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DESARROLLO DEL CURRÍCULO DE INGLÉS COMO LENGUA EXTRANJERA EN EL ECUADOR

CURRICULUM DEVELOPMENT FOR EFL ENVIRONMENTS IN ECUADOR

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RESÚMEN

La educación en Ecuador ha cambiado en la última década. Por esta razón, es necesario modificar el Currículum nacional para cumplir con las necesidades educativas actuales. Se

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desarrolló una investigación bibliográfica, en la que se determinó cuatro pilares relacionados con este tema educativo relevante. Esos elementos fueron analizados de manera secuencial y lógica: las fuerzas sociales que impactan el currículo, las fuerzas educativas que impactan el currículo, la propuesta pedagógica basada en el enfoque comunicativo y los instrumentos de evaluación para el diseño curricular. Además de esos aspectos, el Marco Común Europeo de referencia y las directrices actuales del currículo del Ministerio de Educación de Ecuador ayudaron a estudiar qué tan efectivo podría ser el nuevo currículum. Toda esta investigación bibliográfica



fue analizada para establecer como conclusiones que los modelos que presentan una alternativa real al modelo tradicional de educación son una necesidad. Dar un salto filosófico, pedagógico e instruccional es imprescindible. Aceptar la necesidad de transformar la educación en Ecuador no puede posponerse. Pasar del modelo conductista al constructivismo social requiere la implementación de un proceso integral de diseño curricular.

Palabras clave: <Currículo> <Diseño curricular> <Bases pedagógicas> <Inglés como lengua extranjera> <Evaluación curricular>

ABSTRACT

Education in Ecuador has been changing in the last decade. For this reason, it is necessary to modify the national curriculum to accomplish the current educational needs. A bibliographic research was developed, in which was determined four pillar related to this relevant educational issue. Those elements were analyzed in a sequential and logical way: the social forces that impact curriculum, the educational forces that impact curriculum, the pedagogical proposal based on the communicative approach, and the evaluation instruments for curriculum design. Besides those aspects, the Common European Framework of reference and the current curriculum guidelines from the Ecuador's Ministry of Education helped to study how effective could be the new curriculum. All this bibliographical research was analyzed to establish as conclusions that models that present a real alternative to the traditional model of education are a necessity. To give a philosophical, pedagogical and instructional leap is a must. Accepting the necessity of transforming education in Ecuador cannot be postponed. To move from the behaviorist model to the social constructivism requires the implementation of an integral process of curriculum design.

KEYWORDS: <Curriculum> < Curriculum Design> <Pedagogical Bases> <English as a

Foreign Language> <Curriculum Evaluation>

INTRODUCTION

Education in Ecuador needs to face major challenges. Some of the challenges must be confronted from an internal perspective. Educators in general should raise their awareness about the changes that the system requires. Education for *Life* and *Critical Thinking* among other important issues are under the sight of researchers and pedagogicians. Guskey states that: "Standards, assessment, accountability, and grading – these are the issues that dominate discussions of education". (Guskey, 2003).

Ecuador has been striving to improve the coverage and quality of its education system as a public service. To achieve those goals, the current Ecuadorian government has declared improving the quality of educational services as a strategic national priority. The 2006-2015 Ten-Year Plan, in its sixth policy, establishes: "the implementation of a National Evaluation System" (Ministerio de Educación del Ecuador, 2012). The mentioned plan constitutes the legal framework to the development of the present work.

Among the elements which make up an educational system, Curriculum should be evaluated thus directed to the improvement of educational practice and substantiated the commitment of the education actors, with knowledge and reflection. Only if the curriculum design process generates understanding and participation, it is possible to obtain educational improvements. From this perspective, it is a pedagogical and ethical challenge, rather than a mere technical fact to be accountable for the educational system.

In Ecuador and other countries, it has been shown that one of the biggest difficulties facing the educational system is how to empower a proper English learning process. Several have



been the causes to say that the English learning process has shown little evidence of efficiency in its use. It is because it has minimized the importance of the productive skills such as speaking and writing against the practice of grammar and vocabulary within a mechanical and not communicative approach.

This has been one of the difficulties that many professionals and experts in this field have tried to change, generating several strategies and methodologies for this purpose; some of them based on theories of learning, others on Piaget's biogenetic development and still others belonging to ecological, pragmatic and holistic schools of learning. These criteria have not established a clear understanding and development of the curriculum due to the fact that it is not based on our reality and therefore it does not generate a real learning process.

Today, the use of English is an important element in the educational formation of students. The teaching of this language has undergone significant changes because its objective has been extended, so that students communicate in this language effectively and efficiently. Technology, for instance, has contributed to education since its inception in the early 1970s and it has been one of the most urgent aspects, on the part of teachers, to use it as a new means of teaching including new methods, systems, and strategies, which help to enhance the teaching-learning process. It definitely goes hand in hand with the current pedagogical trends and objectives of our educational system.

The management of new technological resources for the teaching and learning of English are viewed as the most importance requirements, which make teachers be aware and alert of the different ways that can be followed if the objectives that are to be developed in the teaching of English in the classroom come to happy ending.

The following paper consists of four elements that will be presented in a sequential and logical way. First, the social forces that impact curriculum. Second, it details the educational forces that impact curriculum. Third, it will focus on the pedagogical proposal based on the communicative approach, the common European framework of reference, current curriculum guidelines on the part of the Ministry of education of Ecuador for the learning of English. Finally, it will feature some evaluation instruments for curriculum design.

SOCIAL FORCES THAT IMPACT CURRICULUM.

Inside a globalized world the agility in the communications mark the rule of the progress of a society, the interaction within the powers of the first world has become an immediate necessity imperatively. The undeniable importance of English as a universal language has increased exponentially with the growth of technology and communications, so much so that it has become a necessary tool for personal and professional growth. More than one billion people speak English worldwide and the majority of communications and scientific exchange rely on it.

English language has become a tool of professional development; languages in general are indispensable for the investigation and the innovation in the careers that an Institution of Higher Education should offer to their students.

Given its importance in our rapidly changing world, English training should focus on functional communication whereby the student learns to comprehend and construct the necessary structures for common discourse. Unfortunately, these skills are long in coming, and many limitations have been discerned. Curriculum must seek to pinpoint the troublesome areas and focus on them for improvement.



A language curriculum is constructed through a blend of purpose, situation, and social needs. Classroom learning experiences that incorporate these dimensions are more likely to lead to better learning outcomes (Opp-Beckman & Klinghammer, 2008). Some of social factors that affect curriculum in Ecuador are directly connected to social factors at world scale. The world generally attends a new era in which, under the metaphor of the technological revolution promotes a cyber-world view; under the metaphor of the market economic revolution promotes a marketing view of the world; under the metaphor of the web of relationships between life forms, the sociocultural revolution promotes a contextual view of the world.

That is why Ecuadorian curriculum must be consistent with the social, political and economic current global and local patterns and to be efficient to reform the political, economic and social system to succeed in today's world. Benalcazar (1989) in his Economic Development Analysis of Ecuador, concluded that countries differ in the degree of development, they are industrialized called developed and the ones which provides raw material called developing. This degree of development is directly related to the education and the curriculum.

Neoliberalism in Ecuador was established by several governments and it was an international policy since 1988. Those changes were directed and dedicated to correct macroeconomic imbalances and fiscal deficits, inflation, etc. those essential measures were implemented in order to reduce state intervention in the economy. This economic model reduced drastically the social investment in education and the national policy could be observed inside the curriculum.

In 2008 The National Assembly enacted a new constitution. It reflects the vision of a new model of economy implemented by Rafael Correa. The constitution in its Article 1 states that Ecuador is a democratic, sovereign, independent, unitary,

intercultural, plurinational and secular social constitutional state rights and justice (Republica del Ecuador, 2008, p. 8)

This has promoted also a new legal framework for education, which constitutes in the deepest change Ecuador's education has face in the last century. It is a necessity of the third world countries, to create a curriculum that allows to develop capacities and skills that allow us to compete with the purpose of achieving a fair distribution of the wealth and to incline to reach not only the *Total Quality* as the merchants of the education proclaims, but reaching the *Social Quality*.

EDUCATION FORCES THAT HAVE IMPACTED CURRICULUM

In Ecuador and other countries, it has been shown that one of the biggest difficulties facing the educational system is how to empower a proper English learning process. Several have been the causes to say that the English learning process has shown little evidence of efficiency in its use. It is because it has minimized the importance of the productive skills such as speaking and writing against the practice of grammar and vocabulary within a mechanical and not communicative approach. This has been one of the difficulties that many professionals and experts in this field have tried to change, generating several strategies and methodologies for this purpose; some of them based on theories of learning, others on Piaget's biogenetic development and still others belonging to ecological, pragmatic and holistic schools of learning. These criteria have not established a clear understanding and development of the curriculum due to the fact that it is not based on our reality and therefore it does not generate a real learning process.

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been extended, so that students communicate in this language effectively and efficiently. Technology, for instance, has contributed to education since its inception in the early 1970s and it has been one of the most urgent aspects, on the part of teachers, to use it as a new means of teaching including new methods, systems, and strategies, which help to enhance the teaching-learning process. It definitely goes hand in hand with the current pedagogical trends and objectives of the Ecuadorian educational system. With time going on so fast, the management of new technological resources for teaching and learning of English are viewed as the requirement of major importance, which make teachers be aware and alert of the different ways that can be followed if the objectives that are to be developed in the teaching of English in the classroom come to happy and satisfactory ending.

An important reform movement that sets the path to educational reform in English as a Foreign Language approach (EFL) was the Curriculum Reform English Project (Cradle), which was implemented in 1992, whose main goal was to obtain substantial and lasting improvement in the teaching of English at secondary level in the public schools. Cradle Project finished by 2012. (Hoy Quito, 2007). With the new President Correa's administration a Project named AVANZA has designed a new curriculum based in the Common European Framework of Reference for Language Learning (CEFR).

WHAT THEORIES/PHILOSOPHIES OF EDUCATION IMPACT CURRICULUM IN ECUADOR?

The development and implementation of language teaching programs or curriculum can be approached in several different ways, each of which has different implications for curriculum design. According to Richards (2001) three curriculum approaches are described and compared. Each differs with respect to when

issues related to input, process, and outcomes, are addressed. Forward design starts with syllabus planning, moves to methodology, and is followed by assessment of learning outcomes.

Resolving issues of syllabus content and sequencing are essential starting points with forward design, which has been the major tradition in language curriculum development. Central design begins with classroom processes and methodology. Issues of syllabus and learning outcomes are not specified in detail in advance and are addressed as the curriculum is implemented. Many of the *innovative methods* of the 1980s and 90s reflect central design. Backward design starts from a specification of learning outcomes and decisions on methodology and syllabus are developed from the learning outcomes.

The Common European Framework of Reference is a recent example of backward design. Examples will be given to suggest how the distinction between forward, central and backward design can clarify the nature of issues and trends that have emerged in language teaching in recent years (Richards, 2006, p. 32). According to the common European framework, in relation to bilingual education, the objectives which the curriculum design should contain should be considered "Domains" of the use of the language from the functional point of view (Public, Occupational, Educational and Personal). It means that its approach is aimed at the communicative use of language. The CEFR also points out that differentiated curriculum as in the case of bilingual education, consider that the development of skills, and also different contents are taught progressively through different fields of study in English.

International models like the one presented by Erikson offering a basic framework for understanding the needs of young people in relation to the society. Erickson's psychosocial theory emphasizes the emergence of the



self, the individual's relationships with others, and the role of culture throughout life. Erikson described a person's development through a series of stages, with different goals, concerns, accomplishments, and dangers. These stages go through birth to late adulthood.

CURRICULUM DEVELOPERS

In the past 40 years, the teaching of English has been done through basically three different approaches: behavioral, communicative and integrative. These include different levels of use of technology as well as pedagogical theories. The central authority in these issues is the Ministry of Education. This Institution plans, designs and controls the appropriated application of the English National Curriculum.

The teaching of English in Ecuador is an activity that requires unique skills and features as well as special training. It would then be assumed erroneously that language teachers, with the training they received initially, may not need lifelong learning and constant updating as any other teacher of a subject matter would need. After all, it is the only method with which they have taught. English people learning throughout their life do not change much and English teaching methods have been there for decades or even longer.

Teachers and practitioners must finally adapt the National Curriculum to the conditions and needs they have in every school. Those adaptations then should consider the elements mentioned above, but it is also necessary to review how the Communicative Approach has stages that should force them to modify not just curriculum but instruction too.

LEARNING STYLES FOR THE TEACHING OF ENGLISH

The teaching of English is an increasingly important discipline in today's world. Over the years, a variety of methods and linguistic

theories has been applied. All those theories have been considered for the English Curriculum design prepared by the national authority in Ecuador, but in practice, they have shown that they are insufficient to effectively develop the fundamental skills of the language.

It must be understood that not all students learn English best with a clear type of explanation and concrete exercise, rather each student learns differently and based on a specific learning style. The growing concern for improving the teaching-learning process most coincides with that learning styles are predominant internal characteristics that influence the way people perceive, remember and think, the curriculum developers must take into account in their educational task that each learning style has value, none is better than another, so the teacher should encourage students to reinforce their own learning style.

According to Kolb (2014) these different learning styles should be systematized through the application of the learning experiential cycle, which allows the use of strategies and activities covering different styles and rhythms of learning.

A syllabus outlines the sequence and content of a language program, and how language learning is to be carried out. Syllabus and Curriculum are also referred to as "designs" within a teaching methodology - not a method unto themselves but a kind of map of how the material is to be delivered to the learners. They are seen as embodying the general and specific objectives of language learning course.

According to Opp-Beckman & Klinghammer (2008) a syllabus or curriculum can be as simple as a sequential order of textbooks to be studied, or it can be more elaborate and include types of testing, learning objectives according to level, accompanying phonics materials, teaching aids, homework schedule and assignments. Unfortunately, syllabus or curriculum is all too



often seen as a *progress indicator* unto itself - that is, the ability and progress of students are dictated by what stage in the syllabus

or curriculum they have reached or about to advance to. (figure 1).

CURRICULUM	MAIN FEATURES
Grammatical	A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses.
Lexical or Notional	A list of lexical items (girl, boy, men...) with associated collocations and idioms.
Grammatical-Lexical	Both structures and lexis are specified.
Situational	Sections are headed by names of situations or locations such as "eating a meal" or "In the street"
Topic-Based	Heading are broadly topic-based, including thing like "food" or "The Family".
Functional-Notional	Functions are things you can do with language, as distinct from notions you can express eg: "identifying", "Accepting", "Promising".
Mixed	They combine different aspects in order to be comprehensive and helpful to T and Ss, you may find specifications of topics, tasks, functions and notions, as well grammar and vocabulary.
Procedural	Specify the learning task rather language itself eg: map reading, story writing, doing scientific experiments.
Process	This is not pre-set the content of the course is negotiated with Ss at the beginning of the course and listed retrospectively

Figure 1 Types of Curriculum Taken from Shaping the way we teach English 2012

PROPOSALS FOR A COMMUNICATIVE SYLLABUS

Several new curriculum types were proposed by advocates of CLT (Brown, 1996; Richards, 2006; Villalba, 2012). These are:

A SKILLS-BASED SYLLABUS

This focuses on the four skills of reading, writing, listening, and speaking, and breaks each skill down into its component micro skills: For example the skill of listening might be further described in terms of the following micro skills: Recognizing key words in conversations, the topic of a conversation, speakers' attitude towards a topic, time reference of an utterance, following speech at different rates of speed,

identifying key information in a passage.

Advocates of CLT however stressed an integrated-skills approach to the teaching of the skills. Since in real life the skills often occur together, they should also be linked in teaching, it was argued.

A FUNCTIONAL SYLLABUS

This is organized according to the functions the learner should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations.

Communicative competence is viewed as mastery of functions needed for communication



across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught. A sequence of activities similar to the P-P-P lesson cycle is then used to present and practice the function.

Functional syllabuses were often used as the basis for speaking and listening courses.

COMMUNICATIVE LANGUAGE TEACHING

Perhaps the majority of language teachers today in Ecuador, when asked to identify the methodology they employ in their classrooms, mention *communicative* as the methodology of choice. However, when pressed to give a detailed account of what they mean by communicative, explanations vary widely. (Ministerio de Educacion del Ecuador, 2012). Then is necessary to describe the stages of progress of this approach as the main source of curriculum development.

TRADITIONAL APPROACHES (UP TO THE LATE 1960S)

Grammatical competence as the basis of language proficiency was given priority by the traditional language teaching approaches. This was one of the strongest features of the Ecuadorian national Curriculum of English. Teachers and students believed that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling.

Richards (2006) describes the approach to the teaching of grammar as deductive: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves.

For so many teachers, it was assumed that language learning meant building up a large

repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. These skills are reflected in all the levels of planning instruction and even in the national curriculum.

Richards (2006) also describes the techniques that were often employed which included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech.

CLASSIC COMMUNICATIVE LANGUAGE TEACHING (1970S TO 1990S)

According to Richards (2006) in the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. Grammar as the main element in the teaching process was questioned, evidence had demonstrated that language ability requires not just grammar patterns or vocabulary to develop the communicative competence.

While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving



advice, making suggestions, describing wishes and needs and so on. (Richards, 2006, p. 7)

What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, included knowing what to say and how to say it appropriately based on the situation, the participants and their roles and intentions.

Even though there are not enough studies in Ecuador about English teaching, it is evident that most of the institution in the public sector still design traditional grammatical and vocabulary curriculums and teaching methods did not include information that permits the learners the use of language in communicative real situations. It is assumed that this kind of knowledge would be picked up informally. (Richards, 2006). Those aspects to become into learning according to Tyler (2006) "are not produced overnight". They are cumulation of educational experiences. Then aspects related to learners' experiences should be considered for the construction of a communicative curriculum.

The notion of communicative competence must be concreted through a communicative curriculum in Ecuador. For achieving that objective disciplines like Linguistics and specifically Sociolinguistics principles must be known by all the teachers and practitioners within the language teaching profession, they must be aware that the goal of communicative language teaching requires of a communicative curriculum and not simply grammatical competence activities. The *Common European Framework* for language learning (2008) states that curriculum planning will then have to be on a local or regional basis, but in a way that leaves room for diversification closer to the point of learning. (Bailey, Devitt, Gremmo, & Heyworth, 2014, p.40).

According to Richards' Model of English Language

Curriculum Design, it must reflect what is called Communicative Language Teaching (CLT). This model created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses and classroom materials. In "planning language courses within a communicative approach, grammar was no longer the starting point" (Richards, 2006).

A communicative curriculum to achieve communicative competence should include the aspects like the purposes for which the learner wishes to acquire the target language. For example, using English for business purposes in trading; the setting in which learners will want to use the target language. For example in a restaurant; the socially defined role the learners will assume in the target language, as well as the role of their interlocutors. For example as a customer in a bank; besides that the communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on. For example: setting an appointment. Another element must be the language functions involved in those events, or what the learner will be able to do with or through the language. For example: giving directions or concepts involved, or what the learner will need to be able to talk about. For example: tourism, art, culture. The skills involved in the *putting together* of discourse: discourse and rhetorical skills. For example: storytelling, giving an effective business presentation. And finally the variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach. (Richards, 2006).



IMPLICATIONS FOR METHODOLOGY AND INSTRUCTION.

Richards states that rather than drawing on a particular instructional approach, the teaching model may be based on a coherent set of principles that reflect how teaching and learning should be approached (2001, p. 216).

Richards describes the teaching philosophy for a secondary EFL English program as: a consistent focus throughout on learning in order to develop of practical and functional skills, rather as an end itself. Students are engaged in practical tasks that relate to real world uses of English. Realistic and communicative uses are given priority. Maximum use is made of pair and group activities in which students complete tasks cooperatively. There is an appropriated balance between accuracy-focused and fluency-focus activities. Teachers serve as facilitators of learning rather than as presenters of information. Assessment procedures reflect and support a communicative and skill-based orientation to teaching and learning. Students develop an awareness of the learning process and their own learning styles, strengths, and weaknesses.

CURRICULUM EVALUATION

Curriculum evaluation is an essential phase of curriculum development. Through evaluation a faculty discovers whether a curriculum is fulfilling its purpose and whether students are actually learning. Evaluation is the process of collecting data on a program to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the program. Programs are evaluated to answer questions and concerns of various parties.

Administrators want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants

to know how to improve the curriculum product. Curriculum evaluation is an attempt to toss light on two questions: Do planned courses, programs, activities, and learning opportunities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?

Sowel (2000) defined curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum.

Ornstein and Hunkins (1998) define curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular” (p.320).

One of the earliest curriculum evaluation models, which continues to influence many assessment projects, was that proposed by Ralph Tyler (1950) in his monograph *Basic Principles of Curriculum and Instruction* is used in numerous large-scale assessment efforts, the Tyler approach moved rationally and systematically through several related steps:

Begin with the behavioral objectives that have been previously determined. Those objectives should specify both the content of learning and the student behavior expected: Demonstrate familiarity with dependable sources of information on questions relating to nutrition.

Identify the situations that will give the student the opportunity to express the behavior embodied in the objective and that evoke or encourage this behavior. Thus, if you wish to assess oral language use, identify situations that evoke oral language.



Select, modify, or construct suitable evaluation instruments, and check the instruments for objectivity, reliability, and validity.

Use the instruments to obtain summarized or appraised results.

Compare the results obtained from several instruments before and after given periods in order to estimate the amount of change taking place.

Analyze the results in order to determine strengths and weaknesses of the curriculum and to identify possible explanations about the reason for this particular pattern of strengths and weaknesses.

Use the results to make the necessary modifications in the curriculum.

CURRICULUM EVALUATION INSTRUMENTS.

No matter what evaluation model is used in evaluating a curriculum, the methods of data collection and the instruments used are more or less similar. The common instruments used in curriculum evaluation are interviews, observations, tests, survey, content analysis and portfolios (record of work or products). Examples of these instruments are annexed (Annexes A and B). They have been adapted to the Ecuadorian context.

CONCLUSION

The English National Curriculum Guidelines have as objectives to ensure high-school graduates reach a minimum B2 language proficiency level according to the CEFR, and to build up learners' communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing. This curriculum has several innovations and just been applied the last two

years. Unluckily there has been an official assessment of the curriculum yet. Here hence the need to develop a process that permits a complete approach for curriculum development.

Models that present a real alternative to the traditional model of education are a necessity. To give a philosophical, pedagogical and instructional leap is a must. Accepting the necessity of transforming education in Ecuador cannot be postponed. To move from the behaviorist model to the social constructivism requires the implementation of an integral process of curriculum design. From the vision of Hall, the key concept is to recognize that: "Curriculum Assessment itself will not increase students achievement. However, curriculum assessment data used to make informed decisions has the potential to significantly impact student learning and behavior" (Hall, 2012, p. 66). And the assessment process should not be limited to the learners performance but the system itself.



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ANNEX A

ENGLISH PROGRAM EVALUATION

DATE:	INSTRUCTOR	LEVEL:				
Mark with an X the score you consider expresses what have happened during the school year: 1 = Never 2 =Rarely 3=Sometimes 4 = Usually 5 =Always						
		1	2	3	4	5
1. Do you consider the syllabus achieved the proposed goals?						
2. Does the methodology proposed by the Ministry is the adequate one for your School?						
3. Are the contents pertinent for your students interests?						
4. Do you use the teachers' guidelines step by step?						
5. Do you use the audio program on a regular basis?						
6. Do the students use the workbook daily?						
7. Do you enhance your lesson with videos or something else?						
8. Do you adapt ESL material for your lessons?						
9. Do the students use any technology for English learning?						
10. Do you know about software adapted for language learning?						
11. Visual aids are important for language instruction?						
12. Do you apply the elaborated test and evaluation instruments?						
13. During instruction do you emphasize on content?						
14. During instruction do you emphasize on vocabulary?						
15. During instruction do you emphasize on listening?						
13. During instruction do you emphasize on grammar structure?						
17. Do you develop every activity within the textbook?						
18. Do you use any other extra resource for instruction?						

Source: Richards, J. (2001). *Curriculum Development in Language Teaching* (Cambridge Language Education).



Cambridge: Cambridge University Press.

ANNEX B

Teacher's Performance Evaluation						
Teacher's name:						
Class:			Date:			
<i>1 = needs improvement 2 = satisfactory 3 = good E = excessive NA = Not Applicable in this lesson</i>						
Domain	Aspects	1	2	3	E	NA
Lesson structure	Variety of activities					
	Sequencing of activities					
	Clarity of task, instructions					
	Visuals, realia					
	Students' experience, knowledge, own lives					
New Language Items	Presentation					
	Comprehension check					
	Re-use					
	Records in note books					
Skills practice	Participation of weak students					
	level of task difficulty					
	Repetition and mechanical practice					
	Meaningful practice					
	student to student work					
Stages in lesson	hands up, nominating students to speak					
	Non-volunteers					
Class management	Students' names					
	teachers talking time					
	Was there as much student talk as teacher talk?					



<i>Feedback to students</i>	Encouraging. Praising, motivating students					
	Standars of correctness in accuracy work					
	Self-correction by students, peer correction					
	Avoidance od correction during fluency work					
<i>Other</i>						

Source: Richards, J. (2001). *Curriculum Development in Language Teaching* (Cambridge Language Education). Cambridge: Cambridge University Press.