CONSULTANCY REPORT I
URUGUAY

**Report on the first draft document of learning progressions in the domain of foreign language learning
Analysis and Recommendations**

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ABBREVIATIONS

ACARA   Australian Curriculum, Assessment and Reporting Authority

ANEP   Administración Nacional de Educación Pública (National Board of Public Education)

CEFR   Common European Framework of Reference for Languages

DfE   Department for Education (England and Wales)

FL   Foreign Language

L1   First Language

L2   Second Language

MCRN   Marco Curricular de Referencia Nacional (National Reference Curriculum Framework)

1 Background. Foreign language policy in Uruguay

Globally, there is a perceived need for all citizens to have access to learning foreign languages as a part of the compulsory public education system. From the start of the 21st century policy makers worldwide have been engaged in intensive processes of policy development and revision, preparing the way for the introduction of additional languages to both the primary and secondary school curricula. For an account of recent developments in South America see Kamhi-Stein, Diaz Maggioli & de Oliveira (2017).

Within this context Uruguay has engaged in a radical process for the reform of national languages policy since the publication of the General Education Law. No. 18,437 (MEC, 2008), where references were made to Uruguayan Spanish, Uruguayan Portuguese, Uruguayan Sign Language and the teaching of foreign languages (FL) in schools. Subsequent policy planning initiatives have led to the formation of a plan to provide compulsory FL learning from Year 4 of elementary public schooling (Primaria) (age 10 years) to year 6 of upper secondary public schooling (Media) (age 18 years).

2. Developing a national curriculum framework for foreign languages

The publication of the Uruguayan National Curriculum Framework (MCRN) (ANEP, 2017) established the principles under which an implementation strategy for the compulsory introduction of FLs can be established by 2020. It positions education as a human right emphasizing both the need for inclusiveness and an acknowledgement of diversity within the system. The document proposes that phases of the education cycle should provide for continuity and cohesion, recognising that defining outcomes for each phase may prove challenging from an equity perspective. It is suggested that questions of equity should be addressed in the development of local curricula which can take full account of the cultural specificity of the context.

The MCRN sets out to provide a broad framework for education rather than addressing questions related to individual subject areas. Scant reference is made to the subject of foreign languages, with brief mentions on pages 58 and 62, signaling its importance, from the primary

school years through to the end of compulsory schooling, as a vehicle for gaining knowledge and communicating at personal, local and global levels.

It should be noted that the MRCN references only the so-called 'mother tongue' (more generally described a first language or L1 today), and foreign languages. The progressions that are currently under development for FLs in Uruguay cannot be considered as equally applicable for Uruguayan Spanish, Uruguayan Portuguese or Uruguayan Sign Language since these languages are not held to be compulsory throughout the school system. Similarly, non-compulsory FLs which may be introduced in a later stage of the education cycle may not follow an identical pathway. Nonetheless, the FL progressions may provide a basis for adaptation in the design of progressions relevant to non-compulsory FLs (e.g. French, German, Italian, Chinese) introduced in some sectors of the Uruguayan education system. Progressions related to Uruguayan Spanish, Uruguayan Portuguese and Uruguayan Sign Language may require a different treatment, possibly more closely related to progressions for L1 (mother tongue).

In Section 3 below I provide an outline of how the ANEP team have approached the design and development of FL learning progressions, paying due regard to the criteria set out in the MCRN (ANEP, 2017). Following this, Section 4 reviews the process, discussing issues arising and suggesting ways forward in the shaping and refining of the progressions prior to a pilot phase of implementation.

3. Development of progressions for foreign language learning

Initial planning meeting: October 2017

Under the guidance of Prof Laura Motta an initial meeting was held to formulate a working document which would facilitate a national consultation process for gathering data which would reflect the actual achievements of FL learners in all regions of Uruguay. The week-long series of meetings was attended by the national representatives of all phases of public education, coordinated by Prof Aldo Rodriguez (Politicas Linguisticas).

The team conducted a critical review of FL curriculum documents from a range of countries. This facilitated the identification a structure designed to provide an accessible presentation of

aims and objectives, as a starting point from which to construct the learning progressions. Figures 1 and 2 set out the general aims and objectives for the FL programme, confirming the importance of developing learner abilities in both oral and written communication, with a strong emphasis placed on oracy in the early phases.

The National Curriculum for languages aims to ensure that all students:
• Are considered and respected in all their ways of learning   • Can learn foreign languages for a range of purposes   • Understand and respond to spoken and written language from a variety of authentic sources   • Speak with increasing confidence, fluency and spontaneity   • Can write at varying length, for different purposes and audiences   • Discover and develop an appreciation of a variety of spoken and written texts in the language studied

Figure 1. General aims for learning foreign languages

The objectives to be reached by all learners in 2020 are in line with those set by many countries in both Latin America and Europe, with the aim that all learners should reach these *as a minimum.* Given the difficulties in providing qualified teachers for schools in rural regions and areas of social deprivation, this may prove to be a challenging target to achieve. It will be important to prioritise improvement to teacher supply in these regions if the MCRN (ANEP, 2017) aims of equity and inclusion are to be met.

The objectives for foreign language learning refer to outcomes at the end of each sub-division of the schooling system where learning an additional language is compulsory:
By the end of primary school education all students are expected to have achieved a minimum of A1 according to the CEFR descriptors;   By the end of middle school education all students are expected to have achieved a minimum of A2 according to the CEFR descriptors;   By the end of high school education all students are expected to have achieved a minimum of B1 according to the CEFR descriptors.

Figure 2. Uruguay 2020 Foreign Languages Objectives

Having established the main aims and outcomes to be achieved at the end of each schooling phase (primary, middle and high school), the team worked with a set of descriptors for

increasing levels of expertise in searching for information on the Internet (Figure 3). The clearly worded example illustrated in Figure 3 acted as a valuable guide to formulating progressions in all areas of FL learning.
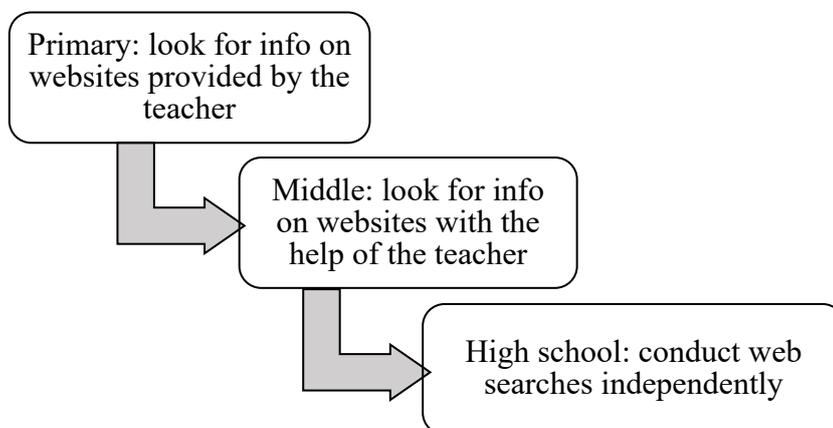
Figure 3. Illustrative sample of progression in Internet searches

National consultation procedure

A central principle in the establishment of outcomes in the domain of FL learning for Uruguay has been an expectation that all decisions would be made following democratic principles of consultation, revision and refinement, ensuring that the final document represented a shared understanding of culturally appropriate and achievable outcomes for all FL learners in Uruguay.

Following the initial definition of a progressions framework, as described above, an extensive national consultation process was undertaken from November 2017 to May 2018. All teachers from around the country were invited to contribute, with over 2500 teachers attending from schools, colleges of teacher education, IPA and CERP. Meetings were held in all 19 regions (departments) of the country, with teachers reporting on many aspects of FL learner achievements and challenges throughout the education system. Figure 4 provides an illustration of the framework which served as a starting point for discussion with teachers and subsequent re-elaboration of expected outcomes. In addition to teachers contributions at the meetings, they were also invited to send in comments and suggestions via email as a further contribution to establishing a fully representative framework for the definition of progressions that could provide descriptions of expected outcomes for learners in all contexts. Meetings

were conducted by Prof. Aldo Rodriguez (Politicas Linguisticas) with the assistance of members of the ANEP / Politicas Linguisticas advisory team: Alicia Correa, Isabel Longres, Florencia Pérez, and Virginia Frade. The advisory team participated in discussions with teacher focus groups at a number of meetings, contributing valuable insider/outsider validity to the process of data collection.

	6th form primary (A1+)	3rd form Secondary & Technical school	6th form Secondary and technical school
Communicates and communication	Understands texts with teacher mediation (visual and paralinguistic information is provided by teacher)	Understands texts and incorporates previous knowledge using different strategies independently or with some help of the teacher	Understand texts, incorporates previous knowledge and uses metacognition
Lives and participates in the complexity of the world	Identifies foreign language as different from first language. Finds differences between his own cultural universe and other contexts	Identifies foreign language as different from first language, values his own and considers cultural differences	Identifies foreign language as different from first language, values his own and considers cultural differences and takes position about his own culture
Participates socially in a relevant way using first language and other languages	Communicates simple ideas and thoughts about his context. Writes simple sentences	Communicates more elaborated ideas and thoughts and can interact with others	Communicates even more abstract things and develops complex discourse
Uses technology in an informed and responsible manner	Searches for information on web pages provided by the teacher and carries out internet searches with support.	Accesses and analyses information on web pages suggested by the teacher. Expands the personal search field.	Searches, analyses, investigates, produces information and interacts autonomously with web pages.

Figure 4. Uruguay- Preliminary framework for foreign language progressions

Data analysis procedure

The starting point provided by the four themes of language and technology skills together with intercultural development listed in Figure 4 proved valuable in prompting many detailed responses and elaborations from teachers. For example, some teachers proposed the expansion of progression themes to include both oral and written production as specific sub-sections; others commented on various aspects of digital technology usage that might also be included.

Following data collection, Prof Rodriguez conducted an initial qualitative analysis using NVivo software to transcribe the data and sort into themes using an open coding procedure. Themes were identified through a combination of content analysis whereby an initial list of themes is prepared (deductive analysis), together with a grounded theory approach, where themes emerge from the data itself (inductive analysis) (Dörnyei, 2007). Figure 5 provides a sample of data coded under the initial descriptive theme of oral production (author's translation).

	ORAL PRODUCTION Sample extracts from NVivo first level analysis
1	**Primary – Year 6**
1.1	Reference 7 Communicates ideas related to their immediate environment with the production of simple statements of literal understanding.
1.2	Reference 11 Strengthen oral and written production in primary school.
1.3	Reference 14 Produce sentences and simple texts; Interaction with their peers
2	**Media – Year 3**
2.1	Reference 4 Even with the help of the teacher or a partner, the majority do not achieve it autonomously.
2.2	Reference 13 Communicate also the feelings and not only ideas and thoughts since if it is possible to improve the way of communicating what they feel it can improve the class climate, making it more favourable.
2.3	Reference 23 Interactive communication is only achieved through the help and guidance of the teacher. You can lose spontaneity because students always resort to memorization and constant help from the teacher.
3	**High school – Year 6**
3.1	Reference 1 Often we find that students do not have enough tools to debate, discuss or argue their opinion, because they do not have them in their mother tongue either.
3.2	Reference 2 We consider the B1 level as very ambitious for our baccalaureate, since the student in general does not manage to argue at a discursive level. Our students are not "trained" for dissent, to discuss opposing ideas.
3.3	Reference 19 This goal will be achieved if all the macro-skills are addressed in the form of "process", from Primary to Bachillerato, providing oral spaces, in which the students feel at ease and confident enough to communicate.

Figure 5. Sample data: NVivo coding for Oral Production (author's translation)

In addition to teacher proposals for the language progressions, a number of respondents commented on points not directly related to progressions, but informative for the team to take into account during the further development of the programme for implementation. For example, some teachers commented that they were unfamiliar with the terminology used in describing some aspects of progression. It was suggested that the development of a glossary could provide a useful reference point for teachers.

4. Construction of first draft framework for foreign languages progressions

Following the analysis of teachers' data, Prof. Rodriguez prepared an initial framework for progressions, informed by both the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) and the submitted data. At this stage the Framework focused on four themes of progression: oral production, written production, listening comprehension and reading comprehension. During a series of meetings with the ANEP / Politicas Linguisticas team descriptors for inclusion in each of the progression levels were critically examined, resulting in both alterations and additions to the document. This draft was then discussed again in consultation with the international consultant.

Consultancy contribution to foreign language progressions

During a four-day period in October 2018 the international consultant was able to work with the ANEP / Politicas Linguisticas team of experts to review and further develop the FL progressions. A critical examination of the progressions so far completed was conducted collaboratively with the team, robustly examining each descriptor for its relevance and suitability for inclusion in guidelines intended to provide a *minimum level* of achievement at the end of each educational phase. Detailed consideration was given to descriptors included in the CEFR (Council of Europe, 2001), acknowledged as the most extensive reference point for FLs currently existing globally. Reference to this publication was particularly relevant, given the extensive citing of CEFR levels in many ANEP documents. Some reference was also made to the draft Australian Curriculum development of specific curricula for eleven languages (ACARA, 2016) and to the foreign languages programmes of study developed for England (DfE, 2013 a/b). However, since neither document has followed the progressions framework approach set out in Uruguay, these were not found to be sufficiently relevant. Further attention was given to the recent additions to the CEFR (Council of Europe, 2018)

with discussions centering on the possible inclusion of additional sections on progression in Interaction and Mediation, new sections included in the CEFR in recognition of their omission from the original publication.

A final draft framework for progression in FLs was agreed with the team, acknowledging that further modifications should be considered in response to reviews conducted with teachers at the next drafting stage. The six main areas in which progressions were defined are illustrated in Figure 6, with the full set of progression descriptors available in Appendix 1.

	PRIMERIA 4-6	MEDIA 1-3	MEDIA 4-6
Oral Comprehension			
Oral Production			
Written Comprehension			
Written Production			
Interaction			
Mediation			

Figure 6. Draft outline for Foreign Languages Progressions

The difficulty in reaching decisions on the number and detail of descriptors to be included in each section proved to be a particularly challenging task for the team. Achieving a balance between an extensive and an intensive approach to the inclusion of descriptors was a major concern. However, with due regard to the central aim of providing descriptors which could offer guidance for teachers in the design of curricula, teaching materials and assessment tools, it was agreed that descriptors should serve to provide a framework, rather than a detailed set of all outcomes that might be achieved. This decision was particularly pertinent in view of the development phase for FLs provision that Uruguay is currently engaged in. Publicly funded FL provision at all levels includes remote teachers (Ceibal en inglés), qualified English teachers, unqualified English teachers and qualified generalist teachers with some knowledge of English (this may range from elementary to advanced, A2-C1). In addition, a small number of remote rural schools have no current access to FL provision. With the proviso that progressions should be designed to meet the *current* needs of all FL teachers, the agreed

descriptors offer guidance on an expected *minimum* level of achievement for all students at each school phase.

Consultancy meetings

A briefing meeting was held with the team responsible for developing literacy progressions for the national language (Spanish). Comparisons across subject progressions proved difficult given the very different student starting points and anticipated outcomes. While literacy in Spanish is fundamental to a student's ability to learn at school and to their productive engagement in society, the same cannot be said for FLs. As such, literacy progressions for Spanish are designed to provide a comprehensive view of literacy learning and how it develops over time, while FL progressions are designed to provide a subject-appropriate view of how learning develops over time, with a final outcome at an approximately intermediate level of proficiency by the end of compulsory schooling. For both subject progressions the common purpose can be identified as aiming to provide a framework of progression appropriate to the subject area.

Two further meetings were held during the annual National Languages Forum meeting (12-13 October 2018): a briefing meeting with Gabrielle Kaplan (Coordinator, Ceibal en inglés) and with Valentina Dubini (coordinator for Rural Classroom teachers of English, English Project). A short summary of relevant points is included here, for further discussion in section 4 of this Report.

Ceibal en inglés. Currently some 94 percent of all urban primary schools receive English lessons in years 4,5 & 6. Of these, 70 percent are taught through video conferencing (Ceibal en inglés) and 30 percent through face-to-face teaching (known as *Second languages programme*). In November 2017 just over half of these students took an English language test (known as Adaptive test), with results indicating almost identical outcomes across both programmes (Plan Ceibal, 2017). Significantly, no oral comprehension, production or interaction tasks were included in the test – a very common tendency given the complexity and time demands involved in administering such tests. Future plans however, include the possibility of a pilot phase for the introduction of an oral test in 2019.

According to the Ceibal en inglés coordinator, teachers report that the remote nature of the system may encourage mediation and can also contribute to raising intercultural awareness (e.g. a remote teacher from South Africa demonstrated a so-called 'Click language' – to the fascination of the Uruguay-based class). Collaboration between the class teacher and the remote teacher provides a model for students to gain understanding of the fact that knowledge may also exist and be available to them beyond the classroom.

At secondary school level (Media) Ceibal en inglés is working towards providing conversation classes with a remote teacher, designed to complement the weekly lessons provided by the face-to-face English teaching. The possibility for interaction with a teacher whose L1 is English also offers opportunities for further intercultural development.

Rural classroom teachers of English project. An initial pilot phase of E-coaching was introduced for 10 teachers based in rural primary schools in 2016. All teachers are required to have a minimum B1 level of proficiency in English (intermediate level). The E-coaching comprises a weekly video meeting (using laptops with JABAR software) with pedagogical input including guided lesson planning. Initial outcomes have been very positively received by teachers and learners. In 2017 a further 10 schools were included, with the expectation that numbers would continue to grow, at least for schools where teachers have sufficient English proficiency. Some 980 rural primary school teachers have yet to be reached.

5. Review of design and development for foreign language progressions

This section discusses the strengths and weaknesses of the process of development for FL progressions, highlighting issues which would benefit from further attention prior to the launch of a pilot phase of implementation.

Preliminary progressions framework

The first stage in developing a FL progressions framework included four themes of language and technology skills, together with intercultural development (Figure 4). An oversight resulted in the omission of both listening comprehension and written production (two important FL skills), causing some confusion during consultations with teachers and perhaps limiting the responses which might have been obtained on these topics.

Data collection

Despite the above-mentioned difficulties, the consultation process followed an impressively comprehensive and democratic procedure, enabling a substantial proportion of the national body of teachers to contribute their personal views on the priorities to be included in the progressions document. Teachers raised a number of issues that were not directly related to the progressions but would nonetheless have an impact on how feasible full implementation might prove. Concerns raised included such issues as multilevel classes (vertical grouping), which frequently occur in rural primary schools where pupil numbers are too small to justify classes for each age group. Teachers also discussed the importance of curriculum coherence across the schooling system – ensuring that transfer from primary to lower secondary school and beyond would not result in unnecessary repetition of language topics. In some instances teacher responses lacked focus, making it difficult to categorise and interpret. These difficulties can be partly attributed to the limitations of the preliminary progressions and partly due to the limited experience of such consultations for many teachers.

A significant concern was the teachers' unfamiliarity with some of the technical terms used in the preliminary draft. It is important to note that terms commonly used in the academic field of applied linguistics and policy documentation need clarification for a non-specialist readership. This might be overcome in the future by the development of an accompanying Glossary for use with the final draft progressions document. Nonetheless, comments on such aspects as available teaching materials, technological difficulties, etc. also provided valuable information regarding the classroom challenges often experienced by teachers in delivering a good quality educational programme.

Data analysis

The procedure for data analysis using NVivo software is very appropriate for ease of sorting and categorising large quantities of qualitative data. However, since the coding procedure was carried out by Prof Rodriguez alone, it should be acknowledged that reliability may be somewhat weakened in the absence of a second person able to repeat the process to independently confirm inter-rater reliability.

At present, the data is in the form of listings of related comments from teachers, grouped under a range of themes. A second stage of analysis could be valuable, allocating a progression level to each statement and providing summaries of data contained in each theme. Through this procedure a clearer picture of key themes for each progression level should emerge.

Short extracts from NVivo thematic grouping of oral production shown in Figure 5 (page 9) provide an illustration of teacher commentaries at the three progression points. Item 1.2 'Strengthen oral and written production in primary school' for example, is in the form of a generally desirable aim. In contrast, Item 1.3 'Produce sentences and simple texts; Interaction with their peers' offers a descriptor which could clearly lead to the design a number of learning activities and assessment tasks. Similarly, Items 2.3 'Interactive communication is only achieved through the help and guidance of the teacher. You can lose spontaneity because students always resort to memorization and constant help from the teacher' and Item 3.1 'Often we find that students do not have enough tools to debate, discuss or argue their opinion, because they do not have them in their mother tongue either', are more general reflections on student abilities. While such reflections are not, in themselves, suitable as progression outcomes, this input provided valuable information for the ANEP / Politicas Linguisticas team in preparing the draft progressions framework.

Formation of first draft progressions framework

Given the limitations of the initial progressions used for the consultation process, the brief period available to fully analyse the resultant data and the pressing need to complete a first draft set of progressions, the decision to draw substantially on relevant aspects of the CEFR framework is appropriate. Principled selection of key descriptors is informed by the ANEP / Politicas Linguisticas team's extensive knowledge of outcomes achieved in Uruguayan classrooms and differing modes of FL provision available in the country, together with their knowledge of local, national and international assessment procedures.

The data collection period with teachers has provided clarification of the main themes to be included, while also emphasising the importance of providing a framework suitable for both more and less experienced teachers to work with. With this in mind, the ANEP / Politicas Linguisticas team were selective in their choice of both the number and range of descriptors

from the CEFR that were finally included in the framework. This has resulted in a progressions framework for FLs likely to be well-received by teachers, albeit that a few descriptors may need to be added, adapted or even deleted following a pilot phase of implementation.

Following further discussion with the ANEP / Politicas Linguisticas team and the external consultant it was agreed that the Progressions Framework should include descriptors for Interaction and Mediation, in addition to the more commonly documented descriptors relating to the four language skills (oral production / comprehension; written production / reading comprehension). The recently published Companion Volume to the CEFR (Council of Europe, 2018) has added these two new sections to the original CEFR (Council of Europe, 2001) in recognition of their importance and acknowledgement of the gap in the original CEFR guidance. While individual descriptors relating to these two themes might well have simply been included as descriptors within listings for the four skills, it was agreed that by separating them out as discrete aspects for development, teachers might be encouraged to place greater emphasis on their development. This is particularly significant for the theme of interaction – an aspect of language development which teachers often find difficult to include in classroom contexts. For some teachers this difficulty may be related to concerns about loss of control as student pairwork inevitably results in increased noise volume.

In similar fashion, the emphasis placed on mediation may also help teachers to fully recognise its importance, identified in the Companion Volume as a procedure where: 'the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation).' (Council of Europe, 2018, p. 103). This emphasis implies that a skilled language learner is someone able to focus on the co-construction of meaning and is likely to be particularly relevant in connection with small group collaborative tasks in activity-focused learning environments.

Further consideration was given to the possibility of also including a set of progressions specifically related to the development of *Strategies*. It was agreed, however, that this would not be included since such development should be viewed as a broad educational aim rather than related uniquely to FL learning.

The question of including a set of progressions specifically related to the development of *Intercultural Competence* was also briefly discussed. Given the importance of developing the capacity to deal with the concept of 'otherness' in today's world, this theme deserves further consideration with a view to including some initial descriptors, at least. According to Driscoll (2017, p.25), the focus for the FL teacher relates to 'three interconnected tasks: 1) to provide opportunities for learners to reflect upon and analyse their own cultural reference points which inform their identity; 2) to learn about the cultural characteristics, social practices and attitudes of another country; and 3) to adapt their behaviour and attitude when in the target culture.' (see Council of Europe, 2018, p. 159 for suggestions of possible descriptors).

As a final point in this review section, Figure 7 provides a numerical summary of descriptors across all progressions, indicating that Written Comprehension appears to have received greater attention than other language skills (six descriptors), while written production has far fewer (two descriptors). Some re-adjustment might be achieved in the area of written production by including descriptors relating to creative writing and planning writing (see Council of Europe, 2018, p.159).

	PRIMERIA 4-6	MEDIA 1-3	MEDIA 4-6
Oral Comprehension	3	3	3
Oral Production	5	5	5
Written Comprehension	6	6	6
Written Production	2	2	2
Interaction	3	3	3
Mediation	2	3	3

Figure 7. Numerical Representation of descriptors for Draft Progressions Framework

The full Draft Framework for FL Progressions (English version) is provided in Appendix I. It should be noted here that some slight wording changes have been made by the external consultant following the final drafting with the ANEP / Politicas Linguisticas team, to ensure clarity of meaning. It will be important for the final version to be subjected to a procedure for back translation to confirm that both the Spanish and English version accurately convey identical meanings, since direct (word for word) translation may otherwise cause confusion in future if these documents are used for international purposes.

6 Recommendations and Conclusion

In the formation of progressions for FL learning for Uruguay it has been important to pay attention to the cultural context in the design of achievable outcomes. Underlying concepts that have informed construction of foreign languages progressions for Uruguay can be summarised as follows:

1. Progressions Framework limited to a focus on FLs only. Impractical to include second languages (L2) given their very different starting points and expected outcomes.
2. Majority of FL learners regarded as zero beginners in year 4 (primary)
3. Exposure to FL in school limited to 3 x 45 minutes per week.
4. Exposure to FL outside school, extremely limited / non-existent.
5. Motivation limited for some students as perceptions of benefits for learning FLs unclear.
6. Modes of delivery very varied across country. Resultant decision to set moderate outcomes which all students are expected to achieve.

It is recognised that the relatively modest outcomes may be exceeded by those students able to access English more frequently (e.g. social media, online films and gaming). As access to teacher professional development improves it is likely that teachers will also be able to contribute to extending students' awareness of out-of-school opportunities for students to engage in using English for social purposes in the process of becoming autonomous learners.

This report includes a number of suggestions for further development of the Progressions Framework which should be considered. These include:

1. Complete second stage analysis of Nvivo themes to provide summaries of key themes emerging. Check against draft document to ensure all points are fully included.
2. Consider inclusion of set of progressions for Intercultural Competence.
3. Consider reducing number of descriptors for Written Comprehension.
4. Consider increasing number of descriptors for Written Production.
5. Prepare Glossary of key terms for use by non-specialist readership.
6. Back translate final document (Spanish version) to ensure English / Spanish versions convey identical meanings.

In conclusion, with attention to the above recommendations, the First Draft Framework for FL Progressions will be ready for a pilot phase of implementation. As with any innovation, it is to be expected that there will be many critiques – both positive and negative. It will be important to thoroughly prepare teachers involved in the pilot phase, to provide support and clarify underlying principles so they are able to provide constructive feedback for the finalisation of the FL Progressions Framework. With this in mind, the ANEP / Politicas Linguisticas team might be well advised to consider preparing one or two YouTube-type explanatory presentations (eg. see online presentation for Mexico (Televisión Educativa, 2018).

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Oral Comprehension

FL Oral Comprehension	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
	Understands words, phrases and simple sentences within a slow, clearly articulated speech including pauses, repetition, paraphrasing, visual and paralinguistic support framed within the context of the student.	Understands sentences that can include more than one interconnected idea. The student can follow the sequence of events within a pseudo natural but fluent speech supported by visual and paralinguistic features when talking about familiar or relevant topics.	Understand the main ideas and the purpose of a spoken text (e.g. presentations conversations) about topics related to their personal, educational or work environment as long as the delivery of the speech is clear.
	Notices different sounds in their L1 and L2.	The student makes hypotheses and systematizes his/her knowledge about the sounds and intonation in L2.	Identifies varieties of L2. Understands the most significant differences between sounds that are similar to sounds in their L1. Recognizes the difference in rhythm, intonation and stress between the L2 and L1
	Understands vocabulary related to their everyday life experiences	Understands vocabulary related to topics of wider general interest	Understands vocabulary related to such areas as educational, social and work environments.

Oral Production

	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
F L **O r a l** **P r o d u c c t i o n**	Produces short and simple sentences about familiar everyday topics	Produces sentences connecting two or more ideas about topics that are familiar or part of their personal interest.	Produces a series of connected sentences to communicate ideas effectively, using appropriate language functions.
	Produces the sounds of L2/FL following a model.	Produces sounds of the L2/FL independently, with increased precision for those similar to the L1.	Produces sounds of L2/FL autonomously and with enough clarity to convey the meaning of the message.
	Self-monitors the pronunciation of words and phrases in the classroom.	Self-monitors the pronunciation and stress in the production of sentences.	Self-monitors the pronunciation, intonation and stress of their speech.
	Asks for help when needed to produce a message and keep the flow of communication.	Conveys the message autonomously although the teacher or interlocutor helps them to facilitate communication at times.	Monitors the flow of communication and is able to correct mistakes that may interfere with communication or uses circumlocution to transmit the message.
	Takes part in dialogues based on models or teacher guidance in which turn taking has been previously set.	Takes part in dialogues created from situations the teacher presents and turn-taking is self-regulated.	Takes part in spontaneous conversations about topics of their interest and interacts in a proactive way.

Reading Comprehension

FL Reading comprehension	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
	Independently reads and understands short simple texts as long as they have visual support and refer to familiar topics. Recognizes the main points of a text and finds explicit information if necessary.	Reads and understands longer simple texts resorting to visual support and layout to enhance comprehension. Recognises the main ideas, identifies explicit information and infers implicit information.	Reads and understands extended multimodal texts. Makes connections between the text and their prior knowledge. Summarizes the main ideas. Infers the meaning of unknown words from context.
	Makes connections between the title of the text and the text when there is a direct and clear relation between them.	Makes connections between the title and the text even when the relation between them is not explicit.	Makes basic inferences and predictions about a text with reference to the title, sub-headings and paratextual elements.
	Identifies different types of text by looking at their organisation.	Identifies different types of texts and the characteristics that make their organisation different.	Identifies different text types comparing their characteristics.
	Relates information from the text to previous reading and personal experiences.	Forms opinions about the text, recognising its purpose and distinguishing between facts and opinions. .	Understands cause/effect, problem/solution relationships. Synthesises information from various sources related to a topic.
	Identifies basic discourse markers within a text	Identifies a variety of discourse markers within a text	Recognises discourse markers as constructors of inter-textual relationships.
	Follows the narrative sequence of a text with visual support as long as it is presented chronologically.	Follows the narrative sequence of a text with no visual support as long as it is presented chronologically.	Interrogates a text to reveal its logical sequence.

Writing Production

FL Written production	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
	Uses simple words and phrases to describe everyday objects. e.g. size, colour.	Writes short simple imaginary biographies and simple poems about people.	Narrates a story, Writes a report. Summarises the main points in a text.
	Writes simple isolated phrases and sentences such as schedules with activities, shopping lists, notes.	Writes a series of simple phrases and sentences about familiar topics, linking them using simple connectors such as 'and', 'but' and 'because'.	Writes straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discreet elements into a linear sequence. Expresses ideas, opinions and emotions in different formats, e.g. emails, blogs, Facebook posts, wikis.

Interaction

	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
I n t e r a c t i o n	Interacts with another speaker slowly, uses strategies of repetition, rephrasing and repair.	Interacts fairly easily in structured situations and short conversations, provided the other person helps if necessary.	Uses a wide range of simple language to engage in unprepared conversations on topics that are familiar or of personal interest
	Asks and answers simple questions, initiates and responds to simple statements in areas of immediate need or on very familiar topics.	Asks and answers questions, exchanging ideas on familiar topics.	Exchanges ideas with some confidence on familiar routine and non-routine matters related to their interests, educational or work contexts.
	Requests and provides personal written details using online communication when appropriate.	Writes simple structured notes or online posts, responding to comments with thanks, apologies, or by answering questions	Writes notes, personal letters or emails, requesting or providing information with sufficient precision to convey the intended meanings.

Mediation

	Primaria 4o. a 6o.	Media 1o. a 3o.	Media 4o. a 6o
M e d i a t i o n	Shows interest in an idea by using simple words and non-verbal signals.	Asks someone to explain something using simple language	Plays a supportive role in interaction provided that the other participants speak slowly and help to contribute.
	Not applicable at primary level.	Recognises when difficulties occur and indicates the problem using simple language.	Overcomes difficulties in communication by rephrasing to compensate for lexical limitations.
	Uses items such as simple signs, posters, notices, and programmes to convey simple predictable information of immediate interest.	Identifies and uses the main points in a short simple conversation or text on everyday subjects of immediate interest provided they are expressed clearly and in simple language	Conveys the main points made in longer conversations or texts expressed in uncomplicated language on topics of personal interest, provided that they can check the meaning of certain expressions.