requerimiento laboral
- Mejores oportunidades laborales
- Requerimiento para estudios terciarios, universitarios, posgrados
- Acceso tecnológico
- Otros: _____

6. a ¿Considera usted que esas mismas características justifican la no elección de otro idioma?

- Si
- No

6. b ¿Por qué?

7. a ¿Considera que la enseñanza del idioma inglés tiene implicaciones políticas?

- Si
- No

7. b. ¿Por qué?

8. ¿Quién se beneficia con la enseñanza obligatoria del inglés a partir de 4^{to} grado? Puede marcar más de una opción.

- El alumnado.
- La sociedad.
- El gobierno.
- Otros: _____

9. ¿Qué considera usted que enseña? Sólo puede marcar una opción.

- Un idioma
- Una cultura
- Ambos

10. ¿Adecua su planificación anual de 4^{to} grado a la comunidad y al contexto en el que está inmersa la escuela?

- Si
- No

11. ¿Qué aspectos tiene en cuenta a la hora de seleccionar los contenidos de su planificación anual? Puede marcar más de una opción.

- Intereses de sus alumnos relevadas a través de un “Needs Analysis”.
- Vocabulario y estructuras gramaticales que usted considera que sus alumnos deben aprender en 4^{to} grado.
- Vocabulario que usted considera que sus alumnos deben aprender en 4^{to} grado.
- Estructuras gramaticales que usted considera que sus alumnos deben aprender en 4^{to} grado.
- Temas que usted considera que sus alumnos deben aprender en 4^{to} grado.
- Otros: _____

12. ¿Con cuáles de los siguientes objetivos está de acuerdo? Puede marcar más de una opción.

- Crear conciencia de la presencia del inglés en la vida cotidiana.
- Respetar códigos sociales.
- Apreciar el valor del idioma como medio de comunicación, y de expresar afecto.
- Reconocer el valor de la lengua extranjera en su entorno aquí y ahora.
- Reflexionar sobre el valor del aprendizaje de la lengua extranjera.
- Percibir la propia identidad a través del contraste entre la lengua extranjera y la materna en su dimensión sociocultural.
- Apreciar la lengua extranjera para el desarrollo de la capacidad comunicativa.
- Apreciar el conocimiento del idioma para el desarrollo del contexto social propio.

13. ¿Qué tiene en cuenta a la hora de organizar su planificación anual? Sólo puede marcar una opción.

- Temas de los cuales deriva los contenidos lingüísticos a enseñar.
- El vocabulario y las estructuras gramaticales que son necesarios para entender el tema.
- Actividades que parten de los intereses, necesidades y experiencias previas de sus alumnos.

14. ¿Qué prioriza? Sólo puede marcar una opción.

- Cómo enseñar
- Qué enseñar
- Otros: _____

Este es el fin del cuestionario. Muchas gracias por su colaboración.

APPENDIX E

An Example of a Lesson Taken from the NCD

4º Año
<p>MI FAMILIA Y MI HOGAR</p> <p>Brindar información sobre la familia.</p> <p>Describir y dar información sobre distintas casas</p>
<p>There are different families.</p> <p>This is my family.</p> <p>It's a small family.</p> <p>There's my mum and my sister in my family and I'm happy. [expansión]</p> <p>This is my mum.</p> <p>Her name is Anne.</p> <p>She's tall [características físicas]</p> <p>My sister is 15 years old and she's lovely. [características de personalidad]</p> <p>My house is big / small / red and white.</p> <p>Dracula's house was a castle.</p> <p>Shrek's house is green.</p> <p>I've got a ball / a ship / a doll / a car / a robot / a computer game / animals / soft toys</p> <p>A: What's your favourite toy?</p> <ul style="list-style-type: none">• (My favourite toy is) my gas station. [ellipsis] It's big and it's got yellow, green and red cars. [elaboración descriptiva]
TAREAS (4º Año)
<ul style="list-style-type: none">• Leer y escuchar textos sobre distintas familias: numerosas, de dos miembros, nucleares, con abuelos, interraciales, de distintos lugares del mundo, etc.• Completar diagramas sobre familias conocidas (de artistas, de programas de televisión, de películas infantiles) donde usan vocabulario específico.• Transferir información de un lenguaje a otro (de texto a imagen, de imagen a texto)• Presentar a la propia familia al grupo de pares.• Escribir textos breves sobre la propia familia o sobre otras• Leer y escuchar textos sobre las viviendas de distintas familias y completar tablas con la información obtenida.• Dialogar utilizando vocabulario específico.• Cantar rimas y canciones relacionadas con el tópico trabajado.• Realizar encuestas dentro del aula sobre los juguetes favoritos de los niños e intercambiar la información recolectada.• Proyecto de lectura: Leer y escuchar el cuento "Ricitos de Oro". Para ello se puede seguir el ejemplo que se ofrece en el apartado Literatura en la clase de inglés de este documento.

(DGCyE, 2008: 326 – 327)

APPENDIX F

Table 5: Tabulation of Syllabus Content Analysis Results

Syllabus N°	Q1		Q2		Q3		Q4													Q5	
	Yes	No	Yes	No	Yes	No	Goals/ Objectives	Topics/ Themes	Grammar Structures	Vocabulary Items	Resources	Activitis/ Tasks	Evaluation Strategies	Functions	Others	Yes	No				
1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1				
2	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1				
3	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	0	1				
4	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1				
5	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1				
6	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1				
7	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1				
8	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1				
9	0	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	1				
10	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1				
11	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1				
12	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1				
13	1	0	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1				
14	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1				
15	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1				
16	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1				
17	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1				
18	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1				

19	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0
20	0	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	1
Total	4	16	5	15	0	20	15	11	17	20	8	17	15	10	14	1	19
%	20%	80%	25%	75%	0%	100%	75%	55%	85%	100%	40%	85%	75%	50%	70%	5%	95%

APPENDIX G

General and Specific Purposes of the NCD

PROPÓSITOS

La enseñanza de inglés comparte propósitos de la escuela primaria como:

- Propiciar el desarrollo integral de los niños atendiendo a sus necesidades lingüísticas, cognitivas, metacognitivas y socio-culturales.
- Contribuir al desarrollo de la autonomía de los niños para propiciar la construcción de su propio aprendizaje, según su necesidad, en el futuro.
- Fomentar el desarrollo de un pensamiento crítico y reflexivo en los niños.
- Estimular y fomentar la creatividad y la imaginación en los niños a través de prácticas de enseñanza que mantengan su interés y despierten su curiosidad.

Y desarrolla propósitos específicos:

- Promover el desarrollo de la competencia intercultural y el fortalecimiento de la propia identidad cultural favoreciendo los procesos de integración social.
- Desarrollar prácticas del lenguaje centradas en la creación e interpretación de significados (*meanings*) atendiendo a las necesidades comunicativas de los niños.
- Generar un contexto de enseñanza que permita a los niños construir y operar con el conocimiento de la lengua extranjera.
- Dar lugar a que los niños, en contextos conocidos y didácticamente adecuados, vayan participando en inglés, en la medida de sus posibilidades (interlengua), aproximándose cada vez más a expresiones convencionalmente aceptadas y comprensibles.
- Estimular la participación activa de los alumnos incluyendo distintas estrategias metodológicas de acercamiento a la lengua extranjera.

(DGCyE, 2008: 320)

APPENDIX H

Syllabus Goals/Objectives

Syllabus N° 1 transcribes the specific purposes of the NCD (see Appendix G).

Syllabus N° 2:

Expectativa de logro integrada final (tareas comunicativas): Comprensión y producción de textos descriptivos simples sobre temas familiares, centrados en el niño y su entorno cercano.

Syllabus N° 4:

Expectativas de logro:

- Reconocimiento de palabras o frases conocidas y transparentes.
- Desarrollo del habla interactuando con sus compañeros en un contexto familiar a ellos.
- Desarrollo de la habilidad de observar imágenes, escuchar sonidos, interpretar textos y responder mediante frases o palabras cortas.
- Afianzamiento del trabajo individual y grupal mediante trabajos en equipos en los que la solidaridad se ponga de manifiesto.
- Crear hábitos de disciplina, constancia y prolijidad.

Syllabus N° 5:

Objetivos anuales:

- Desarrollar y aprender la existencia de otras lenguas y culturas.
- Crear conciencia de la presencia del Inglés en la vida cotidiana.

- Analizar información, respetar códigos sociales, trabajar en forma cooperativa.
- Socializar dando información personal.
- Desarrollar la observación.
- Deducir el significado del contexto para evaluar situaciones.
- Apreciar el valor del idioma como medio de comunicación, expresar afecto.
- Intercambiar información con compañeros, compartir juegos.
- Identificar lugares y personas, reconocer instalaciones escolares.
- Reproducir vocabulario específico.

Syllabus N° 6:

Expectativas de Logro:

- Desarrollo de la capacidad de asociar texto e imagen, que coadyuda a la comprensión de dicho texto.
- Reconocimiento de palabras o frases conocidas y transparentes.
- Identificación de palabras y frases en un contexto familiar, con apoyo visual.
- Desarrollo de la capacidad de reconocer la función comunicativa de un mensaje en un contexto dado.
- Reconocimiento y completamiento de las palabras o frases fundamentales para la comprensión omitidas en diagramas u oraciones.

- Desarrollo del habla a partir de la comunicación concreta y uso real del lenguaje para la interacción en el aula.
- Respuestas a lo que ve o escucha, mediante palabras o frases cortas.
- Desarrollo de autoestima.
- Constancia, disciplina y perseverancia en el trabajo.
- Afianzamiento de hábitos de trabajo individual y grupal que integren las diversas habilidades personales y pongan de manifiesto la solidaridad entre pares.
- Capacidad de análisis y auto evaluación.

Syllabus N° 7:

Expectativas de logro 2010:

- Reconocimiento de la función de un mensaje en un contexto familiar.
- Reconocimiento de oraciones simples.
- Inferencia de significados mediante el uso de ayuda visual y conocimiento del tema.
- Redacción de oraciones simples con escritura, ortografía, y sintaxis aproximadas a las correctas.
- Elaboración de respuestas con palabras cortas, ante estímulos visuales o auditivos.
- Identificación de palabras o frases conocidas en el idioma.

Syllabus N°10:

Expectativas de Logro:

- Reconocer el valor de la lengua extranjera en su entorno aquí y ahora.
- Asociar imagen con palabra.
- Redactar oraciones simples.
- Identificar diferencias fonológicas básicas.
- Desarrollar el habla a partir de la interacción en el aula.
- Responder con el uso de palabras o acciones acordes.
- Cantar canciones, resolver crucigramas, sopas de letras y/o acrósticos.

Syllabus N° 11 transcribes the general and specific purposes of the NCD (see Appendix G).

Syllabus N° 12

Expectativas de logro:

- Introducir aspectos básicos del idioma.
- Familiarización con el vocabulario.
- Comprensión del vocabulario y de las estructuras gramaticales en forma contextual.
- Redacción de párrafos.
- Utilización de los contenidos aprendidos de manera comunicativa.

Syllabus N° 13

Expectativas de Logro:

- Utilizar la lengua extranjera en interacciones propias del contexto escolar y relacionarlo con sus viviendas.

- Comprender textos orales y escritos breves y simples.
- Producir textos orales y escritos breves.
- Percibir la relación texto contexto.
- Trabajar sobre los propios errores como estrategia de aprendizaje.
- Percibir los conocimientos que se poseen de la lengua materna a partir del contacto con la lengua extranjera.
- Desarrollar estrategias de lectura comprensiva.
- Reflexionar sobre el valor del aprendizaje de la lengua extranjera.
- Percibir la propia identidad a través del contraste entre la lengua extranjera y la materna en su dimensión sociocultural.
- Afianzar los conocimientos adquiridos.
- Integrar vocabulario nuevo al ya aprendido.
- Incorporar significativamente contenidos nuevos.
- Ser responsable y respetuoso tanto dentro como fuera del aula.

Syllabus Nº 15

Expectativas de Logro:

- Reconocer el valor de la lengua extranjera.
- Identificar vocabulario específico con apoyo visual.
- Redactar oraciones simples.
- Identificar diferencias fonológicas básicas.
- Responder a lo que ve y escucha mediante palabras y/o acciones.

Syllabus N° 16 transcribes the general and specific purposes of the NCD (see Appendix G).

Syllabus N° 18 transcribes the general purposes of the NCD (see Appendix G).

Syllabus N° 19

Expectativas de logro:

- Reconocimiento de diferentes tipos de textos.
- Reconocimiento de la función comunicativa de un mensaje.
- Inferencias de significados mediante el uso de ayudas visuales, del conocimiento del tema y del código.
- Comprensión de la información global y específica de mensajes orales y escritos.
- Producción de mensajes orales y escritos en situación de comunicación.
- Lectura comprensiva y autónoma.
- Cumplimiento de las consignas de trabajo y de las pautas de convivencia en el aula.
- Tolerancia y respeto hacia otros.

Syllabus N° 20

Expectativas de logro:

- Reconocimiento de la función comunicativa de un mensaje en un contexto familiar.
- Reconocimiento de textos simples.
- Inferencia de significados mediante el uso de ayudas visuales.

- Elaboración de respuestas con frases cortas ante estímulos visuales o auditivos.
- Lectura comprensiva y autónoma para la obtención de información global y específica.
- Asociación de significado, pronunciación y representación grafica del vocabulario y estructuras básicas.
- Participación activa en situaciones de comunicación colectiva.
- Imitación del modelo de pronunciación y entonación.
- Aprecio por la lengua extranjera para el desarrollo de la capacidad comunicativa.
- Aprecio por el conocimiento del idioma para el desarrollo del contexto social propio.

APPENDIX I

Table 6: Topics/Themes Included in the Syllabi Analysed

Syllabus Nº	1	3	4	6	7
Topics/ Themes	<p>El Inglés y la comunicación.</p> <p>El Inglés y el uso de los recursos tecnológicos.</p> <p>El Inglés y el discurso literario.</p>	<p>Toys.</p> <p>Monsters.</p> <p>Everyone's different.</p> <p>It's magic.</p> <p>I can do that.</p> <p>I like spaghetti.</p> <p>My family.</p> <p>What's he wearing?</p>	<p>The sea world.</p> <p>My family.</p> <p>Ourselves.</p> <p>The animal world.</p> <p>Our bodies.</p> <p>Our homes.</p>	<p>Yo.</p> <p>Mi escuela.</p> <p>Mi familia.</p> <p>Mis amigos.</p> <p>Mi mascota.</p> <p>Mis amigos y yo.</p>	<p>Nosotros mismos.</p> <p>La familia.</p> <p>Objetos.</p> <p>Cumpleaños.</p> <p>Colores.</p> <p>La casa.</p>

Syllabus N°	8	10	14	16	18	20
Topics/ Themes	<p>Toys.</p> <p>Monsters.</p> <p>Everyone's different.</p> <p>It's magic.</p> <p>I can do that.</p> <p>I like spaghetti.</p> <p>My family.</p> <p>What's he wearing?</p>	<p>El mundo de Ben.</p> <p>Feliz cumpleaños.</p> <p>En casa.</p>	<p>Saludos.</p> <p>El alfabeto.</p> <p>This is Speck.</p> <p>Nº 1 – 20.</p> <p>What is this?</p> <p>Órdenes.</p> <p>It's Peter's rule.</p> <p>Colores.</p> <p>She is 10.</p> <p>That is my father. He's a doctor.</p>	<p>The sea world.</p> <p>My family.</p> <p>Ourselves.</p> <p>The animal world.</p> <p>Our bodies.</p> <p>Our homes.</p>	<p>My interests.</p> <p>My home.</p> <p>My friends and family.</p>	<p>El Inglés como medio de comunicación.</p> <p>Eje del campo tecnológico.</p> <p>El Inglés como sistema.</p>

APPENDIX J

Table 7: Interview Transcripts

	Teacher 1	Teacher 3	Teacher 3	Teacher 4	Teacher 5	
Sex	F	M	F	F	F	
Age	58	34	41	26	44	
Q1	Si	Si	Si	Si	Si	
Q2	20	15	7	7	5	
Q3	Si	Si	Si	Si	Si	
Q4	A	Si	Si	Si	Si	
	B	Fomenta el intercambio comunicativo. El niño aprende por los contextos.	En líneas generales estoy de acuerdo.	Es completo y coherente.	Hace hincapié en la función comunicativa y en experimentar con el idioma.	Trabajo de manera similar.
	C	No	Si	No	No.	Si
	D	Está todo a criterio del profesor.	Generaliza demasiado, no es aplicable a todos los contextos.	Es una guía, es adaptable.	Los lineamientos son generales.	Solo da orientaciones.
Q5	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 1	
	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	
	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	
	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 4	
	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 5	
	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 6	

		<input checked="" type="checkbox"/> 7: Aprender el idioma te abre a otras culturas.	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 7: Viajar.	<input checked="" type="checkbox"/> 7: Contraste con la lengua materna.	<input checked="" type="checkbox"/> 7: Aprender otro idioma te abre la cabeza, ves algo que de otra manera no verías. El nivel que alcanzan los nenes en la escuela no se condice con ninguna de las opciones anteriores.
Q6	A	Si	No	Si	Si	No
	B	Porque la globalización exige el inglés así como en el 1800 la segunda más usada era el francés.	Porque por el Mercosur sería ideal aprender otro idioma además del inglés.	Otras lenguas no son usables en el contexto actual.	Porque es el idioma internacional, no hay otro.	Sería lo mismo cualquier otro idioma.
Q7	A	Si	No	Si	Si	No
	B	Porque los países más poderosos utilizan el inglés. Incluso a pesar de ser más los que hablan mandarín necesitan aprender	Simplemente es un aspecto que da apertura a la sociedad.	El uso del inglés se decidió porque la cultura Americana obliga al mundo a usar su idioma. También influyen las razones económicas.	Depende del gobierno.	Las razones que lo justifican no son políticas.

		ingles				
Q8	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4: Las editoriales	
Q9	Ambos	Idioma	Idioma	Ambos	Ambos	
Q10	No	Si	Si	Si	Si	
Q11	Intereses de los chicos. Les pregunto directamente que películas miran, que juegos les gustan y cuales cuentos conocen	Temas	Vocabulario y estructuras gramaticales	Vocabulario y estructuras gramaticales	Vocabulario y estructuras gramaticales	
Q12	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
Q13	Temas	Temas	Vocabulario y estructuras gramaticales	Vocabulario y estructuras gramaticales	Vocabulario y estructuras gramaticales	

Q14	Qué enseña.	Cómo enseñar	Qué enseñar	Cómo enseñar	Cómo aprenden
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