

ESCUELA SUPERIOR POLITECNICA DEL LITORAL

Centro de Lenguas Extranjeras

English Language Teaching Curriculum Design in
Private General Basic Education Schools in an urban sector of the Coast of Ecuador

Master's Thesis

A requisite for being awarded the degree of
Magister en Enseñanza de Inglés como Lengua Extranjera

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Guayaquil - Ecuador

2011

Acknowledgments

I would like to acknowledge all the members of the different institutions that have built up my professional strength during the different periods I have worked with them. I will try to keep chronological order: The Bénédict School of Languages in Guayaquil, Escuela de Idiomas at Universidad de Guayaquil, Escuela de Idiomas at Universidad Católica Santiago de Guayaquil, Escuela de Inglés at Universidad Laica Vicente Rocafuerte de Guayaquil, Centro de Lenguas Extranjeras (CELEX) at Escuela Superior Politécnica del Litoral, Liceo Maharishi Internacional in Guayaquil, Oxford University Press in Ecuador and Bolivia, Centro Ecuatoriano Norteamericano de Guayaquil, Language Department - Escuela Politécnica del Ejército at national level, Librería Studium, Avilés-Maloney Consultores, Jardín Bilingüe OIKOS, Greenwich – Editorial Norma, Instituto Superior de Arte Culinario en Guayaquil and to all the schools I have visited prior to this work and during it for I have learnt from you all.

I would also like to thank the teaching staff and classmates at the Master in TEFL Program at ESPOL, especially to my thesis director MSc. Jorge Flores.

Very special thanks to husband Dennis, my children and grandchildren, to my dearest siblings and my very extended family.

DEDICATION

To my mother and father whose inspiration and support started me in my career and my never-ending desire for learning.

THESIS EXAMINERS COMMITTEE

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DECLARACION EXPRESA

La responsabilidad del contenido de esta Tesis de Grado, me corresponde exclusivamente; y el patrimonio intelectual de la misma a la Escuela Superior Politécnica el Litoral.

ABSTRACT

This study explores and describes the parameters currently being used for designing English Language Teaching Curriculum in Private General Basic Education Schools in an urban sector of the Coast of Ecuador. The participants in this study were the English Department Coordinators or Directors of twenty-one schools. The questionnaire was given to participants after a short talk on its objective and structure.

An important finding of this research was that there is no homogeneous concept of what a bilingual school is. The second finding was that teachers have a well-structured concept of curriculum, however no evidence of the curriculum document was provided, becoming a limitation in the study.

Another finding was the weakness of teachers in theoretical knowledge in the ELT area, which generates a need to design in service teacher training courses and the revision of study programs in teacher training schools.

The major finding was that curriculum objectives although consider students' needs are based on the textbooks used, which coincides with another response of participants that says that the book is one of the factors with great influence in their curriculum. The last finding was that the main factors considered to influence the curriculum were supporting material, teachers' pedagogic preparation and teacher's language proficiency.

RESUMEN

Este estudio explora y describe los parámetros que están siendo utilizados para el diseño del Curriculum de Enseñanza de Inglés en las Escuelas Privadas de Educación General Básica de un sector urbano de la costa del Ecuador. Los participantes en este estudio fueron los coordinadores o directores departamentales de veintiún escuelas. El cuestionario fue entregado a los participantes luego de una pequeña charla sobre su objetivo y estructura.

Un importante resultado de esta investigación fue que no existe un concepto homogéneo de lo que es una escuela bilingüe. El segundo resultado fue que los profesores tienen un concepto bien estructurado de lo que es un currículo, sin embargo no se me proporcionó evidencia del documento de currículo, lo que constituyó una limitación en este estudio.

Otro resultado fue la debilidad de conocimiento teórico de los profesores en lo que respecta al área de enseñanza de Inglés como lengua extranjera, lo que genera la necesidad del diseño de cursos de entrenamiento a profesores en ejercicio y la revisión de los programas de las escuelas de preparación de maestros de Inglés.

El resultado más importante fue que los objetivos de currículo, aunque consideran las necesidades de los estudiantes, están basados en los textos que utilizan, lo que coincide con lo que respondieron los participantes cuando mencionaron el texto como uno de los factores de mayor influencia en el currículo.

El último resultado fue que los factores considerados como de mayor influencia en el desarrollo del currículo fueron material de apoyo, preparación pedagógica del maestro y competencia comunicativa en Inglés del profesor.

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DEFINITIONS

Curriculum “A curriculum is a planned sequence of learning experiences.” (The University of Manchester, n.d).

English Language Teaching An area of formal education that deals with the teaching of English.

General Basic Education Schools The school system in Ecuadorian education.

School Year in the Ecuadorian Educational System is the period of 200 days of face-to-face of classes.

Bachillerato is the equivalent to the High School Diploma in the American System and the General Certificate of Secondary Education (GCSE) in the British System.

Título de Tercer Nivel is equivalent to a Bachelor’s degree in the American Education System

Chapter I

Introduction

According to the Ecuadorian Education Law, Ley Orgánica de Educación Intercultural (LOEI) 2009-2013 the Formal Educational System in Ecuador has three levels, which are Initial Education, General Basic Education and Bachillerato, the last being the equivalent to a High School Diploma in the American Educational System. This exploratory and descriptive study will focus on General Basic Education (GBE), which starts at the age of five. (LOEI, 2011, Chapter 5 Art. 42). The GBE level consists of 10 grades or ten school years of study, each with 200 days of face-to-face classes.

The official inclusion of English as a subject in the Ecuadorian Public Educational System is composed of two different periods in the last decades. The middle point in time will be 2006 with the implementation of the Ten Year Education Plan.

Prior to Ten-Year Education Plan Implementation

Before the plan implementation, the Formal Educational System had three levels, which were Pre-Primary (1 school year), Primary (6 school years) Secondary, which was subdivided in two levels: Ciclo Básico (3 school years) and Ciclo Diversificado (3 school years). Once a student approved all the courses of the system, s/he was awarded a certificate accrediting him/her as Bachiller and enabled to enroll in the university system.

In 1993 the Ministry of Education made the application of English Language Study Programs designed by the Curriculum Reform and Development for the Learning of English (CRADLE) Project official. This project was initially composed of a group of specialists from Great Britain and a group of about 20 Ecuadorian specialists trained in England, in cooperation with the British Council. The CRADLE Project was conceived as a State Policy, which implies that it should continue in force independent of the government ruling the country at any point in time.

The decision of the Ecuadorian State was to officially include English in the Secondary School curriculum, and the main objective of the CRADLE Project was to “Improve the learning of English in schools in Ecuador through teacher training, text book production, and examination writing.” (BBC, 2008). The team developed a plan to reach this objective and the Ecuadorian Ministry of Education put it in force once completed.

One of the requirements established to implement the project was that all public secondary schools should assign 5 hours a week for teaching and learning English in their curriculum for the six years of secondary studies, following the official program and the series of books *Our World Through English* designed to accomplish that goal. Since 1993 there has been a group of specialists in the area of English revising the program, updating the books and training teachers of English throughout the country. (Ministerio de Educación y Cultura, 2008)

The CRADLE Project did not officially involve any program for primary grades, which are now the first years of General Basic Education, as we can see in Table 1.

CRADLE Project in Basic Education.

When CRADLE Project was made official for public secondary schools, private primary schools and private secondary schools were motivated to increase the number of English hours a week in their institutions. They started to revise their English Language curriculum, in some cases including subjects such as science and social studies in English. This motivation went along with the increasing spread of English as an international language.

Table 1

Levels of Formal Education in relation to Ten Year Education Plan in Ecuador

Before implementation		After implementation	
Level	Years of study	Level	Years of Study
Pre-escolar (Pre-K)	1	Educación General Básica General Basic Education	1
Primario (Primary)	6	Educación General Básica General Basic Education	6
Medio Ciclo Básico 3 Ciclo Diversificado 3	6	Educación General Básica General Basic Education	3
		Bachillerato	3
Total	13	Total	13

After Ten-Year Education Plan Implementation

Through Referendum on November 26, 2006, Ecuadorians approved the Ten Year Education Plan by 66%. (Ministerio de Educación y Cultura del Ecuador, n.d).

The new structure of Formal Educational System in Ecuador was then changed, as shown in Table 1.

As part of the plan, in 2006 the Ministry of Education evaluated the general curricular program in force and drew up the schedule for updating and strengthening the curriculum for the ten grades of General Basic Education, which came to a product: *Actualización y Fortalecimiento Curricular de la Educación Básica* (General Basic Education Curriculum Update and Strengthening) for implementation in 2010. That document does not formally include the teaching of English.

In the curricular map for General Basic Education, (Figure 1 on page 18) we can see the time assigned for Lengua Extranjera (Foreign Language) is 5 hours for the last three school years of GBE, which were the first three years of Secondary Education before the Plan Implementation and where the CRADLE Project was applied.

At the bottom of the chart we see that they have assigned 5 hours for 2nd., 3rd., 4th., 5th., 6th. And 7th. grades of GBE for Additional Activities and they explain that “Dentro de este espacio, se complementarán actividades de recuperación pedagógica u otras. Se puede ofrecer otras asignaturas, tales como Lengua Extranjera o Informática, en la medida en que la escuela cuente con los docentes y recursos requeridos para hacerlo” [These hours can be used to work on activities of pedagogic recovery or others. The teaching of other subjects such as Foreign Languages or Computer Science can be offered if the school has the teachers and teaching resources to do so.”] (Ministerio de Educación y Cultura del Ecuador, n.d).

This new curricular map clearly tells us that the Cradle Project is the only official and publicized program for learning English in the GBE level and in the three school years of Bachillerato. To conclude I may say that neither before nor

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after the implementation of the Ten Year Education Plan, is English an official part of the curriculum in the first years of formal education.

In spite of the above mentioned fact there is evidence that the Ecuadorian government is supporting teaching and learning English in the country. The Ministry of Education passed a regulation on August 26, 2011 establishing to “Instaurar en todas las instituciones educativas públicas, particulares y fiscomisionales bilingües en lengua extranjera (en idioma Inglés), a nivel nacional, el otorgamiento de un diploma debidamente certificado, a la o el estudiante que haya obtenido el mayor puntaje en la asignatura del idioma inglés.” [All educational institutions, be they public, private or mix-funded bilingual in foreign language (English Language), at national level should award a certified diploma to the student who obtains the highest grades in English Language”] (Dirección Nacional de Currículo, 2011)

ASIGNATURAS	HORAS SEMANALES DE CLASE POR ASIGNATURA / AÑOS DE EDUCACIÓN GENERAL BÁSICA									
	2.º	3.º	4.º	5.º	6.º	7.º	8.º	9.º	10.º	
LENGUA Y LITERATURA	12	12	9	9	8	8	6	6	6	
MATEMÁTICA	6	6	6	6	6	6	6	6	6	
ENTORNO NATURAL Y SOCIAL	5	5	-	-	-	-	-	-	-	
CIENCIAS NATURALES	-	-	4	4	4	4	6	6	6	
CIENCIAS SOCIALES	-	-	4	4	5	5	5	5	5	
EDUCACIÓN ESTÉTICA	3	3	3	3	3	3	3	3	3	
EDUCACIÓN FÍSICA	2	2	2	2	2	2	2	2	2	
LENGUA EXTRANJERA	-	-	-	-	-	-	5	5	5	
OPTATIVA	2	2	2	2	2	2	2	2	2	
SUBTOTAL	30	30	30	30	30	30	35	35	35	
ACTIVIDADES ADICIONALES *	5	5	5	5	5	5	-	-	-	
TOTAL	35	35	35	35	35	35	35	35	35	

*Dentro de este espacio, se complementarán actividades de recuperación pedagógica u otras. Se puede ofrecer otras asignaturas, tales como Lengua Extranjera o Informática, en la medida en que la escuela cuente con los docentes y recursos requeridos para hacerlo.
(Ministerio de Educación y Cultura del Ecuador, n.d)

Figure 1. Curricular map for General Basic Education

To implement this regulation, schools have to follow a series of steps carefully explained in the document. In one of the articles the Ministry requires that the student who is awarded this honor prepare a speech to be presented to the audience during the graduation ceremony. This regulation is in force since the very same date it was signed, it is therefore of urgent interest to find out what we are doing to have most of Bachillerato students competing to deserve this honor.

The Operational Curriculum

In Public Institutions

Keeping in mind that the only official curriculum at the moment is the one designed by the CRADLE Project, it has been the center of attention of all teachers in Ecuador. In different informal sessions with teachers of English in the country I have heard comments of the value it has and how it has localized information and exercises only for the Sierra Region of the country, or that it is not updated as often as it would have to be. In my opinion these comments are the consequence of teachers accessing only the books, which they take as their only resource. Teachers have made it their operational curriculum leaving aside all the other components that can help them go further with the process of teaching and learning English.

I also consider that applying the Project in secondary schools on the one hand was the stepping-stone for many other schools to do their needs analysis and present new additional projects. An example of this influence is seen in one high school that prepares students to work as secretaries that introduced Business Correspondence studies in their curriculum of English, in addition to the CRADLE Project program. On the other hand I can see that almost after 20 years of the implementation of the project for Secondary School, we do not yet have anything official for the first years of GBE.

In Private Institutions.

The operational curriculum at private schools in Ecuador is at all levels very varied. Owing to the lack of official English curriculum, most private schools include English in their programs for all years of study of General Basic Education. They do it in a variety of ways and intensity; they may focus only on the skills of language or they may also teach science or social studies in English. They allocate as few as two hours a week or as many as 15 hours a week for English. They offer to prepare students to get the highest grades in the TOEFL exam or other international exams.

Results

Based on my experience as an English teacher at university level, there are a good number of students who after finishing their Bachillerato, either at private or public secondary schools, have to repeat their English studies as if they had not had any previous study, and I will cite some examples. Out of a group of 53 students applying for university studies at a small private institution in an important city of the country, 32 were placed in the beginning level of English according to the Quick Placement Test designed by the University of Cambridge Local Examination Syndicate and published by Oxford University Press.

Another example is that one of a very prestigious private university where approximately 20.000 students have taken the placement test in the period between the first semester of 2007 and the first semester of 2011. Out of those 20,000 students 4,500 (22.5%) were placed in the 0 level which represents the group of true beginners and 3,200 students (16%) were placed in the group of beginner 1. This makes a total of 38% of students starting their learning of English. (Personal communication with M.L.Barros on December 2, 2011)

I would like to clarify that there is no correspondence in the number of students who finish their *Bachillerato* studies in a public school and the number of students who enter a public university; or the number of students who finish their *Bachillerato* studies in a private school and enter in a private university. University students come from different types of secondary schools, from different cities in the country and they constitute the mixed ability groups that we find in university classrooms.

I have gone further backwards into the different stages of formal education in Ecuador to informally analyze this situation and I have found that teachers of the 8th grade of Basic Education claim that the group of students they receive at that stage is a group of students with so many different levels of English that it makes it very difficult to progress with their abilities in the language.

As an ELT consultant for an international publisher in Ecuador, for about eleven years I was part of intensive training for English language teachers. As a university professor I have worked together with colleagues and trainees sharing experience in teaching techniques, methods and strategies. The professional association of teachers of English in Ecuador, teacher training programs, publishers and bookshops have invested time and money in seminars, congresses and lectures aimed at giving teachers the most current language teaching strategies, but we still have not reached the goal of getting students to successfully communicate in English when they finish their *Bachillerato*. This is evidenced by the fact that we have a good number of students enrolling in universities with very low or even zero levels of English leading those of us in the area of ELT in the country to try to find out and work to overcome the cause of this undesirable result.

I consider it necessary to change our point of view and realize that teaching and learning a language is more than just a group of well-applied teaching techniques. Such a change will enable us to avoid repeating the experience of the 1950s when professionals responded to the new ELT needs with slight change to “new directions in methodology” (Richards, 2001).

To make a meaningful change it will be necessary to analyze students’ needs and probably organizing them into the three categories suggested by Nation and Macalister (2010): necessities, lacks and wants, so as to include them as part of the curriculum. It is therefore important to establish a rationale behind the designing and implementation of the English curriculum for GBE, to establish minimum but reachable general and specific objectives, while making these objectives coherent with the pre-requisites of the three years of *Bachillerato* and consequently with those at university levels.

Objectives

In an attempt to identify a path to start working on designing an English curriculum for GBE in Ecuador, in this descriptive and exploratory study I will:

- 1) Design a questionnaire to gather information of the process schools of GBE follow to design and implement their curriculum.
- 2) Present the results to educational authorities.
- 3) Outline a process that would possibly serve as a guideline to design a curriculum for primary education.
- 4) Present a foundation for further studies in the area.

Research Questions

- 1) What type of institution, as per their English program, do they consider themselves and why?
- 2) What is the curriculum designers' concept of curriculum?
- 3) Do schools have documented curriculum?
- 4) What are the parameters under which English Language Curriculum is designed and implemented in urban private schools for GBE?
- 5) Do they have any theory of learning and/or philosophy that serves as a basis for their curriculum?
- 6) What factors have the most influence in their curriculum design?

Chapter 2

Literature Review

Curriculum design, implementation and evaluation are vital to education at all levels and areas. To support the importance I see in having a documented English Language Curriculum for the GBE in Ecuador, in this section I will present the most relevant findings in the related literature.

Definitions

Curriculum Definition.

Defining Curriculum is a very difficult and controversial task not only for English Language Teaching professionals but also for many of those involved in the educational arena. In the Macquarie University website they state “the term means different things to different people” (Macquarie University, 2010, para. 1). In advising institutions around the country, I have always been trying to find a good definition of curriculum, so as to be sure what schools were asking for, and what I could do to assist them professionally. The curriculum definitions schools have are very varied and through research we can realize why.

Johnson (1989) argues that in the British sense, curriculum gathers all the factors that in one way or another affect the process of teaching and learning. Thus, the ideal procedure for curriculum designers is to include all the components or actors of the curriculum, as each of them has an important role in the success or failure of education. Although I agree with this definition, I consider it is impossible to predict all factors that will affect the process at certain points of the process where

the main components are individuals, and as such we have different attitudes, socio-economic backgrounds, objectives, learning styles as well as many other differences.

With a similar view to Johnson's but expanding it, Candlin (as cited in Nunan, 1998) suggests that curriculum comprises all the statements about language learning, such as purposes, the actual experience of the process, its evaluation, the role of teachers and students as well as the content to be learned. If we consider language learning as a set of statements of learning a language, then we will agree with the definition "A curriculum is a planned sequence of learning experiences." (The University of Manchester, n.d, para.1).

In formal education, there is obviously no learning without teaching and even less without the means to do so. In this regard Posner (2003) argues that when talking about curriculum, some people mean it as a set of "ends of education" and a "set of means of education" (p.5). Analyzing the ends of education we will have to analyze what the objectives of curriculum are, how far and how well the actual process has taken those objectives to the end. Furthermore, the analysis goes deeper in terms of what the means were, how they were applied and the success or failure of such application. Wojtczak (2002) supports this idea and defines curriculum as "An educational plan that spells out which goals and objectives should be achieved which topics should be covered and which methods are to be used for learning, teaching and evaluation." (as cited in Harvey, para. 4)

For David Prideaux "Curriculum represents the expression of educational ideas in practice." Prideaux (2003, pp.268, 326). If curriculum is such a representation, curriculum needs to be documented to maintain a record of those ideas in order to make sure how many of them are put into practice; at what stage of the process they are put into practice and how well they are put into practice. It is obviously true that

many acts in life are first ideas, and if ideas work out well we need to be able to apply them again and optimize them. If ideas do not work out well, it is compulsory to have the necessary information to work on improving them and their application.

In their book Glatthorn, Floyd & Whitehead (2008) define curriculum as “the plans made for guiding learning in schools”, definition that place curriculum under “prescriptive models” (Prideaux, 2003;326,268). What we have to keep in mind is that prescriptive models in various contexts give freedom to make some sort of modifications based on solid arguments. An example is what the Ministry of Education of New Zealand (2007) overtly expresses on its website:

The New Zealand Curriculum sets the direction for teaching and learning in English-medium New Zealand schools. But it is a framework rather than a detailed plan. This means that while every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail. In doing this, they can draw on a wide range of ideas, resources, and models. (New Zealand Ministry of Education, 2007, p.1)

Curriculum policy makers who provide this freedom in the curriculum design and implementation arena need to adopt a procedure through which they are informed of the details that are going to be included or excluded from the curriculum. It is also advisable for them to be open to current trends, the consequences of constant change in science and technology and overall tendencies of the world. The exemplification of Prideaux (2003) seems valid here as he advises the support given to curriculum underlying values.

This is the so called sabretoothed curriculum, which is based on the fable of the cave dwellers who continued to teach about hunting the sabretoothed tiger

long after it became extinct... The curriculum must be responsive to changing values and expectations in education if it is to remain useful.” (Prideaux, 2003;326,268)

In modern societies, Ecuador not being the exception, where students have access to technology, mass communication through different types of media like television, internet and its social networking groups, curriculum should be designed and reviewed in accordance with the challenges of modern life. It is very obvious that there should be micro-contexts where this infrastructure cannot be applied; therefore a needs analysis is mandatory.

So far I have analyzed quite a number of definitions and the majority of them conceive curriculum as a body of educationally related elements, which fall into the category of the “expansionist” view, “covering most aspects of learning and teaching” (para. 14). I consider appropriate now to direct our vision towards the “minimalist” view that equates curriculum “to the syllabus or more often ‘a course of studies’ (MacNeill &Steffan, 2003, para. 14).”

The minimalist view of curriculum has led administrators and teachers to use the terms “curriculum” and “syllabus” interchangeably, and what really merits our attention is not only the misuse of the terms, but also having only a syllabus as the curriculum.

The Definition of Syllabus

Due to this minimalist way of looking at curriculum, it is not uncommon to come across curricula where the backbone would be a list of topics to be covered during the course, or the scope and sequence chart of the books being used. In this regard Yalden (1989, p. 87) argues, “that a syllabus can also be seen as a ‘summary of the content to which learners will be exposed’.” (as cited in Rabbini, 2002, para 4).

What I call this way of proceeding is a divorce of the teaching learning process.

Teachers have a list of what they are going to teach, what they are going to expose their students to and in many cases they do not analyze how much the students learn. In the extensive literature found on this topic I quote “Where people still equate curriculum with a syllabus, they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit.” (Mednick, 2006, para.6). Also as mentioned by Hutchinson & Waters (1987) “... and the fallacy persists: ‘I have taught the syllabus. Therefore the students have learnt what is in the syllabus’ (p.83).” It is common to hear language teachers saying “I already finished the book” and then my immediate question is “how much did your students learnt?”

David Nunan (2006) advising on an operational meaning to follow the reading of his book considers that we have to “distinguish between syllabus design, which is concerned with the ‘what’ of a language programme, and methodology, which is concerned with the ‘how’” (p. 6). Considering ‘how’ the ‘what’ will be taught and learned, Hutchinson and Waters (1987, p. 80-83) suggest syllabus interpretation according to the layer of the process and he presents six different layers:

- The evaluation syllabus that will establish the framework within which learning will be evaluated and is usually prescribed by ministries or any other local educational authority.
- The organizational syllabus closely related to the evaluation syllabus will define the order in which the contents will be delivered and should be based on the basis of how people learn and specifically in this case on how people learn languages.
- The materials syllabus with which the process of analysis starts, as the materials writer will have to decide among other aspects how to contextualize

the contents so as to make them meaningful to the learners.

- The teacher syllabus, which constitutes another level of analysis, as the teacher will have to decide how deep to go into an activity. “Stevick (1984) recounts how an inexperienced teacher would finish in two minutes an activity that he would spend twenty minutes on. (as cited in Hutchinson & Waters 1987,p.82).
- The classroom syllabus determined by the interaction that takes place between students and teachers, the context, the resources and the environment. This syllabus has its own characteristics that will directly affect learning and teaching.
- The learner syllabus that embodies the mental process through which the learner internalizes what he has been taught.

Curriculum or syllabus

One of the research questions I presented in the corresponding section of this thesis, aims to find out the concept of curriculum that teachers have, as it is my understanding from the many occasions I have been in the position of revising documentation produced by English departments at different schools, the only document I have been presented is a syllabus and in most cases the syllabus is the content list of the book being used. As I have learned from this literature review, a syllabus is just a part of the curriculum.

It is important to have a clear idea of the elements of curriculum and the role syllabus has in a curriculum, so as to assure we are not missing important elements of the teaching and learning process.

There have been numerous studies showing the difference in the misuse of the terms and Rodgers (1976) argues that:

“...Syllabi, which prescribes the content to be covered by a given course, form only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes *not only what pupils learn, but how they learn it, and how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.*” (as cited in Rodgers (1986, p.26)

It is my view that I should consider all these definitions of curriculum and syllabus as well as the discussion of whether using syllabus or curriculum very valid for the purpose of this study. As we have seen there are many definitions of curriculum but what is important is that each institution draws up its own operational definition of curriculum that fits its own circumstance. “Those who apply the concepts of the curriculum to real situations must first devise a working definition and then put it into operation. Doing so might not be all bad, for it forces consideration of meanings, and any working definition must allow plenty of room for local initiatives.” (Toombs & G., 1993 p.177)

Curriculum Models

In this section I will present two broad categories under which curricula can be classified: a) prescriptive models, and b) descriptive models, which are also known as experiential.

Prescriptive Curricula.

Prescriptive curricula are those that comprise all the aspects related to what has to be done in a course and they are usually designed by local or institutional authorities in charge of setting the goals to be achieved through the implementation of a given curriculum. To define prescriptive curricula I will use that of Donald Cay, 1966: “...the master plan, devised by educators and other adults in a community,

state, or nation that will best serve their needs, and, as they see it, the needs of their children” (as cited in Ellis 2004, p.4).

Prescriptive models are not always faithfully followed, as they are affected by the different conditions that are part of the process of teaching and learning. Ellis (2004) presents an interesting analogy of curricular prescriptions and medical prescriptions saying it is not known to what extent they are going to be followed. The sick person will decide how closely to follow a treatment, and in the end the teacher will have to decide the terms of application. “The developer proposes, but the teacher disposes.” (Ellis 2004, p.4)

Descriptive Curricula

Descriptive Curricula represent what is actually experienced by teachers and learners during the process. It “provides ‘glimpses’ of the curriculum in action” (Glatthorn, Floyd, & Whitehead, 2008 p.4)

Although classified in these two broad categories, curriculum designers and teachers may recognize that in many cases a curriculum can be under both headings.

Type of Curricula

In the section concerning syllabus definition I presented the different types of syllabi as seen by Hutchinson & Waters (1987), and now while reviewing the literature related to curriculum, in several sources I have found different labels for the same type of curriculum. This time I will present some of these descriptions using Posner’s (2000, p.12) proposal of “The Five Concurrent Curricula” that he suggests should be considered when analyzing an official curriculum, as the five affect each other.

Official Curriculum.

The official Curriculum is the written curriculum that encompasses what is to be done in the formal setting of a school, how and why. Educational authorities or advisors usually develop this curriculum and therefore "...it is enshrined in various documents and statements". (Nunan, 1989).

Ellis (2004) labels this curriculum, the "recommended curriculum" stating, "it is formulated at a higher level of generality." (p. 4). Due to this characteristic of generality, the official curriculum or "generic curricula" as identified by Glatthorn et.al (2008) cannot be fully applied in all contexts. For this same reason, Ellis compares it with Goodlad's and Associates (1989) "ideological curriculum". Official curricula assume context as homogeneous when real contexts tell us how different situations can be.

In line with the models described in the previous section, this type of curriculum falls in the category of prescriptive. The teacher who favors the proper use of an official curriculum will have a copy of the document to refer to, will "plan teaching accordingly" and will "assess the learner along the same lines". (Wall, 2008:46).

Considering the Ministry of Education in Ecuador as the highest level of educational authority in the country, we will take as the official curriculum the document they presented as "Updating and Strengthening of the Curriculum for General Basic Education" [*Actualización y Fortalecimiento Curricular de la Educación Básica*] (Ministerio de Educación y Cultura del Ecuador, n.d.) in a presentation to socialize the process the Ministry of Education talks, among other aspects, about "Creating a meso - curricular document useful and applicable by

classroom teachers"[*Crear un documento meso-curricular útil y aplicable por docentes de aula.*]" [] (Ministerio de Educación y Cultura del Ecuador, 2010).

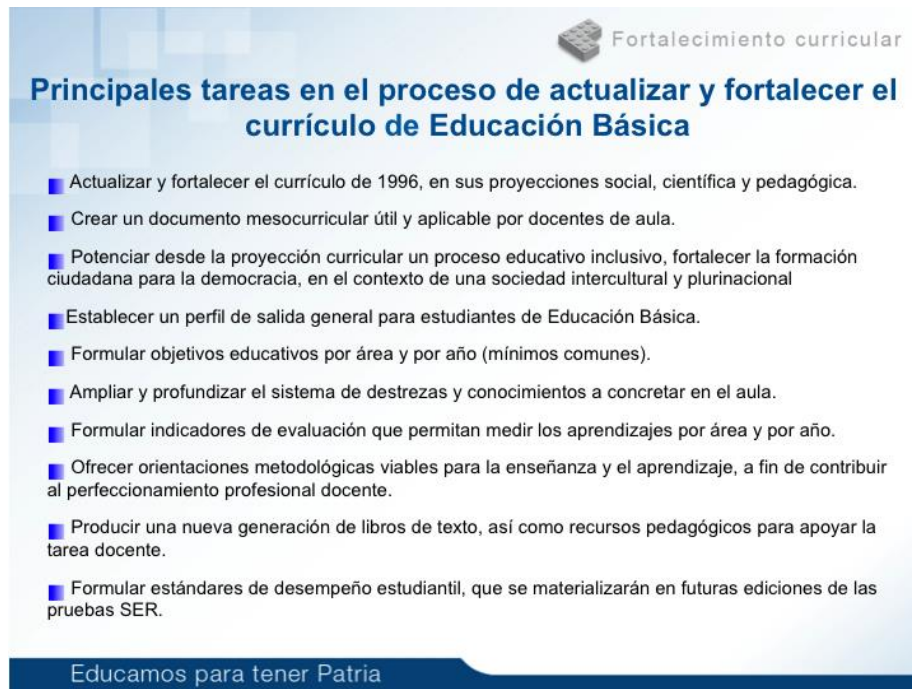


Figure 2. GBE Curriculum Updating and Strengthening: Tasks
(Ministerio de Educación y Cultura del Ecuador, 2010)

De Corte et al (1981, p.4) defines meso-curriculum stating that "...the meso-level refers to the internal organization of the school or (notably) a school community" (as cited in Kruger 2007 p.6). It is my interpretation based on the review of the information provided by the Ministry of Education through their website, that the idea of having a meso-curriculum is because they are working on a new administration system, and dividing the national territory into 9 zones, 140 district offices and 1200 educational circuits. Thus, the meso-curriculum will be the meso-curriculum to be applied by every educational circuit. I am completely in favor of this type of curriculum, as with my experience travelling throughout the country and visiting schools, I have witnessed how different schools, teachers and

students are. Just to cite an example, of these differences, the Costa and Sierra regions, have different school calendars.

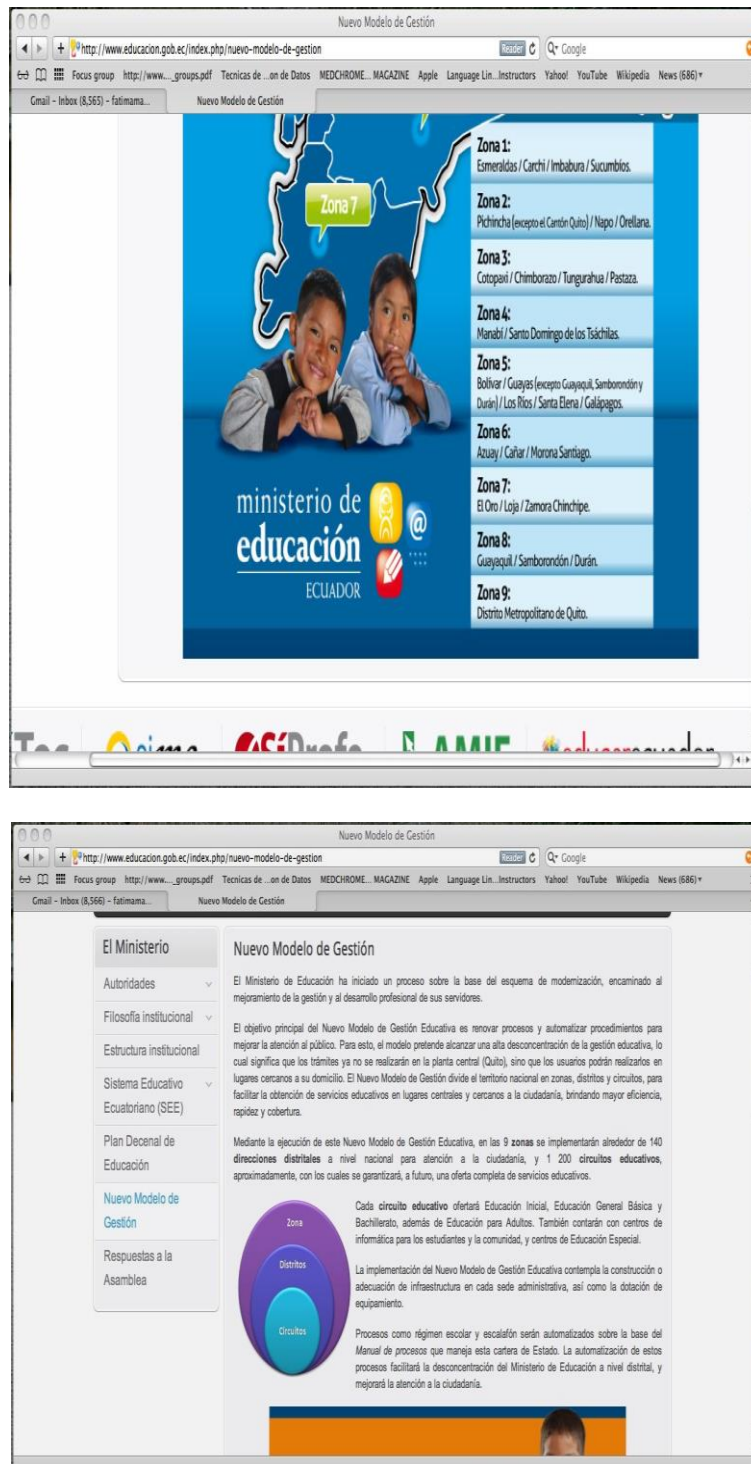


Figure 3. Ecuadorian New Model for Educational Administration. In this figure the Ministry of Education presents the objectives of the new Model and gives data of the number of zones, district offices and educational circuits they are creating.

Operational Curriculum.

Posner (2003) argues that the operational curriculum holds two important aspects that can be identified as the “taught curriculum” and the “tested curriculum”. The first deals with what the teacher actually teaches in class, and the latter with the test given to students. The Operational Curriculum places itself very far from the concept of the Official Curriculum. The difference is made based on a) the fact that teachers carry to the classroom their own personal and professional characteristics. b) The factors that students use to affect the curriculum implementation, conscious or unconsciously.

There is an important issue in the actual experiencing of the operational curriculum, and it is the role principals of schools have to play in supporting teachers. The rapport between teachers and principals during implementation of a curriculum will be of immense value when evaluating a curriculum, as teachers will be transmitting to the principals the pros and cons of the curriculum implementation. This is mainly helpful when implementing a revised curriculum as teachers react in different ways as Marlow & Minehira (n d) argue, teachers may be reluctant to change, especially if things in their view have been working properly.

Hidden Curriculum.

This is the curriculum that is not usually documented as a curriculum and therefore not visible or perceived, but it “... may have a deeper and more durable impact on students than either the official or the operational curriculum” (Posner, 2003). (p. 13) I consider that the hidden curriculum is the one that makes the difference between formal and informal education, as it helps students to face the various characteristics of social interaction - meaning a larger entity of society- and

the family interaction. In other words, it becomes a framework that helps one to be a successful sociable individual.

In her article, Kentli, D (2009) presents various definitions about the hidden curriculum and I have selected those that better explain its ample and deep coverage:

“The ‘unstudied curriculum’, the ‘covert’ or ‘latent’ curriculum, the ‘non-academic outcomes of schooling’, the ‘residue of schooling’, or simply ‘what schooling does to people’.” Elizabeth Vallance (1973) (as cited in Kentli, Fulya Damla - 2009)

“He defines hidden curriculum as those unstated norms, values, and beliefs embedded in and transmitted to students through the underlying rules that structure the routines and social relationships in school and classroom” Giroux (1983) (as cited in Kentli, Fulya Damla - 2009)

Another important aspect of hidden curriculum is the impact that hidden curriculum has on children with disabilities, as they might find it difficult to discriminate among the different patterns of behavior and their application. Myles (2011) from the University of Kansas in her article presents a list of hidden curriculum items that she argues should be “taught to students with special needs” (para. 2). Below I present two items of her list: “Not all people you are unfamiliar with are strangers you can’t trust. You may not know your bus driver or your policeperson, but these are people who help you ” (para.4). And, “When a teacher gives you a warning, it means she wants the behavior to stop and that most likely there will be a consequence if the behavior occurs again” (para. 4)

Null Curriculum.

This is the curriculum composed by “those subject matters that are not taught” (Posner, 2003). Local authorities or institutional authorities, depending on the type of law that regulates an institution, usually make this decision. The task here is to be clear about the reasons behind this decision. In the case of the curriculum for GBE in Ecuador for example, we might find many reasons for not having English

Language in the lower grades of GBE. One reason could be that we do not have enough children's teachers, who know English and how to teach it, or enough English teachers trained to teach children. As a matter of fact, in Ecuadorian Universities the degree program they offer for English teachers has a major in teaching in secondary schools.

I do not mean that Ecuadorian English teachers would not be able to teach children, especially because they are actually doing it and in most of the cases very successfully, but because it would be important to train teachers to develop other teaching skills such as those related to child psychology, for example.

According to Eisner (as cited in Owen, Wilson, 1997-2005), through the omission of certain subjects or subject matters "school personnel are sending messages to students that certain content and processes are not important enough to study" (para.13). In the case of English for GBE, this constitutes a special circumstance, as although students might have been getting "the message" that English is not important for many years, they are bombarded by a world around them telling about the importance of knowing English and in some cases many of them are experiencing the need for that knowledge.

In addition to the different curricular categories that I have presented above based on Posner's work, I will briefly introduce three others that are part of Owen Wilson's work (1997-2005).

Concomitant Curriculum.

It refers both to the teaching students receive at home; to family social interaction and, the Societal Curriculum, which apart from the teachings they receive at home, refers to the teachings they receive from the immediate social community. I tend to think that the Concomitant Curriculum is part of the Societal Curriculum.

Phantom Curriculum.

This curriculum includes the meta-cultural aspects that media of any type give to students.

Electronic curriculum.

It is composed by the experiences students gain through the formal or informal use of electronic devices and Internet for any purpose on a regular basis.

Curriculum Decision-Making Framework

In the previous section we reviewed the different curricula proposed by Posner, and also some others proposed by specialists in the area of curriculum. In this section I will present a schema of the curriculum decision-making process based on the review of the literature.

Decision-making has a strong role in the life of all individuals as it affects positively or negatively all areas of social interaction. In this regard, when we make decisions that are our responsibilities at the work place, they seriously influence the projects and goals of institutions. It is necessary to develop the reasoning skills that will successfully lead an individual or team in the process of decision-making.

In Figure 4 Dawson-Tunik, (2006) illustrates the skills necessary to make decisions that he calls 'skill domain'. In Figure 5 he presents the level of skills sub-areas like Psychological capabilities and Personal Traits that are common to all the skills. In the next level and for each sub-area there are two divisions and within each division, except for Creativity, another level of regions, various for each division. ¹

I decided to include these maps in this section since any curriculum designer, when looking at every region, division, sub-area or skill domain, will identify the

¹ From Dawson-Tunik, T. L. (2006, April). *The national decision-making curriculum: Designing and evaluating developmentally informed curricula*. Paper presented at the Learning and The Brain, Cambridge, MA. Reprinted with permission.

need to either acquire or develop them. I failed in my attempt to select the ones I consider the most valuable.

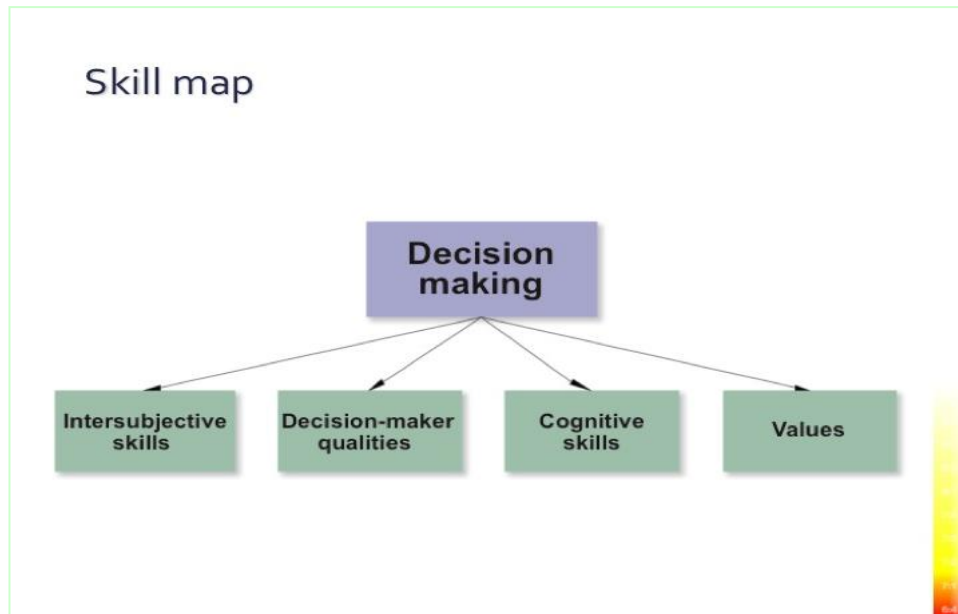


Figure 4. Skills map by Dawson, Theo (2006)

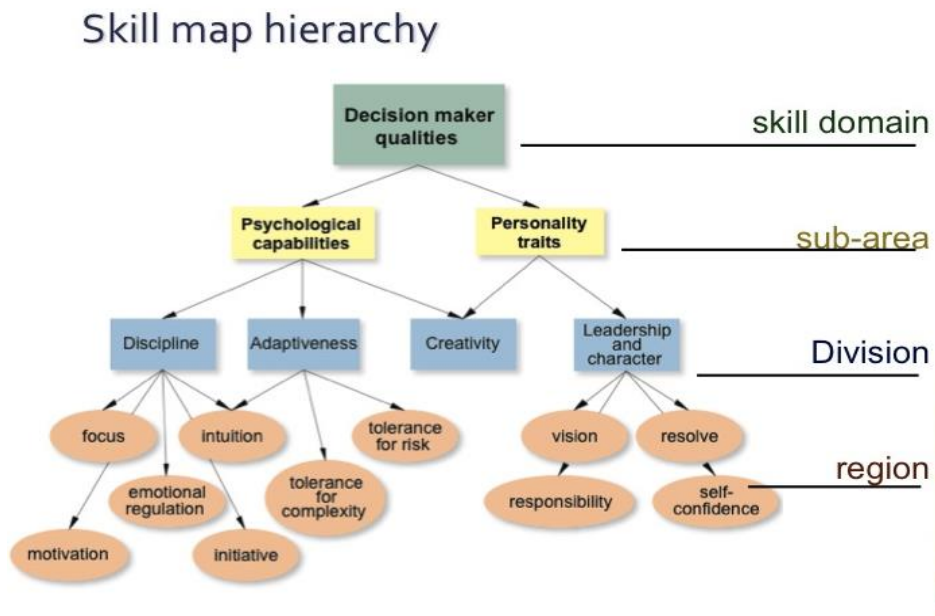


Figure 5. Skill map hierarchy by Dawson, Theo (2006)

The responsibility for the curriculum should be understood as the responsibility for the future of the world, as the future will be in the hands of this generation we are leading. However, the question at this point is "...Who is supposed to make the decisions and who actually does?" (Johnson, 1989).

Johnson (1989), (also cited in Richards, 2001) presents four different stages of curriculum development, the roles of decision-making and the products. I will proceed to describe those stages:

1. The first curriculum developmental stage is planning, the stage at which policy makers will produce a policy document. "This document is supported by national policies driven by socio-political trends. Like any other aspect of an educational institution, "...the curriculum responds to external and internal forces and reflects the identity, assumptions, and perspectives of decision makers affecting it." (State University.com, 2011: para.12).

In the case of language curricula one can easily see the tendencies of a government to include an additional language to the one officially recognized in the country. In the case of Ecuador, for example, where the official language is Spanish, the Educational Law establishes as one of the state obligations "*Incluir en los currículos de estudio, de manera progresiva, la enseñanza de, al menos, un idioma ancestral; el estudio sistemático de las realidades y las historias nacionales no oficiales, así como de los saberes locales;*" [To include in the study curricula, in a progressive way, the teaching, of at least one ancestral language, the systematic study of the reality and the non-official national stories, as well as of the local knowledge.] (LOEI, 2011, Art. 6,k).

In addition to the above mentioned law article, in Chapter 1, I already discussed the tendency of the government to include English language in the

curricula for the first years of GBE.

2. The second stage is specification: ends and means, and the decision makers are the needs analysts and the methodologists who will produce a syllabus. Ends are the aims, goals and objectives to be pursued as a consequence of a course of study or courses of study, and the means are the vehicles used to reach those ends. Needs analysis is so important at this stage, as it will be the base to draw the objectives and thereafter provide methodologists with the information to design the methodology for the course where they will use up-dated available information of different concepts of the learning and teaching situation, such as learning theories, teaching techniques learning styles, multiple intelligences among others. To produce a coherent curriculum through the design of a coherent syllabus it is mandatory “to demonstrate that the ends specifications matches the policy, and that means and ends are compatible.” (Johnson, 1989: p.6)

3. The third stage regards program implementation where materials writers and teacher trainers play the main roles to produce teaching materials and a teacher-training program.

There should be a match between materials writers and the syllabus and in this line, Johnson R. (1989) considers that materials writers should be part of the syllabus design team as this would help to write appropriate materials that in the end will not only serve the syllabus but also the policy document that I referred to, in the first stage of curriculum decision making-framework.

Materials can be produced by teachers or can be commercially made. Both have advantages and disadvantages that need to be carefully analyzed for the sake of supporting teaching methods. Teachers design teacher-made materials, in most of the cases, as an additional burden to the actual teaching. Due to this, materials

usually lack a good set of instructions on how to use them. If the teacher for any reason leaves the program, the new teacher will just have a set of worksheets that do not make too much sense in terms of how and when to use them and how they help reach course objectives.

Commercial materials can be those produced by local or international publishers. It is well known that international publishers pilot their material to assure their quality and suitability, but the users they have in mind are their potential customers, and what they do is to find the commonalities of the different markets where they would sell their books. Materials design and materials selection is a whole interesting topic that will be discussed later in the section of Curriculum Design Process.

In this same stage we have teacher trainers that constitute the nexus between the syllabus and the classroom. Their role is to design and implement programs that will lead teachers to make the most of the syllabus and will train them to be attentive to what works and what does not. Johnson R. (1989) argues that in many cases teacher trainers undervalue the adopted materials in school, motivating teachers to create their own materials; they also undervalue official exams and methods, and they forget their main role, which is to foster “coherent implementation and development within the curriculum.”(p.9)

4. The last stage according to Johnson R. (1989) is classroom implementation where the decision makers are the teachers and learners, producing teaching and learning acts respectively. It is easily assumed that the success of a program depends exclusively on teaching and learning acts, as Ellis, (2004) argues

“A curriculum comes to life in the hands of teachers and students. It is in its very human encounter that good things happen. Even the most noble

curriculum can be rendered lifeless in the wrong hands. And school subjects that students typically tend to dislike suddenly become favorites in the right hands.” (p.4)

I partly agree with this statement, as some times, even with the highest motivation in students and teachers, a poorly designed program can become a frustration to both. One of the reasons could be for example, a poor needs analysis prior to syllabus design, where designers make wrong assumptions about the students' proficiency levels of language. Allowing such assumptions to create material that is too low for student's levels, demotivating students; or too high for students' level that may be a difficult burden to handle due to the high level of challenge.

The four stages described outline the framework in my opinion, not only for decision-making but also for the responsibility the many actors in education should assume in designing a curriculum. Additionally, those of us who are in the area of education have to be conscious of the importance of working as a team. Teachers cannot blame analysts or methodologists for poor design but instead give the necessary feedback so as to know the different drawbacks of curriculum application through the provision of detailed information not only on facts of teaching and learning acts, but also contributing with some sort of analysis of those facts.

Trying to motivate teachers to become actors in the process of curriculum design also implies providing teachers with training on how to produce their feedback on curriculum and even more, train them to be able to present their experiential findings. An example is that of Gauteng, South Africa, where the Department of Education decided to make teachers active members of the 2005 Curriculum design and to start doing so, they designed a training plan including

methodological, management and training skills. (Rampasard, 2001)

Curriculum Design Process

This section will revise in detail the different stages in designing the curriculum following Nation and Macalister's model of the parts of the curriculum design process, (Nation & Macalister, 2010) which to my knowledge is one of the latest works in the area of curriculum design, as most of the research in the last five or six years in the area has been devoted mainly to assessment.

Before I start considering the relevance of Nation and Macalister's model I will mention the one presented by Brown, which is in depth quite similar to the one that is serving my review in this section. Brown considers that curriculum development includes a range of actions from the many parts involved in the educational system. He presents "a set of the stages for logical program development and a set of components for the improvement and maintenance of an already existing language program". The components of the model are: needs analysis, objectives, testing, materials, and teaching. Each of these components is linked to evaluation; in the same way, evaluation is linked to all the other components. (Brown, 1995, pp. 19-20)

Nation and Macalister's (2010) model comprises "three outside circles, and a subdivided inner circle". (p.1) The inner circle is the equivalent to the 'syllabus' of a program and is subdivided into the following sections: "Goals" in its central part; around it in equal spaces we have Content and Sequencing, Format and Presentation, and Monitoring and Assessing. In the outer circle we can find Principles, Needs and Environment. All these components are encircled by Evaluation.

Comparing Brown (1995) and Nation & Macalister (2010), the first starts considering Needs Analysis and the latter Environment Analysis followed by Needs Analysis. For the purpose of this research I will start with the latter order of review.

Environment Analysis.

When analyzing the factors that affect curriculum, different authors classify and label them in different ways. In his needs analysis, Brown considers both environment analysis and needs analysis, whereas Nation and Macalister present them as separate components (Nation & Macalister, 2010, pp. 14-36). In the same way, Richards (2001), presents a needs analysis and a situation analysis. The result of these analyses constitutes the bases for curriculum designers to start the process.

Referring to environment analysis, it is important to identify those factors that will affect the implementation of the program. One single factor can have more than one effect on the course being designed as well as on its possible implementation. When designing a course, you will need to identify the factors – or constraints as identified by (Nation & Macalister, 2010) that will impact the specific context and to what extent they are going to affect that context. Constraints can be positive or negative and they can have their origin in different aspects of the teaching-learning process. In the case of a language curriculum we can identify different factors, for example:

Teaching-Learning Context.

The content, activities, assignments and many other aspects of curriculum will affect the teaching - learning situation. We can identify three commonly used terms to define context: English as a Foreign Language, English as a Second Language and English in Bilingual Schools. Stern (1983) clearly defines these terms when he

argues that second language is any language learnt as an adult, after first language learning is completed or in early childhood when the process of learning the first language is not completed.

Within second language, foreign language can be placed, making a distinction between the two: foreign in this context refers to the language used for studying, reading any type of literature, communicating with foreigners, travelling abroad, among other purposes, while second language, in addition to serving the same purposes of the foreign language, is needed ‘for full participation in the political and economic life of the country’ (Paulston: 1974, 12-13 as cited in Stern, 1983).

Second language “usually has official status or a recognized function within a country which a foreign language has not.” (p.16) Stern also claims that the context where a second language is learnt is much more supportive than that where a foreign language is learnt, as the target language speaking community will be far away. (Stern, 1983).

Class size.

The number of students in class will have influence on the type of activities teachers select for the various lessons of the program. Pair work, group work or individual activities are some of the options.

With enough time teachers will plan with the confidence that all students will have a chance to participate, and that they will have a chance to give the corresponding feedback to each of the students. Thus the performance of students can be positive or negatively influenced.

Finn (1998) made what he argues to be the “only large-scale controlled study” (para. 4) as it was conceived and implemented for a period of 4 years in 79 schools in Tennessee having three groups in each school: small classes with an average

enrolment of 13 to 17, regular classes with enrolment of 22 to 26 students and another regular class (22-26) with a full-time teacher aide. His findings were that students in small classes had significantly superior performance in the four years of analysis, superior even to those in regular classes with the full-time teacher aide. In a later article Finn maintains that in a small class, students feel more pressure to participate. (Achilles & Finn, 2003)

Classroom setting.

Space

Closely related to classroom size, classroom setting will influence seating arrangement for the different types of activities we can implement during a lesson. Small rooms for large classes will not give a chance to have group work where students' desks need to be rearranged. In Ecuador, in private schools the average class has between 20 and 25 students, while in public schools the number can vary from 25 to 45 students. In many cases, the space is limited to the necessity of one person being able to carefully walk between rows, so there is no possibility for rearranging seats.

Outside noise.

Another aspect of classroom setting with effects on curriculum especially on the language curriculum is the noise that surrounds the classroom. The noise originated within the same school building or from outside will make it difficult to have a class with group work activities, or presentations for example. It is necessary to solve these problem situations in order to have continuous development of the course with any type of planned activity.

Time.

Number of periods per week.

It is necessary to identify if the number of hours will be sufficient to cover the program and reach the objectives; or the opposite, if the content of the program is too little and there will be spare time for which extra material should be prepared. As Woodward (1988) suggests to teachers, when a teacher starts questioning how long they have for the class and for the course, that will be a way to structure teacher's thoughts. This reflection will determine then, how much the teacher will devote to each unit, to each lesson and to each activity in the lesson throughout the course.

Distribution of class-periods during a week.

Having one-hour periods four times a week will probably have a better effect on learning and teaching than having one period of four hours once a week. In a class with one four-hour period once a week, the teacher will have enough time to cover long topics or themes on the same day, but students will have less time to process the information given. On the other hand in a class with one-hour period four times a week, teachers will have to sub-divide the topics to suit the time. Another important effect to consider is how many of those periods are scheduled on Fridays, when schools usually have the extra-curricular activities, or in the case of Ecuador where most of the holidays are moved to Friday.

Distribution of class-periods during a class day schedule.

The effects of time distribution during a class day schedule on the curriculum are multiple. The time when supposedly students are not tired and are usually devoted to "the subjects" like Math and Science, but not language classes although English is also a subject in the curricular map of the school system. Thus, English is left to last hours of the day and teachers have to deal with tired students, especially if they had P.E. classes before English classes. This is a difficult task for teachers who

even with the highest academic preparation, planning and highly motivated students cannot do anything to change their physical condition during class time.

In the case of little children, classes at the beginning of the school day for the first grades of Primary School, will sometimes have still sleepy children, and it is difficult to make them actively participate and complete class tasks. (Conversation with C. Martínez and I. Macías at several instances during 2010 and 2011)

This effect is, however, relative when we refer to classes where students are tweens or teenagers who according to Zephania (1987) are affected “by the diurnal hormonal fluctuations of the teenage years” (Klein, 2011) In addition, nowadays, as far as my personal experience with my children and my friend’s children dictates, young people go to bed very late. This is evidenced in students sleeping in class during the first hours of schedule, until they complete their biological need for sleep. In a video-clip made by Avilés-Maloney Consultores in 2010 at a local school, students used their backpack as a pillow and found it very difficult to keep their eyes open. When after class, Avilés-Maloney consultants asked students if they adopted that posture because there was something in the class that they dislike, the students answered: “*No² Miss, usted le puede preguntar al profesor. Si la clase es más tarde, yo siempre participo, pero ahorita todavía es muy temprano.*” [“No Miss., you can ask the teacher. If the class is later I always participate, but now what happens is that, it is too early”]

Klein (2011). studied 406 students of two different ages, 204 were ten year olds, and the rest of subjects were 202 fifteen year olds. The purpose of his study was to measure their attention level at different periods of the day. He divided the

² Miss is the word students use to address teachers in Ecuador, independent of their marital status and/or the language they teach the class.

school day from 8:00 to 15h00 into three periods. He found out that for both groups there were different levels of attention during the day: “the later the hour, the lower the level of attention. This was true of all of the groups.” (Klein, 2011) p.304.

Resources.

In language classrooms at the beginning of the 70s in Ecuador, the resources language teachers had were books that were used by the students and by the teacher. Teachers’ books, supplemental materials, tape recorders, cd- players and other equipment were not available. Now the language teaching-learning situation has an enormous amount of resources to make good use of.

Textbooks.

Textbooks are either used as a complement to curriculum application, or as the only basis of curriculum. Textbooks need to be carefully analyzed before being adopted or adapted. Woodward (2001) suggests that course books can be used as a course “syllabus or test material” or as their “main resource” (p. 146). In any case, she mentions some advantages and disadvantages of using a course book.

As advantages, she mentions that a good course book can give the learner a “sense of clarity, direction and progress” (p. 146) and that it helps the teacher to avoid wondering what, how and with what to teach. As disadvantages she mentions, that as it is a “partial fit” (p. 146) of what it is intended for the program and in relation to massive commercial books “They have to suggest a lock-step syllabus rather than one tailored to your students’ internal readiness.” (Woodward, 2001: 146). She therefore suggests a careful analysis of the material.

To select a book is a process that needs to be carefully done, no matter how much experience the teacher or the group of teachers has in teaching a language. Stevick (1971) suggests that materials should be reviewed in terms of their qualities,

dimensions and components (as cited in Brown, 1995). Brown in the same source suggests the use of a checklist that he claims to be more complete and more detailed.

The checklist examines the following aspects:

- Materials background, that reviews the author's and publisher's background.- The effect on curriculum will be that teachers will be so confident with the material that they will save some time on finding out supporting information that is usually given by the teacher's manual of a course book.
- Fit to curriculum, that analyses the compatibility of needs, goals and objectives, and content of the book matches those of the curriculum.- A good book is not necessarily designed and published for a particular context or interest; therefore checking its content carefully is compulsory.
- Physical characteristics including layout, organization and editorial qualities.- Teachers and students prefer books that have nice and appropriate illustrations, as well as an organization that without being constant in all units, helps them to achieve their goals. Quality of material also keeps a relation with the price of the course book.
- Logistical characteristics, like for example, price, availability and main components.- Price is linked to the presentation and the quality of material, for example whether it is hardcover or not, the type of paper used, including photos for which rights are paid, among other aspects. Availability is also linked to price, which will influence curriculum implementation as it is necessary to know if the course books will be on

time for the course as this would depend on import needs or if the books have to be chosen among the ones offered in the local market.

- Teachability mainly if it gives some support to teachers.-

Selecting a textbook is not an easy task. Teachers need to make sure they really need a textbook to implement their curriculum, how they are going to use it and how and when its evaluation will be done.

Although educators have learnt to value the book, there is some skepticism on the future of books as the only source of curriculum. In a globalized world with learners having access to media and web information, what is being done is enabling learners to use ‘books’ and not to use ‘one book’. In a recent comment in his blog, after attending a SchoolCIO Leadership Summit, and his reflection of what was said, Warlick (2011) claims:

Today, the textbook, consisting of printed pages glued or sewn together and bound in covers, is obsolete. I believe that its role as the central, dominant, and trusted tool for instructional delivery has been based on a myth and is equally obsolete. Our information landscape has morphed into something that is larger, more dynamic and vibrant, highly personal and yet broadly shared — and almost entirely unforeseen. (Warlick, 2011, para. 4)

He also argues that the society of learners is changing and that “... the transformation we may well see is a shift from classrooms of compliant students to environments of skilled, resourceful, and habitual learners.” (Warlick, 2011, para. 10). The discussion continues as the way in which this change is going to take place that is not part of this study.

Audio-visual aids and equipment

Costs, availability and teachability will be the main aspects to consider when selecting audio-visual aids. This selection is also based on goals and program implementation, if course plan demands the use of computers for example; make sure there is budget to acquire computers.

Resources in general are important constraints of curriculum implementation as they make designers analyze the needs they have to use such resources, and on the other hand analyze the budget the institution or students have to acquire them.

Learners.

If the purpose of the curriculum is to develop students as learners, people community members and contributors to society, what we will need to do is to consider those aspects related to learners that will influence our curriculum.

Age.

In setting goals, selecting materials and teaching and evaluation techniques, designers will have to consider the age of students. Every individual has a different knowledge of the world and due to age this difference is more obvious, therefore making wrong choices will seriously affect teaching and learning.

Background knowledge.

One important element of background knowledge is the language knowledge students bring with them. Designers and teachers many times assume either that students have more knowledge than they actually do, or the opposite. They assume students have less knowledge than they actually do, and according to these assumptions they plan their courses or lessons.

Ways of learning preferred.

Teachers tend to teach and sometimes expect their students to learn in the same way they did, disregarding the different learning styles students prefer to apply.

Teachers.

Teachers will be the ones to implement the curriculum, so the level of curriculum has to match the teacher's qualifications. If this is not carefully analyzed, the situation may turn into a frustration not only for the course or institution but also for all the teaching community, as the teacher will feel that failure is caused by a lack of knowledge or experience, and it can just be a mismatch of teacher's qualifications and curriculum designers' expectations in this regard. Richards (2001:209) views a teacher as the person "who ultimately determines the success of a program. Good teachers can often compensate for deficiencies in the curriculum, the material or the resources they make use of in their teaching."

Teaching Experience.

Being that English is an international language, and humanity is experiencing a globalized world, many teachers of any other subjects or specialists in any other subjects have developed themselves or gone through formal education as English teachers. They come into the language teaching arena, and many of them do it extremely well, however some language teacher training is always recommended. Thereafter, if the teachers being hired are not language teachers, curriculum should include a well-crafted teacher - training program.

Language Teaching Experience.

The fact that teachers are very well experienced in the area of language teaching, does not restrain curriculum designers from including a teacher - training program.

Language teachers experience is supposed to be polished by the will of teachers to be current in the field, so as to make sure they are using modern techniques so they recognize that they are able to analyze the suitability of those techniques for the group of students they are working with.

Language Fluency.

Being native or non-native could be the first reason to consider whether a teacher is fluent or not in the language. However, defining what a native or a non-native speaker of English is, constitutes an issue of continuous discussion and new viewpoints needing to be analyzed, as Canagarajah (2007) states in an interview in the Interest Section NNEST blog:

The label served a purpose at one time to draw attention to those who spoke English from outside the dominant Anglo communities that traditionally claimed ownership over English. As globalization, the migration of people, and hybridizing of identities and communities become more pronounced, I don't think the term is useful anymore. Scholars are questioning if there is anything called a pure native speaker in English. English is part of the linguistic repertoire and identity formation of millions of people from their birth. I grew up with English, Tamil, and Sinhala from my childhood. It is difficult for me to say if I spoke English or Tamil first. I can call myself a native speaker of Sri Lankan English if the terms are stretched a bit!" (para. 3)

He also mentions that the experts should change this label, in fact, the label "nonnative speakers of English" should be changed to "multilingual speakers of English." (Canagarajah, 2007: para. 5). In spite of this changing spirit, we have to recognize that there is a tendency to hire "native" over "non-native" speakers depending on the level, the content they are going to teach, as the policy of the

institution mandates, based on their own view of what is best for students and what ‘fluency’ or ‘better English’ mean.

Teaching qualifications

In addition to whether the teacher is a multilingual teacher of English or not, teaching qualifications are a highly scored when recruiting teachers of English. In the case of Ecuador, the first university degree teachers can get after four or five years of studies is a “Bachelor degree in English Language and Linguistics with a major in Teaching English to Secondary students”. The other degree is a Master’s in Teaching English as a Foreign Language. In both cases, teachers are not only trained in methods but also in administrative areas, which is a plus for schools regarding the organization and management of English Departments. In the case of the Master’s program, in addition, it offers training in areas of Educational Finance and Ecuadorian Educational Law.

To get a position in the public education sector, the Ministry of Education will recognize the following degrees:

- a. *Profesional docente en sus distintas tipologías y especialidades.* [Teaching professional in the varying typologies and specialties.]
- b. *Sicólogo educativo o infantil* [Educational Psychologist or Child Psychologist]
- c. *Profesional o Tecnólogo del área de Educación Especial.*[Professional or Technician in Special Education]
- d. *Profesional con conocimientos en un área de interés para el sector educativo, de modo preferente cuando el aspirante tenga un título de postgrado relacionado a la docencia Estos conocimientos se acreditarán mediante los respectivos exámenes; y* [Professional with knowledge in an

area of interest for the educational sector, mainly when the applicant has a post graduate degree related to teaching. This knowledge will be credited after passing the corresponding exams.]

- e. *Profesional de otras disciplinas siempre que estuvieren acompañados de certificados emitidos por instituciones legalmente constituidas que acrediten la respectiva experticia, para áreas en las que no existe el número suficiente de docentes para cubrir las necesidades del Sistema nacional de Educación.* [Professionals in other disciplines, as long as they have certificates issued by legally organized institutions that will guarantee the corresponding expertise for the areas where there is no enough teachers to supply the needs of the National Educational System] (LOEI, 2011, Chapter 3 Art. 96)

After revising the environmental analysis factors that I consider most relevant for this study, and how they affect curriculum in general I will go towards needs analysis.

Needs analysis.

For this section I will mainly review the ideas presented by Hutchinson & Waters (1987) and Nation & Macalister (2010) who consider the process of needs analysis as vital to curriculum design as it was first presented as part of the Communicative Syllabus design, in a work by John Munby in 1978. Munby called this process the Communication Needs Processor (CNP) (as cited in Hutchinson & Waters 1987 p.54)

Relating needs analysis to language education for children Hutchinson & Waters (1987) claim that

It is often argued that the needs of the General English learner, for example the schoolchild, are not specifiable. This is an assumption that owes more to institutional inertia and the weight of tradition than to any reality but it is a powerful force nevertheless. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort (p.53).

Analyzing the needs of learning a language is more than identifying what target students will use the language for, after they learn it. Nation & Macalister (2010) mention that needs analysis will assure that the course content is relevant and useful. They say “Good needs analysis involves asking the right questions and finding the answers in the most effective way” (p.24).

Needs analysis is indeed the umbrella term; therefore it needs to uncover very specific details that Hutchinson & Waters (1987) categorize as necessities, lacks and wants and Nation & Macalister (2010) into present and required knowledge, and subjective and objective needs.

1. Necessities are the “type of need determined by the demands of the target situation” (p. 55). It is what the learner will need to know for an efficient performance when facing the need to use the language in real life situations. Nation & Macalister (2010) argue that lacks can roughly fit into required knowledge.
2. Lacks constitute those aspects that being part of the necessities cannot be overlooked, as students have no previous knowledge at all. In some cases there are aspects of necessities that somehow have been previously covered, so they are not part of the lacks students have.

Nation & Macalister (2010) argue that lacks can roughly fit into present knowledge.

3. Wants involves the view of the learners as what they will need to learn in order to efficiently function in a target situation. Many times the learners' view is very different from the one the teacher has and if no agreement is reached, this can demotivate students. Nation & Macalister (2010) argue that lacks can roughly fit into subjective needs.

In my opinion, Nation and Macalister's (2010) definition of objective needs is the same as that of required knowledge. Both types of needs deal with what the learner needs to successfully perform in a target situation.

Principles.

After situational and needs analysis have been done, the next step is to work on what Nation and Macalister place in the inner circle of their curriculum design model which is to undergo "the twenty principles" of language teaching that will nourish the aspects of content and sequencing, format and presentation and monitoring and assessment. (Nation & Macalister, 2010)

Content and Sequencing.

For content and sequencing the principles are: Frequency, Strategies and autonomy, Spaced retrieval, Language System, Keep moving forward, Teachability, Learning burden and Interference; I will analyze each of them.

Frequency.

The choices of content needs to be closely linked with the frequency language items which are used daily as Nation & Macalister (2010) argue, it is important to consider this aspect so that "learners will get their best return for their learning

effort” (p. 38). Regarding this issue, Hedge (2000) claims that still in 2000, much of the material being used for classes included frequency vocabulary of the 1940s. She also found that some textbooks, like the COBUILD English course were using large computer corpora to analyze frequency, however she mentions that not only frequency should be considered but other aspects as well, such as those that facilitate learning. As an example, she mentions that when learning the days of the week, we can find a couple not being as frequently as the others, but this does not imply that those vocabulary items have to be learnt later. “It would be better if this is presented as a group, just for the sake of mnemonics.” (Hedge, 2000, p. 119)

To support this view I will mention part of the results of a study, which was designed to find out if core modals had declined in frequency in spoken British English as research had shown a decline of modals in written English according to a previous study. The results were that:

Three modals show large and significant declines: *may* (about 40%), *must* (54%), and *shall* (48%). Three other modals show smaller but significant declines, ranging from 7% to 14%: *would*, *could*, and *should*. One modal, *will*, shows a significant increase of 13%. No significant change is found for the remaining two items, *can* and *might*. (Bowler, 2011)

Strategies and Autonomy.

Nation & Macalister (2010) suggest that a good English course should enable learners to become independent learners. I will add to this view that students should be exposed to different strategies so they can choose the one that best fits their learning styles, and also to develop their inner desire to become a constant learner, or to use Warlick’s (2011) term ‘habitual learners’

Spaced retrieval.

Giving students spaced retrieval opportunities will help them to be trained in recalling language items they have been taught. Nation & Macalister (2010) suggest that this should be done through increasing spacing and teaching opportunities in a variety of contexts.

Language System.

The course should focus on “generalisable features of the language” (Nation & Macalister, 2010: p.38). In doing so, students will be able to make immediate use of the language they are learning through creative use, precisely because they find it meaningful.

Keep moving forward.

This principle suggests the need to have a list of useful items, skills and strategies to be covered progressively within a course. This list finds its origin in the goals of task and activities that have to be part of the information provided to the students; additionally, there should be a constant review of the matching of task and activities; goals and the overall goals of the course. In relation to the usefulness of information teachers provide to students, it is necessary to make sure what to teach them and why. In an unpublished paper by Kliebard (1977), that was later –in 1989- published by the Journal of Curriculum and Supervision, due to the “relevance this paper has for present and future scholars (p.1)” involved in the art of curriculum, there is among other valuable statements, the following:

Thus, curriculum developers are not simply interested in "effective" ways of teaching history but with the question of what, if anything, makes history a worthwhile study. Presumably, we do not deliberately teach something simply because, like Mount Everest, "it's there " Benjamin Franklin recognized the

crucial nature of this question when, in 1749, he set forth his proposals for educating the young of Pennsylvania. "As to their STUDIES," Franklin declares, "it would be well if they could be taught every Thing that is useful, and every Thing that is ornamental, but Art is long, and their Time is short. It is therefore propos'd that they learn those Things that are likely to be most useful and most ornamental. (Kliebard, 1989: page 2)

Teachability

The teachability hypothesis states that a student is ready to learn a new structure when a previous one has been learnt. That previous structure is therefore considered a pre-requisite to the new learning. Nation & Macalister, (2010) present a table with structures in order of acquisition. The teachability hypothesis proposed by Pieneman has been largely called into question with positive results, as mentioned by Marcaro (2005)

A number of other researchers have put Pienemann's hypothesis to the test. Whilst accepting that there was strong evidence of patterns in the order in which learners acquire features of the L2, and similarly among different first-language groups learning the same L2, they nevertheless felt that there was also evidence of the influence of the L1 in developmental sequences" (p. 27).

Learning Burden.

Through this principle, Nation & Macalister (2010) point out the importance of the use of cognates of L1 and its positive influence on L2 learning. Thus they suggest content should carefully include cognates that will help learners make rapid progress in their learning.

Interference.

The interference principle that should be avoided in teaching is that of (Nation & Macalister, 2010) presenting two closely related items at the same time. A good example is “before” and “after” when teaching the time. Nation suggests that one item should be taught after the first has been mastered. Nation and Macalister (2010) state the following as the underlying rule for this principle:

If two items have some similarities in meaning or in form and yet are different in some ways from each other, and are presented for learning at the same time, the similarities between them will encourage their association and the difference between them will interfere with each other.” (Nation & Macalister, 2010, p. 49)

Format and Presentation.

Under the heading of Format and Presentation, Nation & Macalister, (2010) consider the following principles: Motivation, Four strands, Comprehensible Input, Fluency, Output, Deliberate Learning, Time on Task, Depth of Processing, Integrative Motivation and Learning Style.

The large body of information on motivation in learning has lead to an equally large body of discussion. Motivation is the underpinning to any situation in life. Nation goes further in his definition of learning motivation stating that students “should come to value this learning”. (Nation & Macalister, 2010: p.39) When students know the reasons behind any study, even if it is for the sake of studying, they will engage in the process.

Four Strands.

A course should include enough of the following four strands: meaning-focused input, language-focused learning, meaning focused output and fluency activities in a balanced way (Nation & Macalister, 2010)

Maloney (2007) developed Nation and Macalister's four strands concept at a Congress for English Language Teachers pointing out the needs of balancing each strand in a course, approximately 25% for each one. He also suggested different internet sources where teachers can browse activities to provide students with meaning-focused input through extensive reading and listening; reviewed different types of activities like group composition or strip stories, among others to provide students with conditions to develop meaning-focused output.

In the case of language-focused learning, Maloney (2007) emphasized the need to include the features of this strand into the other three. Finally, for the fluency strand he made very clear the extent to which fluency can be developed, as it is usually considered only for speaking.

Comprehensible Input.

Through this principle Nation and Macalister (2010) highlight the importance of including large quantities of reading and listening in language learning programs. Including reading components in English courses is becoming more popular all the time, especially with the support of Internet sources or school libraries.

Fluency.

Nation and Macalister (2010) recommend analyzing the opportunities materials give for fluency practice, as he argues one of the obstacles in second language learning is the contact students have with the target language outside the classroom.

Output.

The emphasis of this principle lies not only in the opportunities to produce language, but also in the variety of discourse type patterns the students have to be exposed to, considering that one student's output can become another's input.

Deliberate Learning.

Language-focused attention needs to be activated in students so as to make them feel the need to analyze a particular aspect of language learning. The amount of language-focused learning should be kept at maximum of 25% of the course time, as it does not provide the necessary knowledge for normal communication. "It is therefore very important in a language course that language-focused learning is seen as a support rather than a substitute for learning through meaning-focused activities." (Nation & Macalister, 2010:10).

Time on Task.

Learning English as a Foreign Language as defined by Stern, (1983) does not have the necessary support outside classroom, so teachers need to implement friendly ways to check how much time students are spending on different tasks, and if they are not spending any time at all, find the causes for these and solve the problem. The most valuable time for students to be in contact with the target language is the classroom.

Depth of Processing.

According to the levels of processing theory presented by Craik & Lockhart (1972) cited in Instructional Design (n.d), information is processed at different levels and the deeper the level of process, the higher the possibility of remembering it. "The theory also supports the finding that we remember things that are meaningful to us because this requires more processing than meaningless stimuli".

(para. 1) Nation and Macalister (2010) argue that teachers apply this principle in many cases without being aware of the theory, and to apply it, only small changes to normal teaching procedures are required.

Integrative Motivation.

The motivation students may have in learning a language is to be able to integrate with people who speak the target language. If students do not feel some sort of identification with the people who speak the target language, or they do not want to be ridiculed by mistakes made while learning the language, their motivation will be null and language learning may become a bad experience.

Learning Style.

Recognizing different learning styles students have, Nation and Macalister (2010) suggest that this aspect can be considered in two ways: the first allowing students to work with their strong styles and also to train them on using other ways of learning.

Monitoring and Assessment.

The principles for Monitoring and Assessment as conceived by Nation and Macalister (2010) are: Ongoing needs and environment analysis and Feedback.

Ongoing needs and environment analysis.

“This principle stresses the importance of doing environment analysis and needs analysis during the planning of a course” (Nation & Macalister, 2010 p. 65)

Feedback.

Teachers need to be extremely careful in the way they provide feedback to students as it has positive and negative effects. Nation and Macalister (2010) suggest that feedback from language communication can “come from the sender herself, from the people who receive the message, and from an observer of the

communication process”. (p. 65) In the last case that is the role of the teacher in a classroom.

After discussing all the principles that guide curriculum design in relation to content and sequencing, format and presentation and monitoring and assessment, I will proceed to review the literature related to goals. Goals are not only intimately related to the principles of curriculum design but also are the core of a curriculum.

Goals.

As defined by Brown (1995) the distinction between goals and objectives is very important in designing a course, as goals are general statements of what has to be achieved to satisfy students’ needs, while objectives are specific content or skills students will be able to master after receiving some form of teaching. This concept coincides with Nation and Macalister (2010) who wrote that goals can be expressed in ‘general terms’ and include more detail when considering the content of the course. They cite Brown (1995) and recognize the usefulness of his criteria in making the distinction between goals and objectives, as the latter will help to define students’ performance assessment. They also argue that having goals clear will be basic to decide on the many other aspects of curriculum design.

Evaluation.

Program evaluation is a vital complex stage of curriculum design. In the curriculum design model presented by Nation and Macalister (2010) the inner and the outer circles are surrounded by another circle of evaluation. The idea behind this is actually that all the levels and stages of curriculum design and implementation are subject to evaluation.

Evaluation is a whole process, where the evaluation unit has to decide on goals and objectives of evaluation; process, instruments; period of evaluation; length of

evaluation; gathering of information; information analysis and recommendations.

All these stages have to be carefully planned.

To conclude this section I will reflect on the value all this information has on language teachers' development, as their role is more than covering content of a syllabus. Teachers are the main actors in curriculum implementation in formal education, so they need to know what it means and why it is important. Jeffs and Smith (1990; 1999) have argued that the "notion of curriculum provides a central dividing line between formal and informal education" (as cited in Smith, 1996,2000, para. 59). This statement is especially true as curriculum is flexible and subject to changes recommended by sensible and professional evaluation. In this respect, Lunenburf (2011) says that one of the reasons for designing a curriculum is a never ending project is because it is always being revised and that "The argument is that curriculum cannot be precisely planned—it evolves as a living organism as opposed to a machine which is precise and orderly." (Lunenburf, 2011: page 5).

Chapter 3

METHODS

This study has the characteristics of descriptive and exploratory research. Descriptive research is, “concerned with providing descriptions of phenomena that occur naturally, without the invention of an experiment or an artificial contrived treatment” (Seliger & Shohamy, 1989, p. 116). In terms of classifying this type of research as qualitative or quantitative, they do not agree with the point made by Kamil et al. (1985) in saying that due to the type of analysis it involves, descriptive research will be quantitative, while qualitative research will not. Seliger & Shohamy claim that for the case of language research this is not true, as in descriptive research in this area “both qualitative and quantitative elements may be present” (Seliger & Shohamy, 1989, p. 117). In the case of this investigation, data was qualitatively analyzed and then analyzed in terms of frequencies.

In comparing descriptive and experimental research, this study will be categorized under descriptive, as, it does not imply manipulation of a naturally occurring phenomenon. It is known that experimental research involves manipulation and control and these two aspects “become important measures of both internal and external validity” (Seliger & Shohamy, 1989, p. 118).

I used the synthetic approach to this research as I considered it important to include as many aspects as possible, of how the curriculum design is viewed in the population I wanted to focus on, which gave me a wider scheme. That is, focusing only on one aspect of curriculum design would limit my research.

According to what Brown & Rodgers (2002) consider as research traditions available to Second Language Learners, and in presenting a broad scheme of categories, this study will be placed under Descriptive and Exploratory Statistical Research. Descriptive research involves surveying and the results of surveys are presented in numerical tables of frequencies. Such resulting numerical tables are interpreted through percentages and prescriptive statistics.

Considering the objectives of this research, as one of the four parameters that Seliger & Shohamy (1989) outlines for second language research, this study has a heuristic objective as it claims that this type of objective will be to discover or describe the “patterns or relationships yet to be identified in some aspect(s) of second language” (p.29)

Finally, this research is exploratory as it “...examines the relationship among variables...” and it also explains “... the casual connections between phenomena” (Burton & Steane, p. 126).

Participants

The participants were from 21 schools randomly selected from an urban area on the coast of Ecuador. The respondents were the English Area Coordinators, or English Area Directors, depending on the title of the position in each school. There was no prior categorization for the selection, therefore the participants varied from schools with different number of hours per week for English classes, small schools with about 200 students, medium schools with approximately 800 or large schools with 1500 students or more. Participants were varied also in terms of what they use their class time for, that is general English, Science, Social Studies or any other subject in English.

Instrument

The information was gathered through the use of a questionnaire consisting of 8 pages. The questionnaire was designed in English (Appendix A) and translated into Spanish, so as to have the two versions, being the case that the official language in Ecuador is Spanish. (Appendix B)

The sections of the questionnaire were:

Introduction.

This was a short note to thank participants and assure them of the confidentiality of the responses they were going to provide.

Institution data.

This section of the questionnaire contained open and selected-response questions. In the first subsection participants were required to indicate the number of English periods they teach per week at school. They needed to indicate as well if they taught any other subject in English or spent a certain number of hours devoted to specific language skills. They were also asked to indicate the length of each period.

The second subsection requested information about the number of grades of General Basic Education that the school operates with, and the third subsection asked the teachers which category they would place their school under and why, being the categories: English as a Foreign Language, English as a Second Language or a Bilingual school.

The last subsection was a selected-response question where teachers had to check the person responsible for the curriculum design from 4 options, but they were also given the opportunity to add any other alternative.

Bio data of the person responsible for curriculum design.

This section, unlike the previous one had only close-response questions about the person responsible for the curriculum design. The first subsection dealt with gender, the second with age. Then, the third section dealt with academic qualifications, the fourth with teaching experience in any area, and the fifth with the experience in English language teaching. The last subsection required the participant to indicate if there was any other contributor to the curriculum design and at what stage they contributed to it.

Curriculum.

This was a section with 1 open-ended question and 4 close-ended questions. The first question asked the designer's concept of curriculum, the second question asked the respondents to say if they had designed and documented the curriculum for their institution. The third, fourth and fifth questions asked for details about the structure of the document if any.

Learning objectives.

This section included 4 close-ended questions, though space was provided in case any respondent decided to add some more information. The questions asked for the instance during the curriculum design process when the objectives were stated and the basis they used to form these objectives.

Learning principles.

This section required the participants to provide information on the principles and philosophy of the institution and how these principles or philosophy were applied in teaching English at school.

Environment analysis

In the first subsection related to Environment Analysis, respondents were required to register their reactions to the different aspects presented on a Likert scale, where 1 was low and 10 was high. They had to rank different propositions on the intensity with which these factors affected curriculum design and implementation. The factors were: time assigned to class, size of the class, supporting material, pedagogical preparation of teachers, English language proficiency of teachers, experience of teachers, salary offered to teachers at the moment of recruiting, and textbook.

The second subsection covered the same factors mentioned above but this time with open-response questions on how this factors affected curriculum planning and implementation.

Needs analysis.

This was the last section of the questionnaire and had three clear-cut sections. The first section asked the participants to indicate if they considered students' needs, lacks and interests when designing their curriculum and how they did it.

Procedure

After designing the questionnaire there was the need to see how it was going to be understood by participants, the need for using focus group methods was necessary.

Focus group.

Purpose.

The purpose of using the focus group was to determine the understanding of the questionnaire by professionals in the area of English Language Teaching.

Additionally, there was the need to know the average time teachers would take to complete the questionnaire.

Participants.

Participants were selected on the basis of gender and academic preparation. The invitation was extended to 5 area coordinators of 5 different schools. Four of them confirmed their attendance, but only three actually attended the session: one man and two women. One of the participants that I will give the name of David works as an English teacher, who learned all his English in Ecuador where he earned his degree as a teacher of a different field from English. Also, he has never had the opportunity to travel abroad or visit a country where English is the first language.

The second participant was a teacher with more than five years of experience in teaching English, and also more than five years in teaching a different subject. She lived in the United States where she earned her certificate as an English translator. In addition she has a “Título de Tercer Nivel”, equivalent to a Bachelor’s degree in General Education. Additionally she holds a Diploma in School Administration.

The third participant was an English area coordinator at a local school. She has more than twenty years of experience in teaching English. She studied several years in London, England while she lived there, and was later trained in Ecuador by American specialists. She does not hold a university degree.

Logistics

The session was held at CELEX-ESPOL in Guayaquil, on October the 7th, 2011 in one of the comfortable and well equipped classrooms of the university.

The session took an hour and a half, from 6:15 p.m. to 7:45 p.m. For the purpose of making the most of the information generated, the session was filmed.

Session Format

At the beginning of the session, I gave a speech so as to give them the structure of the session. Participants had some minutes to get to know each other. I considered this of great importance, as they would have a discussion later in the session. After this, I delivered the questionnaire and asked them to start filling it in. They all started at the same time, so I had the opportunity to observe the time they needed to complete the activity. One of them took forty five minutes, another fifty five minutes and the last an hour ten minutes. This gave me the parameters for telling future participants of the actual research that the questionnaire would take them between an hour and an hour and a half to be completed.

Feedback.

After completion, we started to review every section of the questionnaire and the salient comments were: that the questionnaire was very clear, that in the section of environment analysis, the question should include curriculum implementation as being also affected by different factors, as the original questions only mentioned curriculum design as being affected by environment. Another important element of the feedback from the group concerned the role of other contributors like teachers being omitted from the questionnaire.

Refreshments followed the discussion as recognition of their work and to thank them for their time and the excellent feedback I obtained through this exercise.

Research

Participants.

After the focus group session, the first step was to select the participants. For this study I randomly chose from a list of private General Basic Education provided by Aviles-Maloney Consultores. That list has about 45 schools. I phoned all of

them to make appointments. There was the need of obtaining some previous information like the name of the English Area Coordinator and the time they would have availability for an appointment. Only 33 schools responded willingly to collaborate with the research process. On the due date for setting the appointments, we had actual response from 21 schools, whose coordinators of the Area of English became the respondents of this research study.

Participants' geographical location

Institutions were located in different neighborhoods of urban areas. The distance between each ranged from ten to thirty minutes driving time.

Instrument

The instrument used for the research was the result of applying all the recommendations given by the participants in the focus group. Brown (1977, as cited in Brown & Rodgers, 2002) determines that:

surveys (including interviews and questionnaires) are most often used in language education for research and various kinds of curriculum development projects. For example, if the teachers and administrators in a language program are interested in what their students think about the curriculum, some form of curriculum analysis and research will probably prove interesting and useful to everybody involved. The two curriculum components that typically involve surveys are needs analysis and program evaluation... (p. 147).

Once I had the appointments set up, I visited the schools and talked to the participants, after I explained to them the purpose of the survey and the structure of the questionnaire, they were able to fill them in while I was with them, but the majority asked me to leave the document with them. Later they returned the

completed questionnaire. I made it clear that it would take them between an hour and an hour and a half to complete the questionnaire.

Table 2

Participants' manner of responding

Manner of completing questionnaire	Number of Respondents
Number of schools in the list	45
Participants that completed the questionnaire during my visit	4
Participants that completed the questionnaire after my visit and I had to go back to pick it up	16
Participants who completed it and sent it as a Google document	1

The time participants took to respond to questionnaires and have them ready to be picked up, varied from two days to two weeks. I also offered to provide them with a Spanish and an English version of the document. This was done to avoid any language interference in the process.

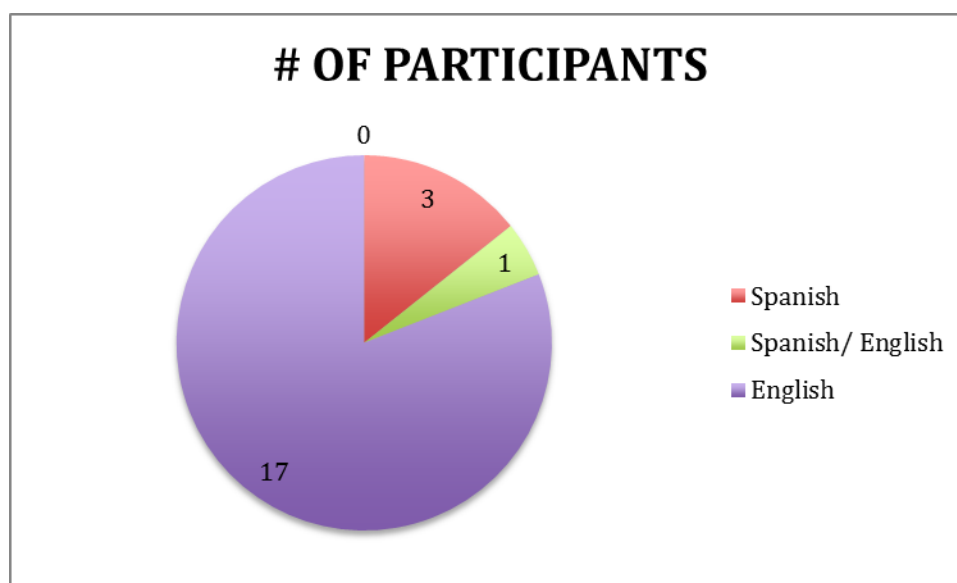


Figure 6. Preferred version of questionnaire.

Participants' attitude

In general, all participants showed their willingness to collaborate with the study. There were two situations, where the English Area director asked them to fill in the questionnaire and although they accepted, they took advantage of the opportunity to complain about the immense load of work they have.

Data Analysis

The procedure to analyze data provided by the questionnaires was first to generate tables that facilitated the organization of information into the different categories of the research that either required direct tallying, or those that required a qualitative analysis to find patterns within categories. I found the tables helpful for compiling the information and I agree with Brown & Rodgers (2002) who claim that "... tables are often used not only to organize data analysis, but also used in research reports as a way of presenting results in a final form."(p.30)

After the compilation of data, frequencies were analyzed and patterns were found and analyzed. To graphically display these results pie charts and histograms are used to aid visually the presentation of results.

Chapter 4

Results

Participants that completed the questionnaire for this research study will be referenced in this section as Respondents and they have been arbitrarily assigned a number. The results will be presented following the structure of the questionnaire indicating the different sections and subsections.

Institution Data

The complete display of results for this section of the questionnaire can be found on Appendix C.

Number of periods per week.

Out of the twenty-one respondents, 23% have five or less hours of General English per week. Another 23% have between ten and fifteen hours per week. The highest percentage of schools, 47%, have between five and ten hours per week and only 4.76% of them have more than fifteen hours of General English per week. As we know from the literature review, the minimum number of hours per week established by the Ministry of Education in Ecuador for General English is five, so this study shows that a great percentage of schools are assigning more than the minimum required by law for teaching and learning English.

Table 3

Number of hours per week for General English (the four skills)

# of hours	%	Respondents
5 hours or less	23.8	5
Between 5 and 10 hours	47.61	10
Between 10 and 15 hours	23.8	5
More than 15 hours	4.76	1

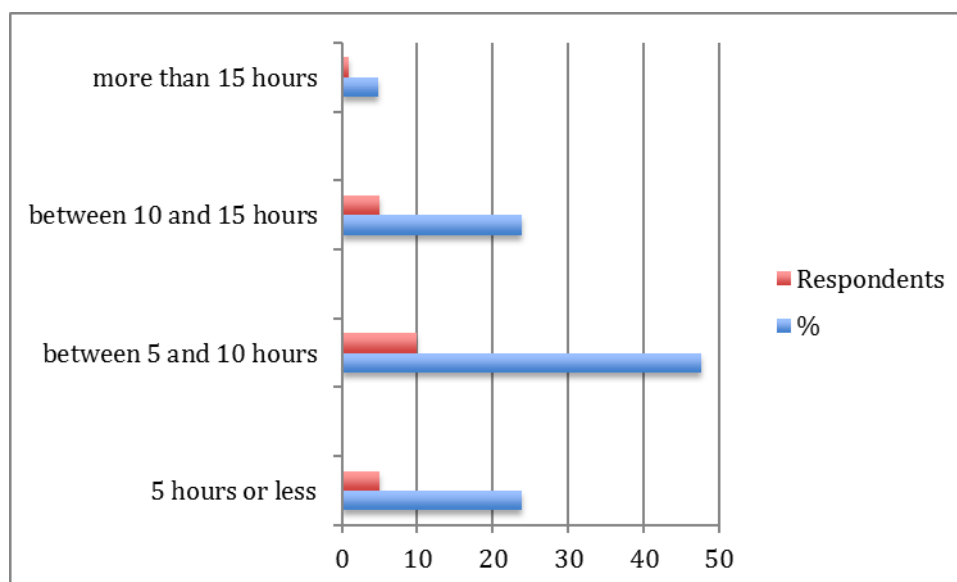


Figure 7. Time devoted to English in General Basic Education Schools

In Figure 7 we can easily see the tendency of teaching General English in schools. This does not include the teaching of “Content through English” or “English through content”, or the hours devoted to specific skills of the language, which in the questionnaire were labeled under the heading of “other”. For social studies in English for example, 23.80% of schools devote between one and three hours per week, 14.28% of them devote between four and five hours for the same purpose. For the teaching of Science the tendency shows that fewer schools devote

time for the teaching of Science in English. Only 19% of respondents devote between one and three hours per week for that purpose.

Table 4

Number of hours devote to teach English through content, or to strengthen skills.

	Number of respondents for		
	SCIENCE	SOCIAL STUDIES	OTHER
Between 1 and 3 hours	4	5	5
Between 4 and 5 hours		3	
More than 5			1

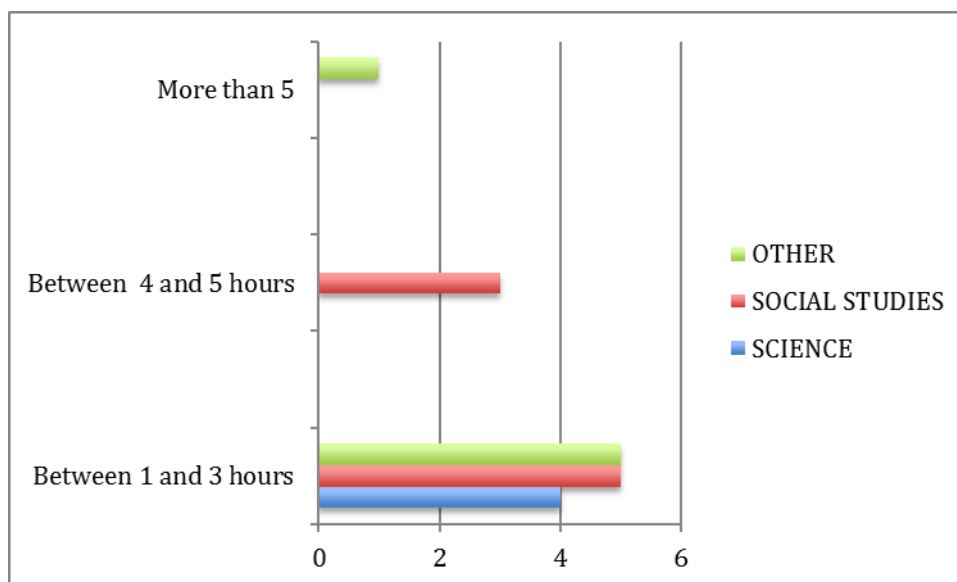


Figure 8. Time devoted to the teaching of English for Purposes different to General English development.

Length of class period

According to results the length of class periods in every school, 57.14% of the respondents informed that the periods have a duration of forty minutes

Self-categorization of School and reasoning for the category.

Participants were asked to categorize their schools under those that teach English as a foreign language, those that teach English as a second language and those that are bilingual schools. Results show that 2.38% were categorized as schools teaching English as a second language, 47.61% as schools teaching English as a foreign language and 28.57% categorized their schools as bilingual schools.

Table 5

Self categorization of school

SCHOOLS CATEGORIZED AS	%	Respondents
Bilingual	28.57	6
Teaching English as a Foreign Language	47.61	10
Teaching English as a Second Language	23.8	5

Independent of the chosen category, the reason 33.33% of the respondents gave for selecting one or another category is the number of hours of English they teach. It should be noted that respondents two and six stated that they teach English as a second language in school due to the number of class hours:

“Because we have increased the number of hours...”

In the same way, respondent six claims the same category arguing that:

“Yes because we ask the parents that the environment for the kid will be in English, like listen and watch TV in English.”

On the other hand, respondent two placed the school under the same category as those mentioned above but supporting it with the concept I cite below:

“Because students are learning English indirectly by understanding rules and apply it only in the classroom but not in their daily life.”

Following this idea of the contact with the language, respondent ten placed the school under those that teach English as a foreign language because

“... We teach English to students who speak Spanish at home.”

In the case of Bilingual Schools most respondents based their choice on the number of hours, and even further, respondent twenty claims that they are a bilingual school

“Because we have the amount of hours required.”

Person responsible for the curriculum design

The responsibility for curriculum design is given to different positions depending on the school, for example in thirteen schools, responsibility is given only to the area coordinator, in two schools this responsibility is shared between the director of the school and the area coordinator. In three schools, the area coordinator and the corresponding grade teacher share this responsibility, whereas in one school it is the principal, in another only the director and in another one, only the academic director.

Gender

The results show that 95.23% of those responsible for curriculum design are female.

Age

In relation to age, 38.09% of respondents are between forty- two and forty- seven years old; 19.04% are between thirty and thirty-five years old; 14.28% between twenty-four and twenty-nine years old and a similar percentage of respondents are between thirty-six and forty-nine years old. The smallest group, with 9.52%, is between forty-eight and fifty-three years old. There are no respondents younger than twenty-four or older than fifty-three.

Figure 9. graphically shows the distributions of this aspect.

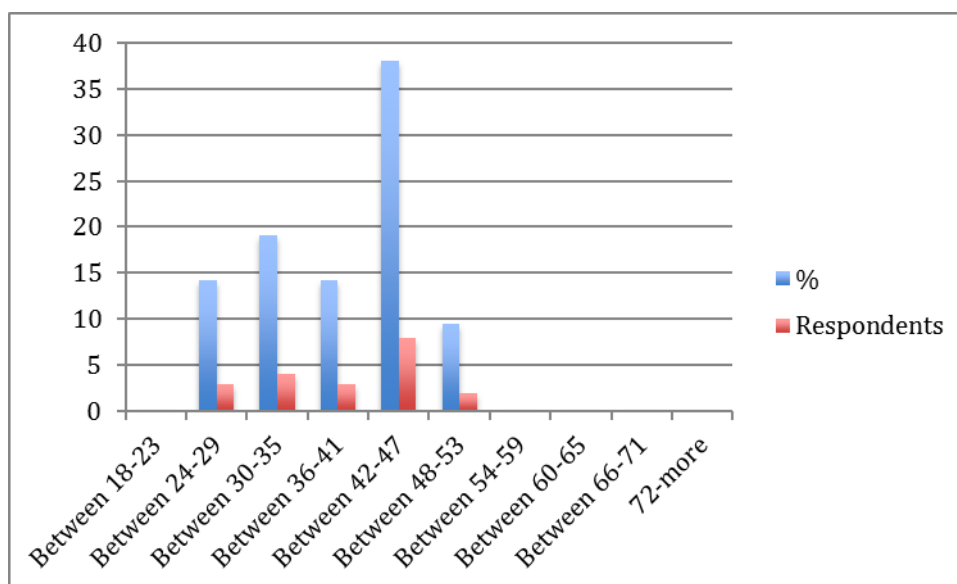


Figure 9. Age rank of persons responsible for the curriculum design.

Academic qualifications

The survey shows that 61.9% of the respondents in charge of the curriculum design have a degree in Teaching English as a Foreign Language (Título de Tercer Nivel en Enseñanza de Inglés como lengua extranjera), 23.8% of respondents have a degree in Education in general, 4.76% have a degree in an area different from Education, and 9.52% another type of degree which in this case correspond to a master's degree in Education, and another a local certificate in TEFL in addition to a Bachelor's degree in Science obtained in the United States.

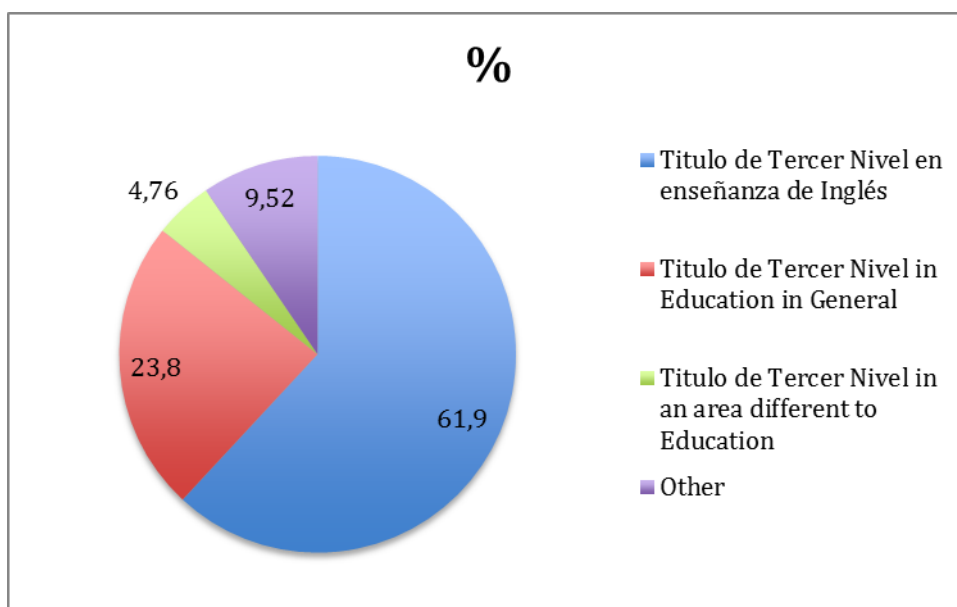


Figure 10. Qualifications of People in charge of the curriculum design.

Experience in teaching

For the purpose of this research the teaching experience aspect was identified as experience in teaching English and experience in teaching any other subject. In relation to teaching English experience, 95.23% of respondents have more than five years of experience; 4.76% less than five years of experience; whereas in relation to

the teaching experience in other areas, 80.95% have five years or more of experience; 9.53% less than five years and another 9.53% have no experience in teaching other subjects than English.

Contributors to the curriculum

In the same section respondents were asked to indicate if the contribution to curriculum design is requested at the beginning of the curriculum design process, during the process or once the process is finished. There was one respondent that indicated that the request was made after the process of curriculum design was finished. One respondent indicated that the request for contribution was made at the beginning, during and after the process; four respondents at the beginning and during the process, ten only at the beginning, and four only during the process.

Curriculum

Definition

This section of the questionnaire deals with the definition of curriculum, the documentation of curriculum and if the document is for each grade or one that covers all the grades of the school.

The responses to this section of the questionnaire provided nineteen different definitions of curriculum. Two respondents did not give an answer to this question.

To find a pattern in the responses I looked for the frequency of key words, and the word 'plan', or any inflection of the word were mentioned seven times, 'document' was used only by one respondent, and 'information' by two respondents.

I selected a few definitions that looked more complete to me; based on the definitions I found while doing the literature review:

Respondent 7: *“A curriculum has all the information about the institution and gives details about the methodologies we are applying with the contents of the books and adjusting them to students needs.”*

Respondent 13: *“It is a term used to describe the group of methods, content, objectives through the learning process in a determined level.”*

Respondent 15: *“A curriculum is a program that contains the experiences of children for which schools are responsible”*

Respondent 19: *“Es una planificación que sirve para orientar el programa de estudios tanto en su contenido como en sus objetivos y proceso de evaluación.”* [It is the plan that serves to guide the study program in its content as in the objectives and process of evaluation.]

Respondent 21: *“A curriculum is the content offered by any schools [sic] in which describes the objectives, teaching, learning and assessment material for each class.”*

Documentation

The first question regarding documentation asks to confirm if the curriculum in school is documented and 90.47% of respondents said they actually do have documentation, 4.76% said: “No. We have to follow the design curriculum [sic] of the book that we already have used in the institution”, and another 4.76% did not give an answer.

Regarding the structure of the documentation of the curriculum, 28.57% of the respondents indicated they have only one document per grade; 4.76% have only the curriculum of the book for each grade; 66.66% of the respondents indicated they have one for all the grades and one per grade.

Learning Objectives

Regarding learning objectives, the first question asked if the objectives were elaborated before they started to write the curriculum and 85.71% of respondents answer they do; 19.04% said most of the time, and 4.76% percent said no. One of the responses for the no answer was: “No, we think the objective is the last part of it”

The second question asked if the objectives were based on standards established by the institution and 85.71% answered in the affirmative; 19.04% said no without any further explanation and 4.76% also said no, clarifying that their objectives are based according to the “needs, experiences and strategies that the teacher wants to obtain in their basic year and in the institution.”

The third question asked them to indicate if the objectives of the curriculum were based on standards established by internationally recognized institutions in the area of English, to which 38.09% answered in the affirmative, 4.76% also answered in the affirmative but added that they “consider and value the experience of other institutions, which are adopted if necessary”, another 4.76% indicated that their objectives are based on standards established by internationally recognized institutions because “we have an international support given by our supplier , we are always trying to work according to them.” Another 4.76% said they do because “we have a book from Cambridge that support[sic] it.” 14.28% of participants said they used international standards as a guide or as a basis to adapt their own standards. There was a group of respondents that answered negatively to this question and they correspond to the 33.33% of all the respondents.

The last question in this section related to learning objectives was to identify if they were based on the book that they were using, and 71.42% answered they were and 19.04% answered they partially were and that they also wrote their own

objectives according to either their needs or the needs of the institution. Those who indicated that they did not base their objectives on their books amounted to 9.54% of the respondents.

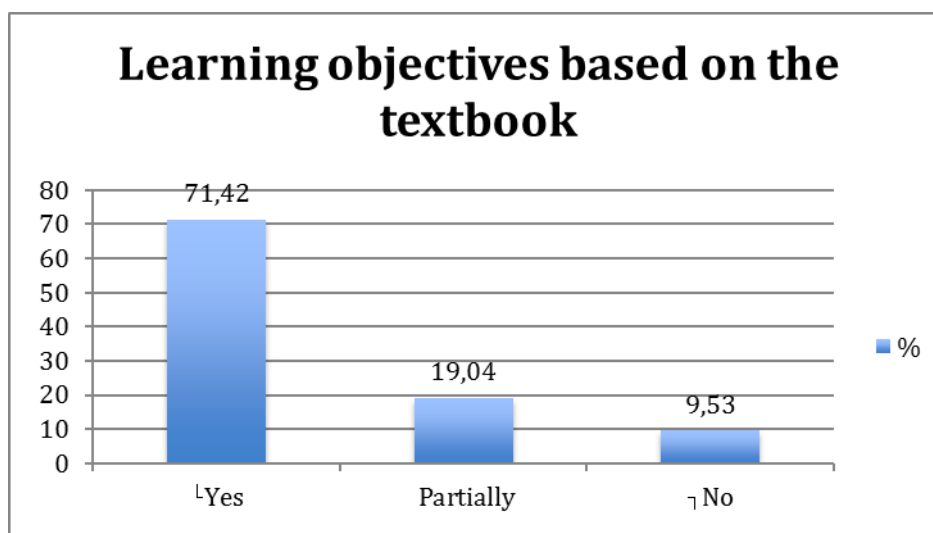


Figure 11. Percentage of respondents that elaborate their objectives based on the textbook.

Learning Principles

The fifth section of the questionnaire deals with learning principles and their role in curriculum design.

Learning theories

In this subsection, I asked what learning theories serve as the basis of the curriculum design and implementation in the institution, and respondents identified a variety of strategies, techniques and approaches as learning principles. Figure 4.6 graphically demonstrates this variety of conceptions.

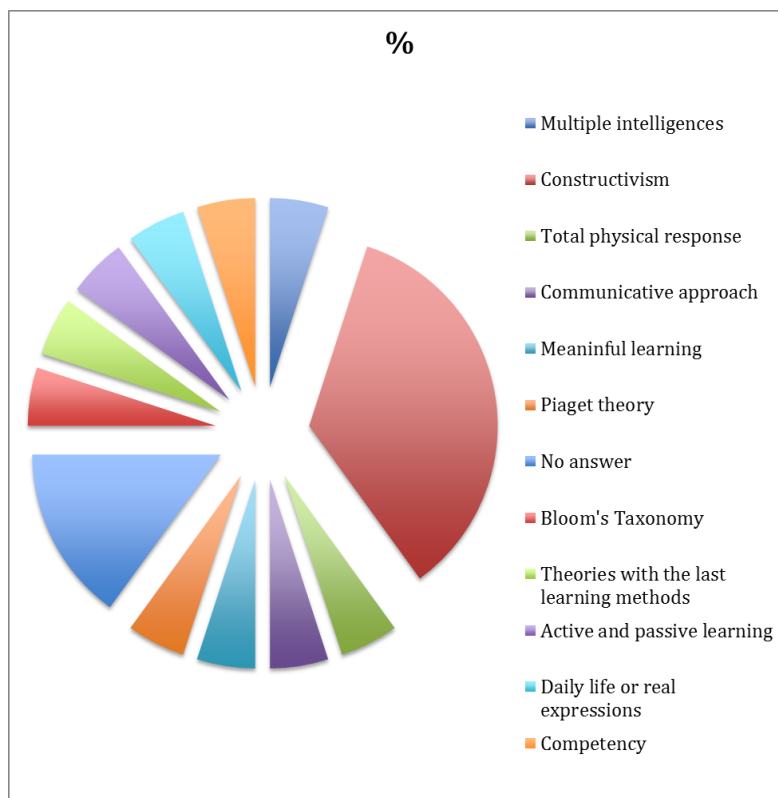


Figure 12. Learning theories as seen by respondents.

Another request I presented in this section was to indicate if the institution has a teaching or learning philosophy and what aspects of that philosophy are applied in the English Curriculum. Participants who answered they do not have a philosophy of teaching or learning constituted 19.04 of the Respondents, 9.52% did not give any answer, 14.28% answer they do without any further information, and 57.14% answered they do and give some information related to the philosophy. This would make a total of 76.19% of Respondents who said they do have a philosophy and from them 61.90% explained the way they apply it into the English learning/teaching process.

Environment Analysis

The factors included in the Likert scale to be ranked according to the importance they have for curriculum design were: time assigned to class, size of the class, supporting material, pedagogical preparation of teachers, English language

proficiency of teachers, teaching experience, salary offered to teachers and textbooks.

As we can see from Table 6, the factors that were ranked as having great influence in curriculum design and having also the highest frequencies were: supporting material, teachers level of pedagogical preparation and, teachers' language proficiency eleven respondents answered with ten on the scale. Although for teachers' materials, five respondents marked number one on the scale. Textbooks were also high, as ten respondents answered with ten on the scale, and nine respondents on number 10 of the scale marked teachers' experience.

The factor of class time was marked one by six respondents.

Table 6

Factors Influencing curriculum design and implementation

Factor	Scale frequency	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Time assigned to class		6	2		1	2		2	2	3	3
Class size		3	1	3	3	1		3	3	2	2
Supporting material		5					2		2	1	11
Teacher's level of pedagogic preparation						1		2	2	5	11
Teachers' language proficiency						1		1	4	4	11
Teachers' experience		1				1	1	2	5	2	9
Salary offered to teachers		1	1	1	4	4		1	2	1	7
Textbook		2			3				5	2	10

Needs Analysis

In this section of the questionnaire, respondents were asked to indicate if they consider students' needs in terms of needs, lacks and interests, or as labeled by Hutchinson and Waters (1997): necessities, lacks and wants.

Regarding necessities, 80.95% of respondents declared they do consider learning necessities in the process of curriculum design, 14.28% did not answer, and 4.76% said they were not sure about doing it. From the 80.95% of affirmative respondents, 66.66% reinforced their agreement on the importance of considering necessities in their curriculum design; however no respondent indicated how this is done.

In relation to the second aspect of this section of the questionnaire, which was about students' lacks, 76.19% answer they do consider this aspect, and from this group 57.14% indicated among other aspects the use of placement tests and 4.76% said they do it by looking for an appropriate book; the remaining 14.28% of this group did not give any support to their affirmative answer. Finally, 14.28% of respondents did not give any answer.

The last question in this section, and in the questionnaire, was related to interest or the aspects students want to learn and 14.28% did not give any answer, whereas 85.71% responded positively to the question and gave very short information on how they do it. From this group, respondent 2 mentioned he/she does not consider the students' interest, which might be interpreted as a negative answer for the purpose of this study. The answer says:

"No in the basic grades. We do take into consideration their opinion in high school"

Chapter 5

DISCUSSION

In this chapter, I will discuss the results of the data analysis presented in the previous chapter, focusing on those aspects that directly deal with the questions of this research study.

The first question of my research is “What type of institution, as per their English program, do they consider themselves and why? Results show respondents are mostly unclear about the definitions for each category. If I follow Stern’s definition (1983) for foreign and second language, I agree with Respondent 2, since a second language can be considered any language that comes after the first language. What captures my attention, however is that most respondents placed themselves under second language or foreign language and even bilingual schools mainly due to the number of class hours, but they do not give any further explanation for the reason why the number of class hours determines their choice.

I infer from their responses that as we are teaching English in a non-supportive environment, class-time is the only chance students have to practice the target language. However, I am not sure of this inference, since there are contradictions in the responses. When they were asked to rank ‘time’ as a component in another section of the questionnaire, time had the lowest score.

In addition, Respondent 20 mentioned that the school was classified as bilingual because they have the amount of hours required. Literature related to this topic, as far as I have reviewed, does not mention the number of hours as a

requirement to be classified as a bilingual school. In the Ecuadorian Educational Law there is no regulation, at least up to writing this document, that states what the requirements are for a Bilingual School. This is supported by the latest correspondence I had via mail with the Department of ‘Gestión Educativa’ and that I cite:

Con un cordial saludo, en atención a lo solicitado adjunto archivo, comunicándole que la variable Jurisdicción y la alternativa Bilingüe se refiere a la administración de la Dirección provincial Intercultural Bilingüe (indígena), no se refiere a la enseñanza de idioma inglés u otro. With cordial greetings, in regards to your request, please find the attached document, advising you that the variable Jurisdiction and the alternative Bilingüe refers to the administration of the Bilingual (indigenous) Intercultural Provincial Office, it does not refer to the teaching of English language or any other language.

Atentamente [Truly yours,]

José Ignacio Coral J.

Funcionario de la Dirección de Información y Evaluación

(mail correspondence with José Ignacio Coral J. on December 9th, 2011)

The second question of this research study was, ‘What is the curriculum designers’ concept of curriculum?’ As we saw in the results section, every respondent has her or his own definition of curriculum. The majority of definitions provided had important key components like, document, objectives, methodology, and assessment. The literature review on this topic reinforces this, as each author has his/her own definition of the term.

The third question was, ‘Do schools have documented curriculum?’ Results showed that the majority of respondents indicated they have a document, and a great

number of them said they have one general document for all the grades and another one per grade. However, I found a limitation in my research here. When I asked respondents to provide me with a sample of the document they refused to provide me with a copy as they claimed it would be necessary to get special authorization from school directors. Only two respondents were willing to provide such a document, and they were well structured and presented.

The fourth question was ‘What are the parameters under which the English Language Curriculum is designed and implemented in urban private schools for GBE?’ The results show that to start the process of writing the curriculum, respondents elaborate their own objectives that are usually based on standards established by the institution. Through experience we know schools offer different ‘products’ and that is how they set their objectives. For example if they have offered that their children will be able to pass an international exam, they will have to work to reach that goal and that forms the basis for writing their objectives.

On the other hand, when in another section of the questionnaire I asked if their objectives were based on international standards, a few of them answered this question positively, but when they were asked if they based their objectives on the book they were going to use, I found a good number of respondents do so. This is because their contents are based on the books they select, therefore the objectives are based on them also. I do not find anything wrong in having the book as the backbone of the curriculum, however I find it very dangerous for the desired results of education to limit teaching only to a book.

Another parameter considered in the curriculum design and implementation is needs analysis. The majority of the participants agreed on the importance of

considering necessities, lacks and wants of the students in the curriculum design and implementation, however in most cases failed to say how they would do it.

The fifth question of the study was ‘Do they have any theory of learning and/or philosophy that serves as a basis for their curriculum?’ The results showed respondents used a variety of terms that do not actually refer to learning theories. They mentioned for example: Total Physical Response (TPR) and Communicative Approach, which are clearly known as teaching techniques.

Respondents have some overlapping concepts like the Constructivism and meaningful learning and they attribute one or another to different authors, although a large group of respondents answered they have constructivism as the basis of their curriculum, they also attribute meaningful learning to Piaget. This result does not let me identify what theory they are actually using as the basis of their curriculum.

The last question of my research was ‘What aspects have the most influence in their curriculum design?’ This displayed very clear results in regards to the teachers’ way of looking at influences. Among the factors presented to be categorized as of high or low influence they put at the top: supporting material, teachers’ level of pedagogic preparation, teachers’ language proficiency, followed very closely by textbook and teachers’ experience. I can identify, for example, the influence books have in their curriculum, as they base objectives according to books, as we discussed earlier in this section. The influence of pedagogical preparation and language proficiency is to me a result of teachers’ reflection on their academic preparation. For the many teachers I have been in contact with, I have witnessed that they are always eager to learn.

Chapter 6

Conclusions and Recommendations

The conclusions I draw from this research are first, that there is not a homogenous concept of what a bilingual school is among the Ecuadorian educational community. The term is being used arbitrarily, and this has implications not only on internal but external controls, not mentioning the erroneous image parents could have at the moment of selecting one or another school in which to enroll their children or what to expect from the school once the child is enrolled. This conclusion leads me to state that there is a need to define what a bilingual school (in a foreign language) is.

The second conclusion is that respondents do have a well-structured concept of curriculum, and my recommendation would be to ask those persons in charge of curriculum in every institution to put this knowledge that they possess into practice when producing a curriculum.

Analyzing the attitude of the respondents made me draw my third conclusion. They may have two reasons to deny giving me a copy of their curriculum documents: one, that they do not have a document, and I cannot prove that. The other is more feasible, and it is that they are afraid of being copied by other institutions, as that is the feeling many schools have, although I always emphasized the confidentiality of the information they were providing. As I cannot prove any of the two probabilities, I would recommend doing further research on this aspect, as I do not find any reason

for a school to maintain the curriculum document a secret. Additionally, if the document is secret how would teachers have access to it for the purpose of planning? The curriculum document should be public. We can see many documents on the internet that are presented not only by schools but also by prestigious universities. I am not asking them to forfeit copyright but rather I am asking them to see education as a community that can share knowledge and experience.

Results of the study in terms of the parameters teachers used to design and implement the curriculum show that they are mainly based on the book they use, and students' needs, although no evidence is given on how the process is done. My recommendation is to study the process of student's needs analysis and the incorporation of results in the curriculum.

Regarding the misconception or the absence of knowledge of teachers in relation to learning theories makes me conclude there is a gap in teachers' training schools that should be carefully analyzed. It is obvious as I said in the introduction of my paper that there is a lot of training in classroom techniques and most teachers are very efficient at that, however, there is no constant training, revision or updating in the area of learning based on scientific research. In other words teachers know the 'what' and the 'how' of teaching techniques, but they are missing the 'why' of doing one thing or the other and of being able to use this knowledge to modify their techniques according to the situation.

First, I suggest that teacher training schools should revise their programs to include or revise their content in terms of giving trainees this basic knowledge of learning theories. Second, I suggest the Ministry of Education implement online in-service training on these theoretical aspects. Doing it in this manner would be cost effective and could be accessible to teachers nation-wide.

In relation to the aspects with most influence in curriculum design, I conclude, on one hand, that teachers find textbooks and supporting material extremely important in their daily work, not only in the classroom but also when they plan lessons and curriculum. On the other hand, they find teacher preparation important. Thus I would suggest designing in-service workshops not only on techniques, but also in the theoretical background knowledge of the area of language teaching.

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APPENDIX A

QUESTIONNAIRE IN ENGLISH

CRITERIA FOR ENGLISH CURRICULUM DESIGN IN PRIVATE SCHOOLS IN GUAYAQUIL
GENERAL BASIC EDUCATION (TEN GRADES)

Thank you for participating in this reseach work filling in this survey related to the teaching of English in your institution considering the ten grades of Basic Education. To guarantee the confidentiality of this information, all questionnaires will be anonymous.

I. INSTITUTION DATA

Number of English periods per week

General English (the four skills) _____

Social Studies _____

Science _____

Other _____

Length of English Period

Does the Institution operates with the ten grades of General Basic Education?

Yes

No Up to what grade?

Do you consider that the teaching of English in your institution can be categorized as:

(Choose one of the alternatives below)

English as a Foreign Language. Why?

English as a Second Language. Why?

Bilingual school. Why?

Person Responsible for the Curriculum Design

Director Principal (Rector)

Area Coordinator Grade Teacher

Other Explain

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II. BIO DATA OF THE PERSON RESPONSIBLE FOR THE CURRICULUM DESIGN

Gender

Male

Female

Age

Consider yourself within a rank, if you are up to 6 months older than the maximum age of the rank

18 – 23	<input type="checkbox"/>	54 - 59	<input type="checkbox"/>
24 - 29	<input type="checkbox"/>	60 - 65	<input type="checkbox"/>
30 – 35	<input type="checkbox"/>	66 - 71	<input type="checkbox"/>
36 – 41	<input type="checkbox"/>	72 or more	<input type="checkbox"/>
42- 47	<input type="checkbox"/>		
48 – 53	<input type="checkbox"/>		

ACADEMIC QUALIFICATIONS

Tick the corresponding box

Título de Tercer Nivel en Enseñanza de Inglés	<input type="checkbox"/>
Título de Tercer Nivel en Educación (in general)	<input type="checkbox"/>
Título de Tercer Nivel in an area different to Education	<input type="checkbox"/>
Other (Explain)	

TEACHING EXPERIENCE IN ANY AREA

Less than five years Five years or more

ENGLISH TEACHING EXPERIENCE

Less than five years Five years or more

CONTRIBUTIONS TO THE CURRICULUM

To design our curriculum we consider information given by: (Tick one or more)

Grade Teachers

Principal

Administrative Staff

The contribution of the person(s) above is requested:

At the beginning of the curriculum design

During the process of curriculum design

When the curriculum is already designed

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III. CURRICULUM

1.- What is your concept of curriculum?

2.- Have you designed and documented the English Curriculum for your institution?

3.- Is the document one that includes all the grades of Basic Education?

4.- Does the institution have one document per grade?

5.- Does the curriculum document have any other structure? Explain

IV. LEARNING OBJECTIVES

Understood as educational consequence of the studies in the course

1.- Do you elaborate the objectives before starting to write your curriculum?

2.- Are the objectives based on standards established by your institution?

3.- Are the objectives based on standards established by internationally recognized institutions in the area of English?

4.- Are the objectives based on the content of the textbook you are going to use?

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V. LEARNING (PRINCIPLES)

1. What learning theories serve as a base for the design and implementation of your curriculum?

2. Does your institution have a teaching/learning philosophy?

3.- If the answer to question 2 is Yes, state what aspects of that philosophy are applied in the English curriculum?

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VI. ENVIRONMENTAL ANALYSIS

In a scale from one to ten, rank the following prepositions where one is low and ten is high

1. I consider that the time assigned to class affects the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

2. I consider that the size of the class affects the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

3. I consider that supporting material affects the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

4. I consider that the level of pedagogic preparation of teachers affect the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

5. I consider that the English language proficiency of teachers affect the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

6. I consider that the experience of teachers affect the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

7. I consider that the salary offered to teachers at the moment of recruiting affects the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

8. I consider that the textbook affects the curriculum planning and implementation.

1	2	3	4	5	6	7	8	9	"#
---	---	---	---	---	---	---	---	---	----

VII. ENVIRONMENTAL FACTORS AND THEIR EFFECT IN CURRICULUM DESIGN

9. How does the time allotted to classes affect the curriculum planning and implementation?

--

10. How does the class size affect the curriculum design and implementation?

--

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11. How does the availability of supporting material affect the curriculum design and implementation?

12. How does the level of pedagogic preparation of teachers affect the curriculum planning and implementation?

13. How does the English language proficiency of teachers affect the curriculum planning and implementation?

14. How does the experience of teachers affect the curriculum planning and implementation?

15. How does the teachers salary at the moment of recruiting affects the curriculum planning and implementation?

16. How does the book affects the curriculum planning and implementation?

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VIII. NEEDS ANALYSIS

NEEDS

Do you take into consideration for your curriculum design the students knowledge pre-requisites to be able to function proficiently in English?

LACKS

Do you consider in your curriculum design what the students does not know and should know? How do you do it?

INTERESTS

*Do you consider what the students think they should learn?
How do you do it?*

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APPENDIX B

QUESTIONNAIRE IN ENGLISH

CRITERIO PARA EL DISEÑO CURRICULAR DE INGLÉS EN LAS ESCUELAS DE GUAYAQUIL
DIEZ AÑOS DE EDUCACION GENERAL BASICA

Gracias por participar en este trabajo de investigación llenado esta encuesta relacionada con la enseñanza de Inglés en su institución, considerando los diez grados de Educación General Básica. Para garantizar la confidencialidad de esta información las encuestas serán anónimos

I. DATOS DE LA INSTITUCION

Números de períodos de Inglés por semana

Inglés general (las 4 habilidades) _____

Estudios Sociales _____

Ciencias Naturales _____

Otro _____

Duración de la hora clase

Tiene la Institución los diez grados de Educación General Básica?

Sí

No Hasta qué grado?

Considera Ud. Que la enseñanza de Inglés en su Institución puede categorizarse como:

(Escoja una de la alternativas a continuación)

Inglés como Lengua Extranjera? Por qué?

Inglés como Segunda Lengua? Por qué?

Institución Bilingüe? Por qué?

PERSONA RESPONSABLE DE LA ELABORACION DEL CURRICULUM

Director Principal

Coordinador de Área Profesor de Curso

Otro Explique

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**II.DATOS BIOGRAFICOS DEL RESPONSABLE DE LA ELABORACION DEL
CURRICULUM EN SU INSTITUCION**

Gender Male Female

Edad

Considérese dentro del rango, si su edad es hasta 6 meses más de la edad máxima del rango

18 – 23	<input type="checkbox"/>	54 - 59	<input type="checkbox"/>
24 - 29	<input type="checkbox"/>	60 - 65	<input type="checkbox"/>
30 – 35	<input type="checkbox"/>	66 - 71	<input type="checkbox"/>
36 – 41	<input type="checkbox"/>	72 o más	<input type="checkbox"/>
42- 47	<input type="checkbox"/>		
48 – 53	<input type="checkbox"/>		

PREPARACION ACADÉMICA

Marcar el casillero correspondiente

Título de Tercer Nivel en Enseñanza de Inglés	<input type="checkbox"/>
Título de Tercer Nivel en Educación (in general)	<input type="checkbox"/>
Título de Tercer Nivel en un área diferente a educación	<input type="checkbox"/>
Otro (Explique)	

EXPERIENCIA EN ENSEÑANZA EN CUALQUIER AREA

Menos de cinco años Cinco años ó más

EXPERIENCIA EN ENSEÑANZA DE INGLES

Menos de cinco años Cinco años ó más

CONTRIBUCIONES AL CURRICULUM

Para diseñar el curriculum consideramos información proporcionada por: (Marque uno o más)

Profesores de grado	<input type="checkbox"/>	_____
Director	<input type="checkbox"/>	_____
Personal Administrativo	<input type="checkbox"/>	_____

La contribución de las personas arriba mencionadas es requerida:

Al inicio del diseño curricular	<input type="checkbox"/>	_____
Durante el proceso del diseño curricular	<input type="checkbox"/>	_____
Cuando el curriculum ya está diseñado	<input type="checkbox"/>	_____

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III. CURRICULUM

1.- Qué entiende usted por curriculum?

2.- Tiene usted diseñado y documentado el curriculum de Inglés para su institución?

3.- Este documento es uno sólo y abarca todos los grados de Educación Básica?

4.- Tiene la Institución un documento por grado?

5.- Tiene su documento curricular alguna otra forma de estructuración? Explique

IV. OBJETIVOS DE APRENDIZAJE

Entendidos como consecuencia educacional del estudio del curso

1.- Elabora usted los objetivos antes de iniciar a escribir su curriculum?

2.- Los objetivos están basados en estándares establecidos por su institución?

3.- Los objetivos están basados en estándares establecidos por instituciones internacionales reconocidas en el área de la enseñanza de Inglés?

4.- Los objetivos están basados en los contenidos del libro que va a utilizar?

V. PARADIGMAS EDUCATIVOS

1. Qué teorías de aprendizaje sirven como base para el diseño e implementación de su currículum?

2. Tiene su institución una Filosofía de enseñanza/aprendizaje?

3.- Si la respuesta a la pregunta 2 es Sí, indique qué aspectos de esa Filosofía son aplicados en el currículum de Inglés?

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VI. ANALISIS AMBIENTAL

En una escala del uno al diez califique las siguientes proposiciones; donde uno es bajo y diez es alto.

1. Considero que el tiempo asignado a clases afecta el diseño e implementación del curriculum.	1	2	3	4	5	6	7	8	9	"#
2. Considero que el tamaño de la clase afecta el diseño e implementación del curriculum	1	2	3	4	5	6	7	8	9	"#
3. Considero que el material de apoyo afecta el diseño e implementación del curriculum	1	2	3	4	5	6	7	8	9	"#
4. Considero que el nivel de preparación pedagógica de los maestros afecta el diseño y la implementación del curriculum.	1	2	3	4	5	6	7	8	9	"#
5. Considero que el nivel de dominio del Idioma Inglés afecta el diseño y la implementación del curriculum	1	2	3	4	5	6	7	8	9	"#
6. Considero que la experiencia de los profesores afecta el diseño y la implementación del curriculum	1	2	3	4	5	6	7	8	9	"#
7. Considero que el salario que se ofrece a los maestros al momento de contratar afecta el diseño e implementación del curriculum	1	2	3	4	5	6	7	8	9	"#
8. Considero que el libro texto afecta el diseño y la implementación del curriculum.	1	2	3	4	5	6	7	8	9	"#

VII. FACTORES AMBIENTALES Y SU EFECTO EN EL DISEÑO CURRICULAR

9. Cómo afecta al diseño curricular el tiempo asignado a clases?

10. Cómo afecta al diseño curricular el tamaño de la clase?

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11. Cómo afecta al diseño curricular la disponibilidad de material de apoyo?

12. Cómo afecta al diseño curricular la preparación pedagógica de los profesores?

13. Cómo afecta al diseño curricular el dominio del idioma por parte de los profesores?

14. Cómo afecta al diseño curricular la experiencia de los profesores?

15. Cómo afecta al diseño curricular el salario que se ofrece a los profesores al momento de contratar?

16. Cómo afecta al diseño curricular el libro texto?

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VIII. ANALISIS DE NECESIDADES

NECESIDADES

Considera usted para el diseño de su currículum el conocimiento que deben tener los estudiantes para operar proficientemente en Inglés?

CARENCIAS

Considera usted en su diseño curricular, lo que el estudiantes no conocen y deberían conocer? Cómo lo hace?

INTERESES

Considera usted en su diseño curricular, aquello que los estudiantes creen que deben saber? Cómo lo hace?

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APPENDIX C

INSTITUTION DATA

RESPONDENTS	PERIODS OF ENGLISH PER WEEK							GRADES OF GENERAL BASIC EDUCATION	
	GENERAL ENGLISH - THE FOUR SKILLS	SOCIAL STUDIES	SCIENCE	OTHER	LENGTH OF PERIODS	ALL	UP TO		
1	10				60 minutes	V			
2	7		2	1	40 minutes	V			
3	10				doesn't say	V			
4	1	1.5	1.5	1	60 minutes	V	6th. of GBE		
5	14/16		4		40 minutes	V			
6	12		1	2	40 minutes		8th. Of GBE		
7	5 from 1st. To 7th. 10 from 8th. To 10th.				40 minutes	V			
8	5				doesn't say	V			
9	6				doesn't say	V			
10	10				1hour 20 minutes	V			
11	13				40 minutes	V	8th. Of GBE		
12	11	3	2/5		40 minutes	V			
13	6	*3 only in 8,9,10 grades	1		40 minutes	V			
14	6			3 Reading,3 Spelling	40 minutes		7th, of GBE		
15	15				doesn't say	V			
16	8		2	6	40 minutes	V			
17	4				40 minutes	V			
18	8 but 6 in 1st. Grade				30 minutes	V			
19	6				40 minutes	V			
20	9	2	3		40 minutes	V			
21	20		4		30 minutes	V			

APPENDIX D

SELF-CATEGORIZATION OF SCHOOLS AND REASONS FOR THE CATEGORY

AS FOR FOREIGN LANGUAGE, WHY	AS FOR SECOND LANGUAGE, WHY	BILINGUAL WHY
<p>Ingles como lengua extranjera, por que es la más establecida en los planes de estudio por que es el idioma de la mayoría de los países.</p> <p>We teach two languages: English and French. Kids don't have the same level in English, we should teach basic English.</p> <p>La enseñanza del idioma Inglés se realiza en un momento más temprano que el español, por que el idioma de los programas de radio y televisión es el inglés y se utiliza más a menudo para el comercio y el lenguaje de los extranjeros.</p> <p>1.- We work with English skills, it's useful. - We work with FL books because it's the way for students who speak Sp. (meaning Spanish).</p> <p>3.- We teach English to students who speak Spanish home.</p> <p>We teach English to non-English-speaking country students whose first language is Spanish.</p> <p>We teach English to content-based subjects in English.</p> <p>Because in this school we don't have English subjects, it's just support.</p> <p>Because we motivate our learners to succeed through wide range of learning opportunities.</p> <p>Because it's important for the future.</p>	<p>Because we have increased the number of classes and we have adapted the academic material to each a high proficiency level in English.</p> <p>Because students are learning English directly and understanding rules and they apply it not only in the classroom but in their daily life.</p> <p>Yes because we ask the parents that in the environment for the kids will be in English to listen and watch in English.</p> <p>Because we are developing the our skills.</p> <p>Because it's not enough to complete the school, but really isn't too much.</p> <p>Because in this school, we don't have enough to complete the school, but really isn't too much.</p>	<p>Because of the hours per day are designed in English program.</p> <p>Because this is the fundamental decision in the institution based on the English number of hours.</p> <p>Yes, because each grade has 3 hours per week.</p> <p>Because we have the amount of hours required. We cover different subjects. Our students speak fluent English.</p> <p>Because we teach different academic content in two different languages with several languages used in accordance with the program that we have.</p>

APPENDIX F

CONTRIBUTIONS TO THE CURRICULUM

RESPONDENTS	CONTRIBUTORS				At what stage of the curriculum design			
	Grade Teachers	Principal	Administ. Staff	beginning	during	after		
1	V	V		V				
2	V	V		V	V			
3	V				V			
4	V			V				
5	No answers							
6	V	V	V	P/C	P/C/GT	P/C		
7	V			V				
8	V	V				V		V
9	V	V			V			
10	V	V	V		V			
11	V	V		V	V			
12	V			V	V			
13	V	V		V				
14	V	V		V	V			
15	V	V		V				
16		V			V			
17		V		V				
18	V			V				
19		V		V				
20	V	V		V				
21		V		V				

APPENDIX G

CURRICULUM DEFINITION

- 1) ¿Se entiende por currículo la planificación de todas las actividades que se llevan a cabo durante un período de tiempo en sus áreas del proceso educativo. ~~El currículo es el conjunto de experiencias que se ofrecen a los niños en las escuelas que son responsables.~~ 15) El currículo es el programa que contiene las experiencias que los niños en las escuelas son responsables.
- 2) ¿El currículo anual es el contenido y los assessments que se dan en la escuela por año. 8) El currículo es el conjunto de componentes de la Educación. Esto incluye el conocimiento, los objetivos de la educación, las habilidades, el contenido, etc. 9) El programa de actividades pedagógicas de los estudiantes y los currículos de las diferentes asignaturas, utilizando todo, técnicas y estrategias 16) No answer
- 3) Curriculum es el proceso que los profesores hacen para desarrollar el conocimiento de los estudiantes y hacer que sea más fácil el desarrollo de los estudiantes y seguir algunos pasos para enseñar el inglés de una manera mejor. 10) El programa que se basa en el programa que se enseña. 17) No answer
- 4) El programa que incluye los proyectos y los objetivos. 11) El grupo de actividades que los estudiantes realizan en el aula para lograr los objetivos asignados en el programa. 18) El currículo es el documento que describe el conocimiento que se enseña a los estudiantes.
- 5) El grupo de contenidos que las instituciones base de los programas de inglés en el idioma y el comando. El proceso de enseñanza y aprendizaje. 12) El currículo es el aprendizaje que se da en el aula y el contenido que se planea para la escuela. 19) Es una planificación que se realiza para orientar el programa de estudios de los niños en el contenido de los objetivos y el proceso de evaluación.
- 6) El currículo es el año que se debe revisar a los estudiantes. 13) El término se describe el grupo de métodos, los contenidos, los objetivos y el aprendizaje del proceso que se determina. 20) El plan que se sigue a través de la escuela por el año.
- 7) El currículo es el contenido de la información sobre la institución y los detalles de la metodología que se aplican con los contenidos de los libros y el ajuste de las necesidades de los estudiantes. 21) El currículo es el contenido que se ofrece en las escuelas que se describen los objetivos, el aprendizaje y la evaluación de la materia en cada clase.

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APPENDIX H

CURRICULUM DOCUMENTATION

RESPONSE	INSTITUTION DOCUMENT	ONE OR ALL GRADES FIG. B.E.	ONE OR EACH GRADE FIG. B.E.	DIFFERENT STRUCTURE?
1	V	x	v	x
2	x	v	v	not yet
3	x	In each grade level, E. level have different curriculum according to the level and knowledge of the students needs according to the book.	Not only have the work with the curriculum that the book gives us.	x
4	V	Yes because we do through plans for	x	x
5	x	subjects, levels and specialties	v	x
6	x	Yes with the help of the principal	v	x
7	v	Well, the most of the English curriculum have been designed by the director and it's based on the books and their contents. We re-designe it according to our needs.	Yes and the government has a web-page "Reforma Curricular" and the government also explains the new curriculum that includes English	No, it doesn't have the structure exactly but we have to adapt it to our needs.
8	v	Si es en los niveles de educación general y en las áreas de los grados	Los maestros de cada nivel no tienen un plan anual donde se están dando los bloques curriculares de cada nivel actual construye su horario de clase	Si, es en el modelo de los niveles de educación institucional y en los cursos de los programas de estudio.
9	v	Si es en el nivel de educación general y en los cursos de los programas de estudio.	Cabe mencionar que el currículo es flexible y se adapta a la necesidad de cada institución.	Yes, it contains the general objectives and the profile of the students after our program has been worked.
10	v	Yes, but there is a section which considers the programs for each level.	Yes	x
11	v	Yes, we have well designed each one of the grade levels	v	It follows what is required by the Ministry of Education
12	v	Yes	Yes	No, it doesn't
13	No	No, it starts from 1st. grade and ends in 7th.	It has a general one, that is by grades. We develop and academic plan according to books contents	x
14	v	Yes, it starts from 1st. grade and ends in 7th.	v	x
15	x	Teachers are involved in the curriculum planning and development so that they can implement and modify the curriculum. The benefit of the learners.	One document per grade	Each curriculum should have goals, objectives, methods, learning experiences, content, evaluation. No, it doesn't have the same structure
16	v	x	v	No, it doesn't have the same structure
17	v	x	v	En el espacio de actividades metodológicas se desarrollan fases de participación, construcción del conocimiento y consolidación, para poder llegar al aprendizaje.
18	v	v	v	Well, we follow institutional format based on the government requirements
19	Si	Si en cuanto a los niveles de educación general	Si ya que en cada materia tiene un desarrollo de cada grado	Well, it has the mode of the institution
20	x	Not only the English staff have designed the curriculum from 1st. to 7th. and 8th	v	Yes, it does
21	v	Yes, but only until the seventh basic	Yes, it does	Well, it has the mode of the institution

ELT CURRICULUM DESIGN IN PRIVATE GENERAL BASIC EDUCATION 128 SCHOOLS IN AN URBAN SECTOR OF THE COAST OF ECUADOR

APPENDIX I
LEARNING OBJECTIVES

RESPONDENTS	ELABORATED BEFORE STARTING TO WRITE THE CURRICULUM	BASED ON STANDARDS ESTABLISHED BY OUR INSTITUTION	BASED ON STANDARDS ESTABLISHED BY INTERNATIONAL INSTITUTIONS IN THE AREA OF ENGLISH	BASED ON THE CONTENT OF THE BOOK YOU ARE GOING TO USE
1	Siempre fue necesario que dependiera del éxito de la que iba a obtener el curso de enseñanza de la pre-didáctica	Desde el momento que dependiera del curso de la institución que recibían los estudiantes	No necesariamente, pero cuando se adaptaban a las necesidades de los estudiantes	Siempre que el contenido de los cursos de la institución fuera pertinente a la conexión entre el texto de los libros de texto y la utilización de las metas de las propuestas.
2	Yes, with the staff of the institution we had a meeting and we designed the objectives for the needs that the students had.	Yes, the institution established the objectives that the staff also have the opportunity to give their opinion on things that we had with the teacher.	We adapted to certain standards of our needs	Some of them are based on the content of the textbook, but most of them are based on objectives that the teachers and students need.
4	Yes, we do	Yes, they are	Yes	Yes
5	Yes, we do	Yes, they are	Yes, because we have a book from Cambridge that supports it	Yes, they are. In his case, what the teacher said is that the course was because we needed to follow the book
6	Yes	Yes, with the Cambridge	Yes, with the Cambridge	Yes, they are. In his case, what the teacher said is that the course was because we needed to follow the book
7	Yes, when we make the plan first we establish the objectives	Yes, they are	Yes, they are international recognized, because when the students finish the school they are able to apply any kind of international test.	Yes, they are.
8	Yes, we do. In the laboratory the objectives are based on the skills of the students	Yes, they are	No, they aren't	Read the objectives based on the textbook, but if you should write them.
9	Some of the objectives are general, but some are specific, depending on the area, and the objectives are general, but some are specific, depending on the area, and the objectives are general, but some are specific, depending on the area.	No, the objectives are based on the needs of the students, but some are based on the needs of the institution.	Si ven como una guía de orientación de los docentes de los países de las prioridades	Si están en los contenidos de los libros de texto que se están usando, pero en general se arroja un mejor aprendizaje.
10	Most of the times	The objectives are based on the written and oral production for most students, but they can communicate in English	Not formally	Most of them. We designed our own objectives too
11	Yes	Yes	We consider and value the experience of the institutions, which are adopted if necessary	No
12	Yes	Yes	Yes	Yes
13	No, we don't think the objectives of the department are	The general objectives are, but the specific ones, we establish them in the English department according to the needs	Most of them are, but we have an international supplier, but we have always trying to work according to them.	Classically, the objectives are based on the content
14	Yes, we do	Yes, they are	Yes, they are	Yes, they are
15	It is supposed to be like this	The objectives are based on the institution's standards and necessities	They are based on international standards	Yes, indeed, the objectives are related to cognitive, affective and psychomotor goals.
16	Yes	No	Yes	Yes
17	Yes	No	Si	Yes
18	Yes	Yes, they are	Yes	Si
19	Si	Si	No	Si
20	No	Yes	No	Not necessarily
21	Yes, we do	Yes, they are	Not really, we have a program which is with a very high level	Not the books, but only the kind of resource

ELT CURRICULUM DESIGN IN PRIVATE GENERAL BASIC EDUCATION 129 SCHOOLS IN AN URBAN SECTOR OF THE COAST OF ECUADOR

APPENDIX J

LEARNING PRINCIPLES

RESPONDENTS	WHAT LEARNING THEORIES SERVED AS A BASIS FOR THE DESIGN AND IMPLEMENTATION OF YOUR CURRICULUM?	DOES THE INSTITUTION HAVE LEARNING/TEACHING PHILOSOPHY? IF YES, WHAT IS IT?	WHAT ASPECTS OF THAT PHILOSOPHY ARE APPLIED IN THE ENGLISH CURRICULUM?
1	Principally, the theories that served as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences. The design of the curriculum is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences. The design of the curriculum is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Recordemos que el inglés se aprende en contextos interactivos y reales. En las clases se fomenta la participación de los estudiantes y se les brinda retroalimentación constante. Se utilizan recursos tecnológicos y se promueve el aprendizaje colaborativo. El currículo debe ser relevante y significativo para los estudiantes. Se debe promover el uso del idioma en situaciones reales y se debe fomentar la comunicación efectiva. El aprendizaje debe ser un proceso continuo y se debe promover el uso del idioma en situaciones reales.
2	The learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No, the institution does not have a learning philosophy.	No answer.
3	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Methodology learning with the use of scales for evaluation. They are applied to human values.
4	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
5	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	We apply learning from practicing in English in the real world.
6	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	We make activities that need the participation of the students, like positions, dialogues, and his is important because they need to know how to communicate with the people.
7	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Nuestro planificación para dar a los estudiantes un curso de inglés para que ellos puedan usarlo en situaciones reales. El aprendizaje debe ser un proceso continuo y se debe promover el uso del idioma en situaciones reales.
8	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Mainly through student communication in English. We teach English through activities that students find meaningful. The teacher connects what they learn to their life, interests, etc.
9	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
10	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Flexible grouping, operative and participative methodology.
11	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No, the institution does not have a learning philosophy.	No answer.
12	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
13	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
14	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
15	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
16	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
17	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
18	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	No answer.
19	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Through audiovisual techniques, and by their reaction to specific assignments. We name the objects by their real life, no. Tambien los ejercicios son versales.
20	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	See above.
21	Learning theories that were used as a basis for the design and implementation of the curriculum are: Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	Yes, the institution has a learning philosophy. It is based on Constructivism, Learning Styles, and the Theory of Multiple Intelligences.	We apply the method that different subjects have.

APPENDIX K

VI. ENVIRONMENTAL ANALYSIS

In a scale from one to ten, rank the following propositions where one is low and ten is high

	1	2	3	4	5	6	7	8	9	10
1. I consider that the time assigned to class affects the curriculum planning and implementation.	(6)(7)(9)(16) (17)(19)	(1)(4)	(2)(1)	(3)(8)	(10)(18)	(14)(20)	(5)(12)(13)	(2)(11)(15)		
2. I consider that the size of the class affects the curriculum planning and implementation.	(7)(16)(18)	(1)	(3)(8)(9)	(2)(17)(21)	(11)	(10)(12)(13)	(4)(14)(19)	(5)(20)	(6)(15)	
3. I consider that supporting material affects the curriculum planning and implementation.	(1)(3)(16)(17) (19)				(8)(21)		(11)(12)	(7)	(10)(13)(14)(15)	(2)(4)(5)(6)(9)(18)(20)
4. I consider that the level of pedagogic preparation of teachers affect the curriculum planning and implementation.				(13)	(18)(21)	(7)(12)	(19)	(3)(8)(9)(10)	(1)(2)(4)(5)(6)(17)	
5. I consider that the English language proficiency of teachers affect the curriculum planning and implementation.				(13)	(12)	(18)	(9)(16)(9)(17)	(3)(7)(8)(19)	(1)(2)(4)(5)(6)	
6. I consider that the experience of teachers affect the curriculum planning and implementation.	(19)			(13)	(8)	(7)(14)	(20)	(2)(9)(16)(17)(3)(12)	(1)(1)(15)(18)(21)	(1)(4)(5)(6)(10)
7. I consider that the salary offered to teachers at the moment of recruiting affects the curriculum planning and implementation.	(5)	(12)	(8)	(21)	(20)	(2)(16)(17)	(3)(11)(18)	(10)	(1)(6)	(19)
8. I consider that the textbook affects the curriculum planning and implementation.	(5)(19)			(7)(11)(21)			(8)	(20)	(1)(4)(15)(16)(17)	(2)(4)(6)(10)(13)

APPENDIX M
CLASS SIZE EFFECTIVE CURRICULUM DESIGN AND IMPLEMENTATION

	1	2	3	4	5	6	7	8	9	10
	(7)(16)(18)	(1)	(3)(8)(9)	(2)(17)(21)	(11)	(10)(12)(13)	(4)(14)(19)	(5)(20)	(6)(15)	

2. I consider that the size of the class affects the curriculum planning and organization

How does the class size affect the curriculum design and implementation?

- 1 No effect on learning and behavior. The teacher's participation in the classroom is not affected by the number of students.
- 2 It should not affect learning and behavior. The teacher's participation in the classroom is not affected by the number of students.
- 3 The teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 4 It depends on the number of students.
- 5 The teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 6 A lot because the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 7 It has a great effect because the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 8 Students need more time to complete their assignments. The teacher's participation in the classroom is affected by the number of students.
- 9 This respondent thinks that the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 10 Well, I think that you should have more control over the classroom. The teacher's participation in the classroom is affected by the number of students.
- 11 Too many students depend on the teacher. The teacher's participation in the classroom is affected by the number of students.
- 12 Methods vary depending on the class size. The teacher's participation in the classroom is affected by the number of students.
- 13 If we have more students, the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 14 When we have more students, the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 15 Class size is a factor to consider when evaluating the effectiveness of the classroom. The teacher's participation in the classroom is affected by the number of students.
- 16 Teachers have to organize activities in the classroom. The teacher's participation in the classroom is affected by the number of students.
- 17 As the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 18 I think that the teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 19 Mas que nada, el maestro debe tener control sobre el aula. The teacher's participation in the classroom is affected by the number of students.
- 20 I really consider that it does not affect. The teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.
- 21 Nowadays it is very easy to have more control over the classroom. The teacher's participation in the classroom is affected by the number of students. The teacher's participation in the classroom is affected by the number of students.

APPENDIX O

TEACHERS PEDAGOGIC PREPARATION EFFECTIVE CURRICULUM DESIGN AND IMPLEMENTATION

1	2	3	4	5	6	7	8	9	10
			(13)		(18)(21)	(7)(12)	(19) (3)(8)(9)(10)	(11)(14)(15)(16)(20)	(1)(2)(4)(5)(6)(17)

4. I consider that the level of pedagogic preparation of teachers affect the curriculum planning and implementation.

12 How does the level of pedagogic preparation affect the curriculum planning and implementation?

- 1 Si, me preparación pedagógica afecta el nivel de planificación del currículo, esto significa que tiene efectos de mucha información para el idioma en algunas ocasiones no puede llegar a los estudiantes
- 2 Al nivel de preparación de los docentes se aplican diferentes herramientas de enseñanza que necesitan de los docentes en sus clases para que los estudiantes aprendan
- 3 The level of pedagogic preparation is very important for teachers because people may be ignorant of English language but they don't have the correct preparation and the correct pedagogic preparation will help the teacher to know about the language and use it in the classroom.
- 4 The teachers need good pedagogic preparation
- 5 It affects because the teachers are not updated with the new tendency of the English language, they will not be able to develop ELT
- 6 Alot because I prepare teacher, I will do better than the one that do not well, but the experience will help more
- 7 Planning is very important because the classes have a sequence
- 8 I think it's very important, because the teacher needs to teach but it's not easy, the teacher should be prepared to work with kids and teenagers
- 9 Ciertamente es importante porque el idioma es un idioma que no se aprende en el colegio, entonces para poder enseñar a los niños se necesita de una preparación adecuada
- 10 It's true that the theory is not always necessary, but some times it is necessary for teachers to understand the needs of the students when they have studied about how to teach a foreign language
- 11 More preparation results in a better planned lesson and efficient implementation.
- 12 Pedagogic preparation allows teachers to understand different learning theories and strategies and which work best for a given group in order to implement them better way.
- 13 If the curriculum is designed to be complex, it is going to be more complex for teachers to prepare pedagogic preparation in order to get better results
- 14 If the teachers do not know, they do not understand, it's impossible that students learn correctly if it's necessary.
- 15 The level of pedagogic preparation for teachers is very important. The teacher's 'cultivation of wisdom in pedagogic preparation, when there will be limitations on what can happen educationally.
- 16 No answer
- 17 No answer
- 18 If teachers don't have the high levels of pedagogic preparation, they should never reach their goals
- 19 Existen muchos centros, que están teniendo problemas de idioma, desconfianza en el idioma, aplicación de técnicas para enseñar a los estudiantes a que se cumpla el nivel de currículo.
- 20 Pedagogic preparation is important, but to overcome the problems teachers need to use every single tool that each one has in their hands
- 21 This aspect is very important because students reserve qualified teachers. Nowadays people do not work in English teaching preparation which is really important to have for their classes. Our institution tries to eliminate this problem by giving constantly classes through the year.