TABLE OF CONTENTS

Int	roduction	 1
Chapter	1: The Study	
1.1	Objectives	 6
1.2	Specific Objectives	 7
1.3	Research Questions	 7
Chapter	2: Theoretical and Descriptive Framework	
2.1	English as a Foreign Language in Chile	 9
2.2	Chilean EFL macro policy and standardizing curricula	 10
2.3	The Textbook as a standardizing resource	 13
2.4	The Learning Task	 15
2.5	Defining Task Complexity	 17
2.6	Analyzing Task Hierarchy	 19
2.7	Bloom's Taxonomy of Educational Objectives	 22
2.8	Analysis of Learning Tasks Based on Written	
	Instructions	25
2.9	Ideal Task Performance and Developmental Stages	 28
Chapter	3: Methodology	
3.1	Data Collection	 32
3.2	Data Analysis	 34
3.2.1	Instruments	 35
3.2.1	.1 Taxonomy of Cognitive Domains	 35
3.2.1	.2 General Model of Hierarchical Complexity	 36
3.3	Analysis	 38
3.3.1	Analysis of Tasks' Cognitive Domains	 39
3.3.2	Analysis of Tasks' Developmental Stage	 42
3.3.3	Analysis: Comparison of Results	 46
Chapter	4: Results and Discussion	
4.1	Part A: Second Grade EFL Program and EFL	 40
	Textbook Task Categorization	49

	4.1.1	Learning Tasks' Level of Complexity in the Non-	 50
		official Program	50
	4.1.2	Learning Tasks' Level of Complexity in the EFL	 52
		Textbook	32
	4.2	Part B: Learning Task Consistency Between the Non-	 56
		Official EFL Second Grade and the Official EFL	
		Textbook.	
Cł	apter !	5: Conclusions	
	5.1	Purpose of the Study	 64
	5.2	Summary of Main Findings	 65
	5.3	Instruments Used in the Study	 68
	5.4	Limitations of the Study and Suggestions for Further	 69
		Research	
	5.5	Implication of Findings	 70
	Biblio	graphy	 72
Appendix		ndix	 80